

## THE PICTURE WORLD TEST: A NEW PROJECTIVE TECHNIQUE\*

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The Picture World Test (*PWT*) is a new projective technique. It can be administered to individuals as well as to groups. It can be used with groups for diagnostic and therapeutic purposes.<sup>3</sup>

### A. INTRODUCTION OF THE *PWT*

The *PWT* was devised mainly for the purpose of creating a version of the original World Test for adults. The World Test for children consists of miniature objects which enable the subject to construct an outdoor World to his liking. Surprisingly enough when the *PWT* was presented to children and adolescents, they worked well with it. The *PWT* may be used with children from 6 years and older.<sup>4</sup>

*PWT* constructions reveal attitudes to life and to the world, as well as the dynamics involved in selecting and organizing of the materials.

The *PWT* consists of 12 scenes representing scenes of life.<sup>5</sup> This approach eliminates the handling of the toy objects of the World Test which did not appeal to adult subjects. In the *PWT* the subject chooses scenes rather than objects. The 12 scenes represent: A—Farm, B—City-University, C—Mountain-Beach, D—Slum, E—Church-Assembly Hall, F—Suburbs, G—Factory-Business, H—Jungle-Island, I—Dream-World, J—War-Destruction, K—Desert-Retreat, L—Hospital-Prison.

Each subject has the chance to be *creative with this material* not only in the selection and arrangement of the pictures, but also in connecting the scenes with landscape or vehicles or adding additional subjects in the scenes

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<sup>4</sup>Larri Welty is preparing a comparative study of the *PWT* and the *WT* with children.

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or the connecting areas according to his imagination. A Symbol List provides the subject with symbolic houses, trees, people, animals, cars, and other objects to be drawn with which he can enrich the world outlined in the original scenes. Excessive interest in specific items or obsessive preoccupation with but one type of object is expressed by the repetitious addition of such an item or object.

#### B. INSTRUCTIONS

Individuals or groups are told to "select from the 12 pictures as many or as few as you wish; arrange and paste them on the large sheet of paper provided. Then give a name to this world of yours and write a story about it."

Subjects also are told that if they wish they need not use any of the 12 pictures but draw their World with no *PWT* pictures. Several subjects have done this. Furthermore, subjects may add any or no items from the Symbol List such as roads, lakes, mountains, or draw in whatever else they wish.

#### C. RESULTS OF THE INITIAL *PWT* STUDY

The initial study of 94 adults of various diagnostic groups and 22 children and adolescents yielded a wealth of information.

In comparison with the original World Test, the *PWT* constructions are far more manifold as well as more individualized.

The *PWT* often brings out cultural dynamics. Social, racial, religious issues are brought out in many cases.

Most specifically the *PWT* shows *goal orientation* and *goal maturity*. Because of this, the authors feel the *PWT* can be added to the Rorschach and *TAT* and form a valuable clinical triad.

*The Rorschach essentially shows the existing personality dynamics; the TAT reveals the individual's past; the PWT projects the individual's outlook upon the future.*

This outlook on the future is found in the subjects' centering their *PWT* constructions around a basic *goal* which they wish to see materialized in their personal world. Goals or Worlds discriminated were: (a) pleasure-centered, (b) ideal-centered, (c) accomplishment-centered and (d) integrated Worlds in which all three aspects were developed.

*PWT* constructions in which goal-direction is avoided also were noted.

Such Worlds are *factually* or *critically descriptive* or tell *episodes* or *stories* without direction; *disconnected descriptions* of single pictures also occurred.

Tables 1 and 2 present the age distribution and the clinical classifications of the adult and children groups. Tables 3 and 4 show the children's and adults' distribution of story categories on various age and adjustment levels.

