

Demonstration of Worlds

Institution of Child Psychology, July 30th, 1955

Catalogue and Notes

In Rooms I, II, IV and V are being shown drawings of 50 Worlds made by child and adult patients together with a reconstruction of 10 actual Worlds. Rooms I and II are on the Entrance Floor; rooms IV and V on the floor below. In Room III illustrative contents of the World Cabinet we set out with details about them. Among wishing for information about the I.C.P. or the World material will find it by following the arrow after the word Information, along the corridor to the right to the Room at the end.

The World Technique is a therapeutic instrument devised by Dr. Margaret Lowenfeld. It is one of the technical tools used in therapeutic treatment of children at the I.C.P. and of adults and children by Dr. Lowenfeld.

The materials of the technique are:-

A metal lined tray, in dimensions roughly 2'6" X 1'9".

A small table of a suitable height for the patient using it which stands free in the room. In order that the table can be changed to suit the patient the tray should not be too heavy to lift.

Sand. For Clinics, enough sand should be available

Water. A fair supply should be available with a tube and pail for siphoning off extra water.

World cabinet. An average collection of World objects is set out in Room III.

Amorphous Objects. In order to work out the ideas they wish to express, patients will make use of all sorts of objects and part objects. To make this possible a large box of bricks, tubes, tins and other odds and ends should be available.

Use of the Materials

The way in which patients we introduced to the World materials forms the kernel of the whole technique. It is unlikely that without this specialised introduction the same results would be achieved.

World materials are available for use by the children at any moment in the course of a play-session. A therapist sits with the child as he constructs a World and, if the child desires it, discusses with him what he is doing (again according to a specialised technique), and when the World is finished makes, with the child's co-operation, a record for 'his book' (i.e. this section of the case notes).

Except in the special use of the World at particular moments in the treatment, the patient is free to use the materials as and when he will with the exceptions that, at a Consultation Interview, the patient, after making a mosaic, is asked to make a World, and in the course of treatment a theme may now and then be suggested to the patient, such as a 'nightmare', or make a story, or make something nice and make something nasty. (See No.22).

The Exhibition

Though the use and development of this technique for over twenty years a very large amount of material has been collected. The aim of this Exhibition is to make a selection out of this material to illustrate certain definite aspects of inner experience and of modes of therapy.

In Rooms I, II, IV and V Worlds are demonstrated, "and as it is not possible to reconstruct this number of **actual** Worlds, three methods of presentation have been adopted.

- (1) Drawings of Worlds which have been set up from the records and then drawn in situ by Miss Enid Kotschnig. (Room I).
- (2) Drawings of Worlds in colour made by members of the I.C.P. group, either from Worlds re-set-up from the records or from the originals. (Room II).
- (3) Actual Worlds as made by children and adults set up from the records. (Rooms I and II, IV and V).

The Material

The central characteristic of the World material is its ability to express subjective experience taking place simultaneously on several planes - it is here that the kinship with modern art forms appears, Worlds B and C have been chosen as an example of this aspect - in a child and an adult.

Fragmentation of idea, of affect, and of response is also a common feature of the inner experience of children and of some disturbed states. Nos. 5, 6, 10, 21, 44, 45, are examples of this.

It is our experience that the World technique partakes of the nature of language, and therefore development appears in successive examples of use of the technique by any one person. Three series of such Worlds we therefore give: Series A and B in Room I were made by two young women, Series C in Room II by a girl of 12.

The study of such series has brought to light the interesting fact that the same forms in Worlds are found to recur in the same sequence in different individuals. Not only in developmental series but in typical isolated forms of "World Two of these, the 'concentric circles' and the 'mounds' are illustrated in Worlds A and 13; 38 and E.

The materials of the World technique provide satisfaction for both the extreme opposites of sensorial and of creative expression. The purely sensorial is illustrated in World F (Room IV); the expression of emotion in formal patterning in Worlds 14 and 15.

In the use of Worlds in Consultation interviews, the patient sometimes makes a spontaneous division into two parts, as in Nos. 1, 3, 4, and 21. Sometimes a line is drawn across the tray by the therapist and the patient is asked to make something pleasant on one side of the line and something unpleasant on the other. (No. 22).

Watching the construction of a World makes it clear that the structure carries a very different significance to the maker of the World from that which it presents to the onlooker, and that to the maker it is a psychic event. An attempt has been made in Nos. 11 and 12 to present in the drawing the feeling-tone the World had to the maker. In each case the drawing was accepted by the patient as really representing the feeling-tone of the World he had made. Two examples of boys with an exceptionally high I.Q. (Nos. 44 – 48 and K) have been chosen in order to illustrate the fact that in spite of a first-class intelligence a World may, and often does, present fragmentation and incoherence, or be dominated by sensorial factors.

Notes on the Exhibits

Room I

Series A

This series of 9 Worlds represents an excerpt from the first seven months of study of a young woman who was one of a pair of identical twins. She fell ill during the final period of training as a hospital nurse, with a severe attack of Chorea. Although she recovered from this illness she did not return to normal mental or psychological health but continued to manifest a number of motor and psychic disturbances which were exhaustively studied during eight months of observation at the Maudsley Hospital, a final diagnosis not being achieved. This series of Worlds and Mosaics we offer as a contribution to the problem of diagnosis, and as showing progress in self-

understanding and control. They also illustrate the concept of Worlds as a developing language.

- No. 1.** Shows division of the tray into two, a group of Indians talking together, by a stream along which enemies we expected to arrive. The maker regarded Indians as interesting, friendly and exciting. The part of the tray nearest to the maker is empty.
- No. 2.** Made immediately after No.1. shows a chaotic assemblage of mechanical transport, with an indeterminate division into two parts.
- No. 3.** Here the division is clear. The further half, the skiers felt, represented her essential reality situation, the newer half, the idea of violent movement combined with some items associated with childhood.
- No. 4.** In the further half, the skiers behind the river represent personal ecstatic experience of controlled movement, and in the foreground, we fragmented items representative of pleasurable childhood experiences of movement.
- No. 5.** Is again in two halves. The river now runs to the sea. On the further bank are the pipers who stand to her for the panache of Edinburgh castle and her father's service in the 1914/18 war, and a cemetery with a dragon threatening the dead. On the foreground bank are symbols which stand for incidents of her own actual travels and longings to move far away.
- No. 6.** Presents her experience at a different angle. The river is a wall and in front a camel caravan, combining the significance to her of the foregrounds of 1 - 5 with the static picture of a schoolroom and chaotically arrayed elements of latency period emergence.
- No. 7.** In this World (made three months after the beginning of observation) for the first time a unity is achieved, but it is concerned entirely with idyllic memories of passive experience outside Britain.
- No. 8.** This is a 'dialectic' World made three Weeks later (the intervening period being occupied with thoughts of 'twinning' and of death). The maker conducts an argument in symbols - The coal cart indicates depression, limitation of opportunity in an industrial town, slums, blackness. The swan indicates freedom of movement, independence light, daintiness (swansdown). The gun stands for friendly, cheerful, colourful, masculine, tattoos etc. and is to do with sex', in strong contrast both to the coal cart and the coach. The coach indicates trippers who spoil nature, the tyranny of the group - 'moving like sheep' (cf. the sheep in No. 6), in contrast to

the fun and the swan. The swan has its head down because it is felt as an unattainable ideal - the bus has the engine buried in sand as an act of aggression towards it.

No. 9. Here for the first time the opposing psychic forces come into direct conflict, each being poised to destroy the other. The pipers, however, move freely around and through the 'conflict', and for the first time an 'observer' appears standing passively in the far corner.

No.10 &11. Drawing 10 gives the World of a girl of 16 suffering from very severe Anorexia Nervosa, and No. 11 the artists' presentation of what the World meant to its maker. This together with the actual World illustrates a combination of incongruous elements drawn from the outside world and placed within a room, together with people who could be found in a room.

World 10 represents a large room with one door, the centre brightly lit, the edges dark. Through the door drives a Hanson cab, and the driver is in control of all the other people. To the maker the World was full of noise and three men have come through the door to quieten the others. Each figure or group of figures is full of meaning (of a very simple sort) to the maker and no one has any connection with another

No.12 & 13. Might be termed The Artist Experiments as they represent the artists' drawings of two of her own free experiments with the World material.

No. 12. On the right a crowd of wild animals emerges from the dark and surrounds a headless man standing in a bright light among flowers, within a fence, haranguing a non-existent crowd. Across the bottom of the picture moves a crowd of, ordinary people towards a cave in a high mountain. On the left, fencing separates a group of workers from the earth they wish to work in and get nourishment from. A deep ravine in the mountain comes from the middle of the group of animals and goes through the mountain away to the distance at the left. It is possible to move across this ravine and new the top is a fenced-in decline where a tortoise lives among reeds. An eagle is perched on the summit of the mountain, and on the top of the cave a man is caught among steel rods.

No. 13. Made some months later, shows a central pool in which a sailing ship floats, with only a snake on board. In the water below a submarine lurks. The pool is the centre of concentric circles of barriers. Within the first two barriers wild animals circle, and a fence and 4 guards defend it. Outside this barrier mechanical forces endlessly circulate with meaningless traffic signs and rigid rows of houses, their line broken on the left by the ocean - in front of which a steamer is at anchor.

No. 14. B.M. Girl aged 10 ½ years.

Complaint. Nervous. Cannot work at school. Loses her voice when answering in class or reading aloud. Cannot stick up for herself, unable to show anger; over fastidious, clean and tidy.

Family. Father a metal worker, obliging family man, but very neurotic, mother tied and sexually inhibited. Mother nervous, used to stammer, afraid of sex. Both spoil the children.

History. Was a lazy sucker, and lazy later in eating, would not swallow. Had a long series of children's illnesses. At 6 had a running ear and much pain.

World. This child's Worlds were characterised by the enormous numbers of chairs that were always placed about. Third World was made in a very meticulous manner but with vigour and intense feeling. First, she made the rectangular shape digging her fingers in deep. Put flowers along one edge. Next put in chairs and tables, then wild animals outside the rectangle and farm animals inside. Two bulls are charging each other but were separated by the penguin standing on the table.

Nos. 15 & 16. C.W. Boy aged 7 ¾. High intelligence. Only child.

Complaint. Enuresis. Fear W.C. – temper tantrums.