TABLE 1  
AGE DISTRIBUTION OF ADULT GROUP

Age interval	Men No.	Women No.	Combined No.	Children	Ages
18-25	13	4	7	13	6-10
26-35	18	13	31	9	11-16
36-45	20	13	33		
46-55	8	8	16		
56-65	2	2	4		
66-75	2	0	2		
76-85	0	1	1		
Totals	53	41	94	22	

TABLE 2  
SUBJECTS USED IN *PWT* STUDIES BY CLINICAL GROUPING

Adjustment Level	Clinical Classification	Adults		Children	
		No.	%	No.	%
A	Adequate Adjustment	27	28.7	10	45.5
B	Psychoneurotic	29	30.9	12*	54.5
C	Character Disorder	4	4.2		
D	Borderline Psychotic	9	9.5		
E	Psychotic	20	21.3		
F	Brain Damage	5	5.4		
	Totals	94	100.0	22	100.0

\*Children with emotional problems.

The comparative study of these different solutions indicates that the *PWT* is a more refined diagnostic instrument than was the original World Test.

Approximately 73 per cent of the adult Worlds and 39 per cent of the children's Worlds were goal-directed; the older age group of 11- to 16-year-old children had significantly more goal directed Worlds than did the younger age group.

All integrated Worlds produced were in the well-adjusted adult group with the exception of one paranoid schizophrenic production.

The pleasure-centered World is prevalent among psychoneurotics and

TABLE 3  
CATEGORIES OF ADULT *PWT* STORIES AND RELATIONSHIP TO ADJUSTMENT LEVELS

Categories	Adjustment Levels						Totals	%
	A	B	C	D	E	F		
<i>A. Worlds Without Goals</i>	7	7	1	6	13	6	40	27.2
1. Disrupted Scenic	—	—	—	2	4	3	9	22.5
2. Episodic	5	2	—	1	2	—	10	25.0
3. Descriptive	2	5	1	3	7	3	21	52.5
a. Factual	1	2	—	2	6	3	14	66.7
b. Critical	1	3	1	1	1	—	7	33.3
<i>B. Worlds With Goals</i>	44	42	5	5	8	3	107	72.8
4. Ideal-Centered	17	14	1	2	4	2	40	37.4
a. Constructive	7	—	—	—	—	—	7	17.3
b. Ideal Behavior	5	7	—	2	2	1	17	42.5
c. Ideal Utopias	5	7	1	—	2	1	16	40.2
5. Pleasure-Centered	8	20	4	2	4	1	39	36.4
a. Recreation	7	8	—	—	1	—	16	41.0
b. Fiction Pleasure	1	7	2	—	—	—	10	25.6
c. Dreamlike	—	—	2	2	3	1	8	20.5
d. Pleasure Utopia	—	5	—	—	—	—	5	12.9
6. Accomplishment-Centered	9	8	—	1	—	—	18	16.7
a. Useful-interesting	8	3	—	—	—	—	11	61.1
b. Ego enhancing security providing	1	5	—	1	—	—	7	38.9
7. Integrated	10	—	—	—	1	—	11	9.5
Totals	51	49	6	11	22	9	147	100.0
Mean No. of World Categories	1.9	1.7	1.5	1.2	1.1	1.8		

TABLE 4  
CATEGORIES OF CHILDREN'S *PWT* STORIES AND RELATIONSHIP TO ADJUSTMENT

Categories	Adjusted Maladj.		Both		Ages 6-10		Ages 11-16		Both	
	No.	%	No.	%	No.	%	No.	%	No.	%
<i>A. Worlds Without Goals</i>	6	59.4	8	66.7	14	60.9	9	69.2	5	50.0
1. Disrupted Scenic	3	50.0	4	50.0	7	30.5	6	66.7	1	20.0
2. Fantasy	2	33.3	1	12.5	3	13.0	3	33.3	0	00.0
3. Descriptive	1	16.7	3	37.5	4	17.4	0	00.0	4	80.0
<i>B. Worlds With Goals</i>	5	40.6	4	33.3	9	39.1	4	30.8	5	50.0
4. Ideal-Centered	1	20.0	2	50.0	3	13.0	1	25.0	2	40.0
5. Pleasure-Centered	3	60.0	1	25.0	4	17.3	2	50.0	2	40.0
6. Accomplishment-Centered	0	00.0	1	25.0	1	4.4	1	25.0	0	00.0
7. Integrated	1	20.0	0	00.0	1	4.4	0	00.0	1	20.0
Totals	11	100.0	12	100.0	23	100.0	13	100.0	10	100.0
Means of World Categories	1.1		1.0		1.0					

most of the other pathological groups as well as among children. The well-adjusted person does not waste time and indulge himself with pleasurable and fantasy evoked Utopias or dream-like Worlds. His pleasure World, when created, is a recreational one and is not expected to be a permanent World.

Ideal centered Worlds represent about a third of the well-adjusted as well as of the psychoneurotic subjects' Worlds; this holds also for the older children's group. Such percentages are much smaller in all other groups.

About a fifth of the adjusted and psychoneurotic subjects' Worlds were accomplishment-centered. Such Worlds are practically non-existent among the more severe pathological groups and among children. Examples of different categories will follow shortly.

#### D. THE GROUP APPLICATION OF THE *PWT*

A need felt by many psychologists for a projective technique which lends itself to group administration is met by the *PWT*. Any number of subjects may take the *PWT* simultaneously.

The *PWT* has the advantage of not requiring more than an hour. A Protocol Booklet and manual facilitate recording, scoring, and interpretation.

The *PWT* may be used for group discussions. Approaches to the tasks of building a personal world can be the springboard for fruitful group psychotherapy. The *PWT* may be used during the course of therapy for the evaluation of progress. It can also be used for coöperative group projects in which all or some group members participate. An example of group administration and further utilization of the *PWT* in a group will be discussed in a forthcoming monograph.

#### E. EXAMPLES AND INTERPRETATIONS

Children usually do not think in terms of over-all goals for themselves or for the world at large. They do not assume the attitude of the critic who tells the world what is wrong with it. Therefore their comments about the *PWT* often are descriptive. They may use the *PWT* pictures as starting points for a story book tale which may or may not reflect personal feelings.

The stories of young healthy children usually are *pleasure-centered episodes*. Such is the excursion with her mother which one eight-year-old girl described in the seven *PWT* pictures she selected. Her story was:

*"A Mother and Two Children"*

They live on a farm (A) and their mother's sister asked them to go to the city (B) where she lives, to visit her. They went to a friend's house to go swimming (F). It was Sunday, so they went to church (E). Then from church they went to a restaurant to eat lunch (G). From the restaurant they went to the beach (C) and they played tennis. They got in a little boat and went to an island (H), and then went home. They had had a good day.

The pleasure-centered Worlds of well-adjusted adults usually contain vacation episodes. Only immature, neurotic, and psychotic adults were found to construct frankly *pleasure-centered* Worlds.

An example of an escape-World is that of a 36-year-old man, who called his world "Travel." He spoke of driving around, possibly with a friend, enjoying everything, going to church, then returning home only to repack his bags, fly to New York, take a boat to Europe, and go to Paris. . . .

He selected six *PWT* pictures most conducive to his idea of a life of continuous pleasurable travel.

Diagnostically this case represents an anxiety neurosis with psychosomatic symptoms. This man is a bachelor who suffers from sexual problems and anxiety spells, and while efficient at work lives a harassed life from which he constantly wishes to escape.

This patient was given a Rorschach, *TAT*, Draw-A-Person Test, and the *PWT*. The use of the *PWT* in conjunction with the other tests is exemplified by quoting relevant passages from the diagnostic study of this patient which was made to rule out possible organic factors.

*Results*

The Rorschach presents a mixed psychoneurosis with anxiety-neurotic, conversion-hysteria, and obsessive-compulsive patterns. There is no indication of organic involvement. The other three tests confirm the picture of an emotionally disturbed personality seeking escape solutions for problems he can neither face nor resolve.