Family. Father R.A.F. officer, competent but withdrawn. Mother gentle and non-intuitive. Parents in the north, boy at Preparatory school

History. Normal labour – Breast fed but undernourished and abruptly weaned owing to breast abscess – delayed and timid in walking – constantly cried – always constipated – toilet trained early. Many septic throats – depressed before tonsillectomy.

No. 15. C. drew the pattern with his finger exposing the blue base of the tray. He said the channels were streams, and the sand-masses pools (he did not see that 'water' could not be separated from 'pools'). Green and red plasticine camps were then made into 'rocks', some "lying down" and some "standing up" – "the fishes make their homes in the lying down ones". He said he wanted seals in the water, and the taking of the first seal out of the cabinet brought the realisation that the sand blocks must be islands. Sharks were then put in the water and men with guns brought to kill the seals and three men, to "take the seals away". The mound at

the right is "the men's house". Finally, a large number of coloured spills where put upright all over the tray — these had appeared in an earlier World.

- No. 16.** Here a pattern has been made by six pieces of transport which is strongly reminiscent of the pattern of water in World 15. The bridge has now become a central feature and the large flat bridge is repeated behind by a small high bridge enclosing a house. A man standing in the centre of this bridge dominates the picture. On the 'Islands' made by the circling traffic we two houses and a church and people walk vaguely along the front and over the flat bridge. A woman and child are placed between the two bridges as coming out of the house.

Series B

This series was made by a young professional woman in a responsible Civil Service job, suffering from inability to urinate away from home and from Migraine, and it illustrates a constantly recurring sequence of forms:-

- No. 17.** The first World: Here is an oasis in the desert. Three geese are being frightened away from the water by three snakes.' The plane has crashed some distance away and all the occupants are dead. The military transport is also conceived of as at some distance from the oasis and is vaguely connected with a war.
- No. 18.** Second World: Here a peaceful hill is surmounted by a church and a motor road wind round it.
- No. 19.** Third World: An island appears - life is normal on it, but there is no mews of reaching or leaving it, and wild animals roam all-round the shores of the mainland.
- No. 20.** Fourth World: The island now includes features of I - 3, a bridge connects it with the land. In the centre is a hollow filled with snakes, and a break in the circle allows a boat to enter from outside.

Consultation Worlds

- No. 21.** P.D. Boy aged 10 ½ years. IQ. 158.

Complaint. Unhappy at school. Cries easily - bullied - excitable.

Family. Father poorly paid telephone-cable worker, often away from home. Maternal G.P. was of very violent temper and mother very neurotic. Family live in a small village where education is inadequate for boy of D's intelligence.

History. Breast fed 7 months. Normal health until 3 ½ and after that constantly ill with different complaints - nightmares 6 - 8. E.E.G. suggestive of psychopathy. Manual ability exceptional.

World. The World is in two halves divided by circular hedges. On the left two trains run in opposite directions (cf. No.15) into tunnels. They surround a pond with ducks, beside which a cat teases a hen in a cage.

In the centre of the other half of the tray a plane has crashed in flames. This does not disturb the woman sitting peacefully under a sun shade outside her house. Around her is a dirt track on which a competitor has also crashed. Below, a man drives cows with a whip. A tombstone is in one corner and crocodiles in the centre. (This boy turned out to be excessively cruel).

No. 22. A.M. Girl aged 16 ¾ years.

Complaint. Difficult personality, cannot get on with anyone, poor school work.

Elder of two: brother of 13.

Family. Father a civil servant living in a Commonwealth country . Mother feels herself to be unsuccessful and constantly takes up a new religion. Both parents devoted to their son and exasperated with their daughter.

World. At the Consultation interview the patient was asked to divide the tray and make a representation of something she would find pleasure on the one side and unpleasant on the other. On the left is a South Sea island, calm and sunny and completely isolated, with no people. On the right a train accident takes place outside ordinary houses and without any cause. This represented vividly A's inferior position, her withdrawal from all contacts and her paranoiac attitude to ordinary life.

Re-Constructed Actual Worlds

World A. H.P. Girl aged 6. Only child.

Complaint. Mother-attached, afraid of strangers, inhibited in play. Will not go to mother's house, has a phobia of one particular girl.

Family. Paternal grandmother never sat down to table without adjusting position of cutlery. Mother an acutely nervous woman who had an attack of violent depression when P. 2 ½ gets slight attacks occasionally. Maternal grandmother was an invalid all her life. Mother afraid that birth of H.P. would make her an invalid.

History. Breast fed 4 ½ months, voracious sucker, cracked both nipples. Cried a great deal but weaned easily. First 8 week's sucked finger and thumb till they suppurated. Constipated from 18 months to 3 years, suppositories given every 4 or 5 days. Improved after appendicectomy at 3.

World. 7.7.53. Began patting the sand round the edge of the tray into a bank all the way round. Made a rabbit hole in the middle of each bank, got 4 rabbits and made them make footmarks from one burrow to the other so that there was a cross formation of footmarks, and put a rabbit going into each hole.

In the centre made a circle with her fingers. Into this put ducks, remarked at one point that one of the ducks was a father, but this was later removed. In the centre she put a larger celluloid duck, which 'is the mother' – "the important Mother Duck". She then drew another circle and in that she put dogs going around. Then between the ducks and the dogs, hens, and inside the little ducks, pigs. Then drew another circle and put in the sheep and finally added the cows. All animals were carefully spaced equ-distance from each other according to the number she could find and were all going the same way to the right. She was very careful about this and corrected my mistakes made. Was most satisfied with what she had done and watched Worker draw it, making sure she got everything in.

World B. G.S. Girl aged 9. I.Q. 188.

Complaint. Day dreaming and general inability to get a move on. Inability to play with other children. Thumb sucking, picking blankets, masturbation, fears of hurts and bumps. Dislikes all stories that deal with danger, sadness or punishment.

Eldest of 4, 1 sister, 2 brothers, 2, 5, and 8 years.

Family. Parents intellectual. Father programmer organiser B.B.C.

History. 3 weeks premature. Breast fed one month, supplemented for 2 months. Mother never taught to get up wind, yelled during first months. Appendicitis at 8 years, (she must have been in pain for years). Tonsillectomy at 5.

World. This world comes after one about caves and castles which are safe for children and after talking re birth of babes. Her other worlds were discussed with her and their relation to the proto- and deuteron-parts of the mind. She then agreed to try and experiment and see if the proto-system would express itself. She said she would make an imaginary adventure. The World has made in this order: First the forest and dragons, then the foreign men who fight, things stuck in upside down, the charging bulls, Tweedledum and Tweedle-dee, and finally the holes which it is dangerous to fall down, Two children begin the adventure by falling into the world on their heads over a wall. They go through the upside-down part to the forest, are frightened by the dragons, and fly to the charging bulls. They are again frightened and go to the fighting people, but this is not dangerous, and they quite enjoy the rough and tumble. From there they visit Alice, then on to the wilderness of holes into which they fall and finally out where they came in.

World C. J.B.

This World was made by a young adult woman of severely schizoid temperament after a long period of treatment.

Complaint. Agoraphobia - obsessive few of vomiting, isolation, and inability to bear the slightest responsibility, difficulty in eating, especially in company - lassitude. Left school at allowing to these symptoms and has barely been away from her home since. Very intelligent and always occupied at home.

Family. Well-to-do family of which, on the father's side no member is adequately adjusted, most are of schizoid temperament. Father a naval navigator, conspicuously good looking. Retired at 45 and has done nothing since. Mother's family suffer from psychosomatic complaints. Mother (dead) bossy, limited completely unintuitive - whole family excessively prudish.

World. This World has been chosen to illustrate the possibilities offered by the World material to express simultaneously different aspects and layers of the mind. In the centre is a skull with a deep hole in the back of the head which was vaguely felt to be the anus. It is surrounded by eskimo's who move about miserably in a frozen world. They cannot get

out because of an unscalable surrounding wall. On the top of the skull a cat placidly nurses her kittens. To the left of this a privileged little girl is protected by an Indian Peon whom she adores and trusts. She is threatened by 'mean' wild animals and his presence is her only protection. In her beautiful garden is a dirty mangy goat that she tries to forget. A Red Indian has a milk cart with poisoned milk, and a "queer creature" a food cart with poisoned food – and will probably insist on feeding the child. On the bottom right is a schoolroom. In the centre a W.C. and a snake is curled on the lid. All the children violently want to sit on the W.C. and so cannot attend to their lessons and are constantly punished. The Teacher cannot see the W.C. A very large snake leans over the fence and breathes down the children's necks. They cannot see him but feel uneasy.

At the top right is a vulgar, noisy 'comic' creature; and between him and the school a splendid 'foolish' enterprise like the charge of the Light Brigade? A train with three trucks runs along the bottom of the tray filled with gross black pigs and a frightened black lamb.

Room II

Drawings

Nos. 23 & 24. W.R. Boy aged 7 years. I.Q. 134.

Complaint. Difficulty in reading. Unhappy. Loss of confidence.

Bursts of aggressiveness. Thumb sucking. Elder of 3; brother age 6, sister age 1

Family. Professional. Father in the law. Mother University woman, very detached. Economic circumstances good.

History. Breast fed until 5 months. Weaned slowly and easily. Dry early, but when brother born defaecated all over house. A naevus between eyebrows was rather badly exercised and has left scar. Screaming at night began early and has recurred spasmodically. Rather faddy about food.

Worlds. Had done many worlds with great interest, usually containing a river and showing a definite development of proto-system thought. The Worlds illustrated are the eighth and tenth.

No. 23. Eighth World. The World is divided in two by a wall which separates it into two contrasted sections. The right-hand section was intended to be ordinary street with shops and people shopping. Just before completion

of world a wagon was put on the roof of the largest house. On the left side are grouped families of animals. Among them we placed telegraph poles, two skiers and a Scotch band which had often appeared previously in his Worlds. These we said to be just standing, not doing nothing. In the left-hand bottom corner, a lion and soldiers we said to be attracting.