*Analysis*

Outstanding trends in his Rorschach pattern are extreme hypersensitivity which makes patient emotionally very vulnerable, a pronounced tendency to conform and to be accepted which is in conflict with homosexual needs and the strong unsatisfied drives of an instinctually frustrated personality. This conflict causes extreme tension, anxiety, and apprehension and the dynamic substitute solutions of repression and escape into illness. Homosexual tendencies are indicated by absence of heterosexual and presence of several homosexual couples on

the Rorschach. All women figures are distant or evil; they appear in costume, mask, as statues or witches.

In the *Draw-a-Person* test, the woman is dressed, the man is nude. The woman has a threatening glamour, her eyelashes and hair look like fences. She has pronounced provocative breasts under her long evening gown. She is taller than the man and has large masculine shoulders. The patient's inferiority feelings about himself and his sexuality are distinct in the striking fact that the nude man is drawn without sex organs and with no sex characteristics. He is of slight build, looks away while the woman looks straight at the onlooker. Both persons are rigid and straight, as the patient himself remarks.

Further traits are brought out by the *Thematic Apperception Test*. In several stories people are completely unrelated to each other, contrary to all expectations (2 8 bM). With one exception, no couple is married; all have affairs which end because "the man does not care." The admired male who discards the woman without conflict or pain, is depicted as "virile," "strong," "handsome," and "masculine." Patient wishes to identify with him and assures the therapist several times offhandedly "that this girl would not interest" him.

In reality he identified with the broken down, guilty young man, whose mother will not give him up even though he makes her unhappy. His "wise, kind, loving" father cannot help nor improve him.

The father figure appears in an idealistic light of mild, benign goodness; he is also religious; the mother is depicted as stern but loving.

In his wishfulfillment story this patient describes himself; his hope is to get "straightened out," to feel "confident" and less "inadequate," and less "sorry for himself" and to "feel free to do exactly what he wanted with his life." So far all his striving has ended in disappointments as several stories indicate.

The *Picture World Test* gives evidence of an individual's ideational outlook on life and orientation to life. Patient avoids the world of social and work obligations and concentrates on a "vacation" world. This again reveals the escape tendency as a basic attitude to life. One obligation he does not forget even while on vacation is the church. He goes and prays in the middle of his trip which conveniently leads him on Sunday to a city with a church. His conscience cleared, he can go on and enjoy his play. On his vacation trip he has a boy friend, thus once again avoiding heterosexual relations, family bonds, and obligations.

Another type of an immaturely self-centered pleasure World is that of a 25-year-old borderline schizophrenic. His story is about "The World in Which I Realize Myself."

This is an *ideal* world for me, a world in which all my *needs* are expressed and *fulfilled*: passion and aggression, and at the same time

the most refined and *subtle pleasures* of the world; isolation freely giving way to simple social pleasure, and again to isolation. There are no roads connecting the scenes of my world because ideally it is *one* world. (I should have placed the pictures all together.) We have one scene of the "academy"—here I learn and enjoy with the mind and the soul. The pleasures of the body—heat of the sun, the heat of sexual love—are in another scene; I am one of the savages and I am one with the elephant. In another scene I am alone—dreaming perhaps—a world unto myself. And in another I am a carefree child, dancing with pure good spirit on a street with a friend, making the world around me—which may seem ugly—beautiful with my joy. My world is timeless (and therefore, of course, unreal). It is a world that does not depend on machine and artificial contrivances—only nature, people, and dreams.

This patient took the *PWT* in a group session. Results of this group study later were utilized in group therapy as will be discussed in another study.<sup>6</sup> This patient prior to participation in group therapy had two years of psychoanalysis and one year of individual psychotherapy. He had been self-destructive, unable to socialize or to work. His *PWT* provided evidence of an improved condition in that it showed he had advanced to a positive, though still self-centered, outlook on life, with some consideration of his social contacts and of studying, in addition to obtaining isolated self-gratification.

In addition to the frequently presented pleasure-centered Worlds of most neurotics, there are the *accomplishment* and *ideal-centered* Worlds of other neurotics who wish to deny themselves all pleasures. The following story is that of a 50-year-old woman who is a school teacher.