No.24. Tenth World. Made after a gap in treatment of some months. River lengthwise across tray divides World into two unequal portions. A lorry with sand in the foreground is said to be going to block the river. In the foreground British soldiers, we said to be fighting Red Indians and the Indians are fighting the animals. On the further side of the river a group of aeroplanes on rising ground are going up and down. A very big lion attacks and an ambulance stands by. In the confused group on the left, the Indians are attacking the animals, the cowboys and the soldiers are fighting the Indians. A tractor appears in the middle, and two figures of indefinite significance are tied significance we tied to a tree trunk. These two Worlds have been drawn to illustrate proto-system constructions, that is to say, each element represents a facet in a cluster which is partly emotionally and partly cognitively experienced.

Nos. 25 & 26. P.G. Boy aged 8 ½ years. Very good intelligence.

Complaint. Always feeling unwell. Nightmares about snakes and tigers eating people up. Is dependent and babyish. Hate school. An only child.

Family. Father has migraine, hates children, very harsh to patient. Mother suffers from asthma, over attached to her mother. They live in the maternal grandmother's house together with a very neurotic great-aunt, an uncle who is cruel to patient, an aunt and a cousin who is an irresponsible man.

History. Weaned fully from breast at one year, then he started stretching and screaming on pot, took dislike to milk foods. Soap stick used for constipation. Had several children's diseases, at 6 ½ otitis media, then at 7 a boil in the ear followed by tonsillectomy. Frequent injections, T.B. gland. Exhibits erect penis to mother, much sex play with other children.

No. 25. **World.** He made a rounded mound with a nipple on top with 4 holes either side, round it was a moat, then a wall, and two stretchers as bridges across, round that was a road on which was a horse and cart. The middle was an ancient Roman castle, it was a prison, and you go into the holes in the top to the deep caves beneath. Horse and cart is

taking seaweed to get iodine. It keeps tipping the iodine all over the castle in the moat, etc. and goes plunging into the dungeon to see what it is like. Later they find there is a rich clot of seaweed in the castle, destroy the castle to get it as it is all in the rock. Worker said you have to destroy the castle to get it, and he nodded. Asked what the iodine was for, he said it was used for cuts that might go septic. A fat man used to live in it, he is now angry that there is also a rich clot of gold in it and that has been taken with the seaweed, now he can only live in the open air with his gold furniture is put in the walls, however, we still there, as they only took the inside, so the gold furniture is put in the walls and a roof built over it, so now the fat man will think it has all been a bad dream. It will be just as it was except for seaweed.

No.26. He asked for a house that he said a boy had called the house that Jack built. This was the big wooden house on the shelf. He put it in the tray and said it was on fire. Then put the big Railway bridge in front of it and said this was a new way of killing. He got the 18th century woman and she has been left on the bridge to burn. Ladders were put up against the house and one was left hanging on the chimney. Then the ladder gets pulled down and the firemen put it against the bridge. Women climbs down, firemen are disgusted and throw her up again. Ladder catches her neck and down she goes and into the house. All think she will die but she finds a way out of the crack, and she upsets the bridge onto the soldier firemen below. Then goes and buries herself in the corner except for her head so that she can see what is going on. One soldier gets on the chimney and the drummer climbs up and rescues him. Ladder is pulled back away from the house; woman then goes up onto the bridge and flops stones on the soldiers below. The firemen he used were actually the band of soldiers.

Series C is an excerpt of 8 Worlds from a total series of 32 made during 1 $\frac{3}{4}$ years treatment with successful outcome and has been selected to show the development of themes within the same general layout.

L.S. Girl aged 12 $\frac{1}{2}$ years. I.Q. 120.

Complaint. Obsessional compulsion neurosis of considerable severity. Two years since onset. Depressed, sleepless, 'folie de doute'.

Family. Parents divorced six years ago, father has remarried, of 'County' people, deaf, inhibited, unhappy. Home circumstances, small house in the country.

History. Breastfeed 5 months, weaned gradually. Toilet training difficult. Nocturnal enuresis until 4 years. Constant colds and persistent worms from 5-10 years. Tonsillectomy at 5 years, appendicectomy at 7 years. Assaulted by man in country lane at 9 years.

- No. 27.** First World. This World gives the general ground-plan which recurs repeatedly throughout the whole series. The essentials are the row of houses along the right-hand side, the barrier, usually with an open gate, parallel with this extending three-quarters way along the tray and meeting a cross-barrier at this point. The top left-hand corner, where in this World there is a tree, is a focus from which action tends to develop. This World is a peaceful Village scene with a church at the bottom right-hand corner.
- No. 28.** Second World. Made a week after the first. Here In the peaceful fields on the left, tigers appear, threatening the sheep. The church has moved towards the left and to the right of it a fairground. The village street has become irregular and is broken by trees. At the top Indians have captured a cowboy and are attacking the village. Cowboys are attacking the Indians and one rides furiously to warn a sentry standing outside the fairground.
- No. 29.** Third World. The layout is the same as the first World, but now wild animals have escaped from a zoo in the top left corner, their cages having been unfastened by a monkey.
- No. 30.** Sixth World. Made three weeks later, another them appears. The barrier still remains, with it gap, but this time the village is on the left, the pond of the first World reappearing. A man and woman have walked through the gap into a pleasant-seeming wood, but find gnomes hiding in it. They go towards what they think is the same gap in order to return but find instead a witch cooking a cauldron over a fire.
- No. 31.** Fifteenth World. Here the peaceful village street returns but there are no fields or animals, and at the point where the zoo was in the 3rd World one man is killing mother. No further content to this action could be supplied by L.
- No. 32.** Seventeenth World. Here the theme of cowboys and Indians returns with the same general layout as previously, but the cowboys we now going to be successful and the cowboys own the animals.

No. 33. Twentieth World. A slum street in a bombed area. This World was startling in effect for its atmosphere of desolation, although in reality had experienced such a scene.

No. 34. Twenty first World. Immediately following the previous World came this one in which the various themes in this series were combined. The village street now has two sides to it. At the top left-hand corner are a witch and two cats defended by a crocodile. In the lower left-hand corner are leopards and a tiger. Scattered about the rest of the World are fairy-tale figures. The pond of the first World reappears, and elaborate stories are told of many of the figures.

No. 35. Twenty seventh World. This World is included in the series to illustrate a parallel line of development which has been inter-woven with the series illustrated. This is a story of a boy who had been adopted by a gypsy the adoption had been a failure.

No. 36. Thirtieth World. This World represents a summary of work on sex and sexual relations done up to this date. No further Worlds completed treatment, after which she went to a girls Public School and has adjusted normally though still impulsive and 'passionate'.

No. 37. Aged 18 years. I.Q. 153.

Complaint. This World was made at a visit for years after completion of treatment for depression, asthma and migraine, to discuss his future career.

Family. Father neurotic at time of marriage – became insane and died in a Japanese concentration camp. Mother very unstable, masochist. At the time of this World she had brought into her home a former tutor of the boy's with whom she was living. He ill-treated her and was intensely disliked by G.

World. This was made as a statement of his present emotional situation.

No. 38. D.D. Boy aged 7 ½ years. Elder of 2 with a sister of 2 ½%.

Complaint. Fear of going to school and outbursts of rage.

Family. Father an electrical engineer, mother delicate and nervous. Family living in a London suburb with adequate economic circumstances.

History. During pregnancy mother had a bad fall but labour was nevertheless spontaneous. Mother was unable to breastfeed. Infancy, normal except for falling out of his cot on to his head at 10 months. Severe sleep disturbances at 18 months. Appetite always poor, no vomiting but recently some nausea. Has had diarrhoeic upsets. Always complaining of cold, has had tonsillitis 3 times and been an in-patient in 2 hospitals for suspected mastoid.

World. This is his second World made on a second visit. The 'castle' has two tunnels crossing each other on top. Redcoat firing cannon.

(1) Baddie on a horse coming to rescue his two tied-up friends and kill their guard. (2) A khaki soldier hiding with a cannon and just as (1) was going to shoot this man shot him off his horse. (3) '2 men talking'. A knight nearby, a goodie looking for the baddies to kill them. Above (3) is a 'bandit'. (4) Indian helping the knight and the 'guard' standing by.

Right side. The 3 bandsmen are 'soldiers coming to help the knights. The sitting Indian is good. On the other side of the hill is a Mountie standing watching and a knight guarding the aeroplane which has brought the soldiers. An Indian is firing an arrow at the tied-up people who are bad. The green man is good.

No. 39. P.T. Boy aged 10 years. I.Q. 147.

Complaint. Intense nervousness – fear of meeting anything new and of meeting new people. Very backward at school. Is low in B. form. Youngest with 2 intelligent elder sisters.

Family. Father very intelligent, had a nervous breakdown when patient 8 – was violent at times, still gets strained and irritable. Mother quiet but nervous, calls herself ordinary.

History. Born with cord round neck, happy baby, development uneventful, smashes toys in rage, fear of doctors and the dark. Self-willed and obstinate, gives up when he meets a difficulty, never admits he has enjoyed anything. Never thinks of himself. Relationships quite good. Very attached to a neurotic maid, who has had the care of him when father was ill.

World. He did a very great number of Worlds, very varied in content. This is the only one he has made of this type. Called it a maze. In the middle was a round mound almost like a ball with a cave in it, from there

the maze winds round with a ball with a cave in it, from there the maze winds round with the false way, eventually you get to a sort of hillside, with 2 tunnels in, you go through one tunnel, then climb steps to the top of the mound, go down again, then through another tunnel, then wind round to another corner, where you go through a 3rd tunnel and get back to the centre of the maze.

No. 40-43. S.W. Boy aged 18 years. I.Q. 160. American

Complaint. Inability to do schoolwork in spite of high intelligence. Cannot make friends.

Family. Only son of professional woman and unsatisfactory father, living in N.Y. state

Worlds.

No. 40. First world. A man stands with his back to a tree and is attacked by wild animals.

No. 41. Second world. A train makes a figure of eight in a desert and a very small farm cart slowly moves in a straight line without a goal. On the left is a 'scaly beast'. S. felt that this World expressed civilisation for him.

No. 42. Third World. Between high hedges a man chases a 'muse' who forever eludes him. On either side of the hedges pleasant social life is going on. On either side of the hedges pleasant social life is going on, but the hedges prevent him reaching it.

No. 43. Fourth World. A pleasant park with the statue of a urinating boy in the centre of 4 roads. (It was exceptionally well done).

No. 44 – 48. S.R. Boy aged 11½ years. I.Q. 200 (i.e. completed whole of "Terman Merrill").

Complaint. Petty pilfering, withdrawn, unable to make friends. Elder of 2, brother aged 8.