#### *The World from Which I Come*

My strongest earliest memories are of church and school. The minister in the church is leader of us young people, and the teacher in the school is in a similar rôle. My home is on the road that leads to church and school, with father, mother, and two sisters at home.

When I grew up, I went away to school (traveling by streetcar daily) where I learned to be a teacher. Occasionally, I had opportunity to go and become increasingly aware of cultural possibilities in the city—concerts, etc., and also of the responsibilities of citizenship.

Despite the advantage of the city, I was determined to teach in the country—(a sort of messenger to the benighted)—and did go to a near-desert area, where I eventually came to teach in a school attended by many Negro children as well as white (about 50 per cent each).

<sup>6</sup>This is a patient of George Bach, who will report about the use of the *PWT* in a forthcoming thesis.



My school is in a farming area. There I met my husband and his family. His mother was extremely interested in home-making, flowers, garden, trees, and I wondered how I could ever make the right home for her son.

As years went on, we acquired a beach cottage. I never cared for the beach particularly, and now think of its recreation possibilities in terms of enjoyment by my husband and my daughters. They do enjoy it. Since we are on the ocean front, we see many ships at sea of all kinds, freighters, naval vessels, and luxury cruisers.

This is the story of a hyper-conscientious obsessive-compulsive, who considers the school and the church to be the decisive influences in her life, while her home is—in unconscious symbolization—a small place “on the road that leads to school and church.” The pleasurable beach serves the family’s need for recreation while the subject herself seems to feel no need for it.

Her story is an example of a developmentally oriented World presentation.

The youngest subject in the present studies to produce an *accomplishment-* and *ideal-*oriented World was a little girl of 10 who projected her own unhappiness into the story of a World which was ugly, dirty, and mean and had to be destroyed to be replaced by a clean and good World.

#### *Everding*

Once upon a time there was a town called Everding (D) (?)—from a friend’s name—. It was a dirty town and it wasn’t very clean. Some people tried to clean it up but they failed and so one day the volcano, which was about a mile from the city, erupted and smashed the whole city and pretty soon all that was left was this (K).

Pretty soon other people came and started to make towns again and it got bigger and bigger and homes sprang up (F) and out in the country people built farms and had cattle and sheep and all kinds of animals and now Everding is a clean and peaceful town—no place like this (D) in it.

Ideal-centered Worlds often take on the appearance of Utopias with or without personal reference to the subject’s real rôle in this community of the future. The subject’s interest in such a Utopia quite often is the result of some personal unhappy experience or of a grudge against the world as it is. This is evident in the little girl’s hope for the peaceful town of Everding.

A 16-year-old girl, whose extreme progressive views and associations brought her considerable difficulties in her relationships with her parents and teachers dreamed of a wonderful World of the future in which all people would be alike and free. Her *PWT* story follows:

*The World As I Like to See It*

This world of mine as I'd like to see it is quite different than the world is today. No world but heaven could be like this, but it could be so much better if it just possessed some of these qualities!

First of all, the great minds of the world would not be using their intelligence to gain power over their fellow humans, but instead to invent newer and finer things for all mankind, regardless of race or nationality. That way, everyone would feel friendly toward each other and secure in these friendships. Today, of course, newer and better things are being invented to make our lives easier, but what good will it do us if all these things are destroyed with one blast from a man-made bomb.

Next I'd like to see everyone in church every Sunday of the year, except in case of grave illness. If more people went to church, these other things such as prejudice, greed, and hate would surely disappear. They'd have to because we'd be following Christ's example of brotherly love and humility. Of course, the churches would have to be set up completely different because some churches give Christ-like examples for their own parishioners and say nothing of other religions. All religions are good in their way and that fact should be recognized.

An interesting World of the future is that of a 47-year-old woman diagnosed as a paranoid schizophrenic. She fills all roads between the 10 pictures she selects with "people, everywhere people" and gives the following interpretation of her world.<sup>7</sup>

*A World Worth Working Toward*

The people on farms (A), in cities (B), in urban neighborhoods (F), and vacation spots (C), might by the use of more psychological knowledge (B), more schools (L), better use of religious (E), and political institutions (B), create a world without war (J), slums (D), and prisons (L).