Family. Very intellectual, professional family on both sides. Father detached; mother unemotional but adaptable.

Worlds.

No. 44. His first World. There are 4 separate groups, beginning from the top left corner.

(1) A house with a garden beside it and a rent collector coming towards it and a mother calling people into dinner.

(2) A set of farm incidents, the farmer is angry with the boy who should be looking after the horses and isn't, a girl runs away from some pigs, cows are being milked and a clergyman walks towards the fence.

(3) A group of savages and crocodiles in the river are not perceived by the farm people.

(4) A snake and a tree.

No. 45. Here again are a number of isolated groups. The top three come from London streets. Down the middle go two processions, and a group of dwarfs. In the corner a man trains animal, a man and woman talk, and two cars are stationary. The boy selling a paper in the top corner relates to a central incident of his pilfering.

No.46. The maker called this World "An animals paradise". The familiar hill and cave appear on the right with a lake in front. The animals resent the intrusion of man and attack and devour him.

No.47. Here the lake reappears but this time a party of explorers are camping beside it and at the top a naturalist observes a crocodile. A sportsman sits in a tree with a rifle to kill some of the animals. In the bottom right corner, a class at school is being taught.

No. 48. Here a rapprochement is about to take place between cowboys and Red Indians. Farm animals we undisturbed by the presence of wild animals. S. remarked that the teacher thought she was teaching a lesson, but the rest of the World was what was really going on.

At the same period as covered by this World S. was writing an exceptionally competent and witty skirt on history and parliamentary methods in a 'history' of an imaginary country and showing an intelligent grasp of Hansard and parliamentary procedure.

No. 49 & 50. H.A. Girl ages 10 years. I.Q. 78.

Complaint. Very severe asthma. Younger of two. Brother 18, healthy and successful.

Family. Father long-distance lorry driver. Dominant, aggressive and fixed in ideas, determined to get every possible advantage for her out of Civic Authorities.

Mother, massive, very limited. Obstinate, socially ambitious for her. The child entirely dominates the family, getting both parents out of bed to attend to her several times each night.

History. Normal labour. Breast fed for a few weeks when eczema developed. Admitted to hospital for first time at 2 weeks. Splinted and hands tied for 9 months. For whole of childhood was in and out of the hospital for the asthma/ eczema syndrome. On admission excessively inhibited.

(Since discharge as 'recovered', H has become a member of a girl's football team).

No. 49. A police car and a fire engine are about to go under an arch, on a road.

No. 50. A row of houses with gardens (similar to H's own street) is fenced from the road. On it are two lorries going in opposite directions. Behind one is a fire engine, behind the other a police car.

These two Worlds are very typical of those of severely asthmatic children at the beginning of treatment.

Re-Constructed Actual Worlds

World D. B.W. Girl aged 6 ½ years. I.Q. 101.

Complaint. Night terrors, fear of cats, traffic etc. Wakes after about an hour "screaming and carrying on, like in a maze" for 5 or 7 minutes, movements of fingers as if scratching at' throat. It stated two years ago.

Family. Father (2nd husband) a G.P.O. driver. Good tempered, placid and very patient. Seems to understand children. Mother "highly strung", used to bite nails, does not sleep well, has had bad heads the last two years. Very anxious her children should behave well. Very co-operative and relaxed her standards when explanation was given, father backed our advice.

Two brothers, one aged 11, one aged 9 weeks. One stepbrother aged

21.

History. Not breast fed, no trouble over feeding. Appetite small, tends to be constipated.

Lived with mother-in-law. Has always slept in parents' room, recently moved to a house of their own which was to be uninhabitable downstairs because of damp, also over-run with rats, who scuttle about at night. It is in a very noisy district.

B. is a timid, very capable little girl, who has set herself far too high standards. Speaks in a whisper in the playroom. World 16.9.52. Carefully put furniture all the way round three sides, then near the centre put three desks, a table and chairs. Then she got all the engines and trucks she could find and put them all over. She found a little tin like a large thimble with which she made three little pies. Then asked what they were, she said they were sand pies and trains inside the house.

World E. F.L. Boy aged 9 years. I.Q. 116. A very beautiful child.

Complaint. Enuresis, passionately jealous, outburst of rage, miserable, elder of 3, 2 sisters of 7 and 3.

Family. Father in 'cultural' shop. Considered by himself and his family to be a failure, undisciplined and at the same time withdrawn. Mother beautiful, indulgent, with very little common-sense.

History. 'A tiresome baby', 'acidosis' from infancy followed by constant nala catarrh and later boils. At 4 uncontrollable screaming fits.

World. A large, round-topped hill, a moat surrounds. Two tunnels have been constructed through the mount at right angles to each other. Four bridges lead over the moat to the entrance of the tunnels – at the same time one of these bridges leads to steps leading to the top of the mound. This bridge connects the mount to the mainland. On top of the hill is a pond on its side a well upside-down, and 2 bird cages with one bird in each. At the right-hand side of the moat is a man pushing a garden roller. A man is lying down on the bridge of that side, which is closed by a fence, with a traffic sign on the bridge. Beside the mount a tall pillar of wet sand is placed in the centre of the pond, the wheelbarrow placed upside-down on it. 'Flowers and water' are placed by the edge of this side of the tray. This World was made 8 months after beginning the treatment.

Room IV

World F. M.I. Boy aged 11 ½ years. I.Q. 157.

Complaint. Sad, bored, unable to occupy himself, weepy. Youngest of three, brother 16, sister 13, both patients.

Family. Sottish ex-missionaries. Father Institution physician. Mother practical, both emotionally inhibited and excessively prudish.

World F. **History.** Born abroad. Unsuccessfully breast fed. Appetite always poor. Pneumonia at 6 months — several children's illnesses and twice broke teeth in small accidents. Pyknolepsy with abnormal E.E.G. two years ago treated with Tridione — no recurrence. Obsessively 'clean' child. Keen on learning.

World 24.3.53. Built an interesting and quite new construction of firmly made sand walls, he said it was going to be something quite new today. Through the walls he cut opening with his hand and put in locks firmly fortified with sand. Water was poured into the first pool nearest himself, then into the one furthest away, as much as it could take. 'The locks were opened at two places, letting the water through and soon after the whole thing broke down. That gave him the opportunity to mess. With both hands he pushed sand and water about, sometimes imprisoning the water by pushing it together by means of a wall of sand. Then he syphoned the water out. Next, he experimented by blowing water out of a chemical bottle on to the sand and watching what happened. From his 9th session he began experimental sensuous play with sand and water, mixing and separating the elements and becoming entirely absorbed. World F. is an example of this.

World G. S.R. Boy aged 12 years. I.Q . 127.

Complaint. Physical lassitude, muscular slackness, headaches and dizziness when doing P.T. Socially maladjusted. Elder of two, brother 6.

Family. German-Jewish business people living in good economic circumstances in a good neighbourhood. Father placid and hard-working, mother "highly-strung".

History. Owing to consequences to his mother of his' birth, breast feeding was interrupted. Encephalitis suspected at 20 months, constant screwing at night and pointing to a corner of the ceiling continued up to 5 years. Has been attending Moorfields for sore eyes. Said by the neighbourhood to be deficient in vitality all round.

World. None of his Worlds have had any content. But he gained enormous satisfaction from them, pouring water though tubes and experimenting.

The use of World material is illustrated in these two Worlds constantly recurs, especially with boys, and is concerned with thoughts and experiments regarding the body.

World H. S.K. Girl aged 9 years. I.Q. 118.

Complaint. Specific backwardness in reading and arithmetic. Slight stammer. Younger of two girls .

Family. Lower middle class. Father has angina pectoris, and mother, a pleasant, quite intelligent woman, has to keep the children subdued on his account. Chief family interest is theatre - father has built a model stage. Patient is jealous of elder sister who is very bright.

History. Not breast fed. No difficulty over toilet training in, but nocturnal enuresis until 5.

World. This is her sixth World. They have been mostly about water, sometimes as a container like a moat, sometimes contained like a moat about movement on roads and water and about mounds and wells. In this World the bottom of the tray is exposed to represent water. There is a big river running down the tray diagonally, with a small back— water off it. There is a well, three ponds, which are linked to the stream by a number of underground connections, which she made carefully by tunnelling with a rod. The flow of water is from top to bottom.

Room V

World J. G.C. Boy age 9 ½ years. I.Q. 100.

Complaint. Backward at school. Elder of 2 boys, brother 7 ½.

Family. Mother very neurotic, living with one man and married to mother. Both men on good terms with each other. Mother unable to decide which she will settle with. Children live with mother and second man who is fatherly to them. G. goes to a Rudolph Steiner school. Interest in intellectual pursuits has so far not been aroused.

World. This is a typical primitive structure in which a solid wall is first made across the tray and a wide hollow tunnelled through it. The space between the wall and the side of the tray is then roofed over with slats and sand, making a structure which looks solid but is actually hollow.

This World illustrates the need for all sorts of blocks, wooden slats and odds and ends being available as part of the World material.

World K. G.N. Boy aged 9 years. I.Q. 196.

Complaint. Stammer, which started after a whopping cough at 3 ½. Jealousy of sister born when G. 3 ½. Has another younger sister.

Family. Father, a professional man, very intellectual and excitable. Mother moody, indecisive and changeable.

History. 5 weeks premature, breast fed, feeble sucker and mother unhappy about this. Weaned at 2 months. Miserable baby, constantly crying.

World. This boy made few Worlds and they were all of this sort. The significance of the World to the maker is partly in its construction and partly in what he imagines as going on all the time in and about the objects in the tray. There is a large bridge with a black tube along it and lots of things balanced on it. That it is a means of transit is underlined by the fact that the black man (Wizard) gets his hands stuck in it as he moved along because he ate too much. The bridge can be lifted up and down by the spade. Sticks for a fire are added and the idea of a wheel turning. The bottle at the end of the bridge blows; there was a lot of talking of the bottle blowing the Wizard outward and sucking in sand. The Wizard is released through the bridge being sucked up and thrown down, the wizard. Getting sucked into the bottle and blown out again. The sieve later became a rolling machine and the boy himself a kicking machine which kicks the wizard so that he dies.

In this world a boy experiments with the ideas of blowing and sucking, being free and being stuck. This may be a presentation of whooping cough.