The *accomplishment-centered* World emphasizes work and success. An example is the developmentally oriented story of a 28-year-old businessman.

A boy is raised in an isolated place, represented by desert scene K.

Farm scene A would more nearly represent the geography, but suggests too much activity and production to represent the psychological atmosphere of the place.

His life revolves between the solitude of his home and the spiritual discipline of religion, represented by church, scene E. This, not supplying any real need in himself, undertaken mostly at his mother's wishes, nevertheless introduces him to the inner world of the mind, repre-

<sup>7</sup>The subject is a patient of Dr. Esther Somerfield, a psychiatrist, who contributed this interesting *PWT* production in a group session.

sented by fantasy, scene *I*, which for him supplies finally the world of reality.

From this he proceeds to the larger world of education and business, represented by scenes *B* and *G*, which is so frightening that he retreats to the fantasy world once more, this time entering more deeply into it. Finally, with great effort, he returns to the world of *business*, and this time manages to establish himself, finding that certain residues of his fantasy experiences can be utilized for *realistic* success. Now, he is able to establish a domestic life for himself, represented by *F*. From this point, he is able to look around and discovers the world of *pleasures*, as approved by the world, and proceeds now to make steps to explore it.

Well-adjusted persons and responsible psychoneurotics construct accomplishment-centered Worlds.

The best adjusted individuals construct *integrated* Worlds in which the major aspects of life are presented or given meaningful consideration.

An example of an integrated World is the *PWT* story of a 28-year-old married woman, ready to terminate her psychotherapy. This patient was in a group therapy with George Bach. Her good adjustment was diagnosed from her *PWT* by the senior author of this paper.

Her story is called "My World of Tomorrow."

This is the world I would like to live in with my family. Our main life shall be our home and two children. There should be *education* for all of us. *A faith to believe in and belong to.* I would like my husband to have a business to go to. Our vacation shall be at times just the two of us and at times the four of us going to a farm for healthful living. There is a need in me to *help the slum areas.* There should also be hospitals and prisons. We shall also take part in music, art, dancing, and world politics. I would like to have friends of the intellectual type, also the type to just talk simply things in general. Some of these things we have accomplished and others we are working on.

In this World she considers the needs and accomplishments of her day-by-day life, pleasure and recreation, and her contributions to a better World of tomorrow.

There are distinct differences between persons who are goal-directed in their *PWT* productions and those who are obsessively factual or critically *descriptive* on the *PWT*.

Clinical groups most productive of *descriptive* Worlds are schizophrenics and anxiety neurotics with schizoid tendencies. These groups do not commit themselves with opinions or values or goals, but rely on evasive descriptive productions. An example is that of a 32-year-old male engineer, single and

immature. He projects his narrow outlook of the world into a descriptive story which betrays his problem regarding "skid row." The mention of "skid row" is tied in with his predicaments over making sexual adjustments. The story follows:

*Typical City*

Picture represents city in which college campus and airfield are located. The city is a bustling town of about 100,000 in which there is much activity. A steel mill is located in the southeast part of town and is not too far from a "skid row" on the south of town which is off limits to men from Air Force Base or north of town. Residential section and campus are located on west and northwest part of town. College has huge 80,000 double deck stadium and football is important in city to citizens and students alike. Being a steel mill town, it is of course located near water of large lake on which freighters bring in the ore. The beach resort on northwest is small and is only a resort for citizens of this city.

Unconscious projections of fears and conflicts often are found in children's descriptive approaches to the *PWT*. An 11-year-old girl, in both her selection of scenes and her descriptions offers evidence of aggressiveness and resentment.

*No Title*

*L.* Accidents: On this side here there's been an accident. Two cars crashed. People looking and here's a State Prison and hospital. They took the injured to the hospital.

*F.* City Life. Nothing to say about this one.

*D.* Poor Town. Town poor—rubbish lying around. A man taking a dog to the pound. Not much to tell about this picture.

*H.* Native Life: The natives are celebrating 'cause they caught a prisoner—no two prisoners. The dancers around tied up the prisoners. A man is beating a drum. Others are coming out of their huts; others coming up out of boats. They're going to kill the prisoners.

*C.* Vacation: Don't want to talk about that.

*K.* ———: An old man sitting down against the hacienda. This priest going to church.

That's all.

Schizophrenic and brain damaged patients often bring forth *disrupted scenic descriptions* with more or less projective material. Their distancing of themselves from personal associations which the *PWT* calls forth is accomplished in many ways: For example, one 45-year-old schizophrenic woman calls her world "Vista" and proposes to make a drapery design rather than the real world. She selects six pleasant scenes and fills the spaces between them with carefully designed fields, mountains, roads, and

other details using red and green colors on the pictures as well as on her own scenery. Her story is:

This is an attempt to make a drapery design. It includes a number of features to be found in Texas: the commercial airplanes, the mission, the beach, the farm (although the barn with the haymow may be out of place), the factory, the stores, the church, the synagog, and the residential section. I have tried to give the impression of much commerce by using many highways in the design. Crops were used as a part of the background.

The impression as a whole is that of the every day scene in Texas.

Some patients withdraw further from the provocation of the *PWT* by telling stories which they have heard or read. This is characteristic of some younger children; adults who try to avoid personal self-expression also tell such stories, frequently saturated with cliches and sentimentality.

Some individuals feel they cannot use the *PWT* pictures to express feelings but are stimulated to produce original drawings.

There is a wide range in the type and amount of additional items with which patients or subjects connect their *PWT* scenes. Some persons carefully build the scenes into a complete landscape with considerable detail and drawing, others indicate connections crudely and meagerly, some leave the scenes unconnected even though in the relating of their stories they integrate scene with scene to form a meaningful World.

Of great interest beside the selection of individual scenes or the preferences for *PWT* scenes, is the gestalt pattern in which the scenes are arranged. A variety of different patterns can be readily distinguished. These patterns seem to have significance in relationship to the character and content of the *PWT* story.

This finding in addition to the findings mentioned offer challenging research problems for psychologists interested in projective techniques.

#### F. USE OF THE *PWT* IN PSYCHOTHERAPY

The *PWT* provides the psychotherapist with many clues of immediate application in psychotherapy, whether individual or group. To demonstrate this:

A 36-year-old businessman felt the need to produce two separate and different *PWT* productions on two sheets of paper. He declared his two Worlds were incompatible and could not be united. One represented the world of his life with his family and in his business. The other was the world of his vacation life.

It seemed strange that the two worlds could not be brought together in the same manner in which other subjects reconciled different aspects of their lives.

The incompatibility of the two aspects of his life strongly suggested a deeper cleavage than should have existed under the circumstances. This clue led to the discovery that this patient actually was leading two separate and conflicting lives with two women. One woman (his wife) represented to him his family life; while the other woman (his mistress) meant fun and understanding which his wife failed to provide him.

George R. Bach (Personal communication, 1956) administered the *PWT* to a pair of identical female twins, age 26, participating in a group therapy program. Here it was observed that although both twins had experienced quite similar traumata in early life, one twin used the defense of denial while the other twin coped with and faced the pathogenic conditions of her life. Differences in the *PWT* constructions by these monozygotic twins revealed "clearer than other projective techniques" used by Bach therapeutically significant differences in the manner each attempted to integrate relatively similar traumatic material. The highlighting of this particular difference between the twins proved extremely helpful in their clinical management.

The *PWT* seems well suited to illustrate to patients their characteristic approaches and defenses to the world and toward their life goals. In groups the discussion of individual Worlds always leads to fruitful evaluations of the self and of progress made during therapy.

As a research instrument the *PWT* offers many suggestions for dealing with the extremely complex problems of interpersonal relationship, cultural factors, and interactions of individuals with groups and environments.

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