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TEASING HER MOTHER : THE CASE OF AN ELEVEN YEARS OLD GIRL

BY NILANJANA SANYAL

At the time of beginning of analysis with the present analysand, whom I shall henceforth refer to as Rita, a female child of 11 years old of an upper-middle class Hindu nuclear family, had the problems of behaving aggressively with her mother in the forms of teasing, both verbally and physically, and beating, lack of concentration, shyness, a compulsive habit of rubbing the eyes and reluctance to all sorts of necessary life activities. Prior to Rita's coming to me, she was taken by her parents to a clinic from where she was referred to me. It was revealed later, Rita saw me several times in the clinic, as I visited the clinic several times when she used to go there. In each week she used to come to me for 4 sessions. Each session was of 50 minutes.

Family background

Rita was the only child of her parents. Prior to her birth, the mother had the history of four miscarriages. She was forceps-delivery child. She was born and brought up in a nuclear family unit which comprised just her parents and herself. But her father was from a big family and had seven siblings. Father's two elder brothers used to live in adjacent flats in the same building of a Co-operative Housing Complex. The pattern of social interaction among the father's siblings was of very close nature. Father's sisters who stayed in different parts of Calcutta used to visit their family very frequently. Two of his elder brothers who stayed abroad, were

closely connected with the rest of their family members. Rita's father was the youngest sibling and had a wide age gap with his eldest brother who used to stay in an adjacent flat. This uncle like most of his brothers and sisters was issueless and had profound emotional attachment for Rita. All the members of her father's family-side were highly educated including her father. He was holding a responsible administrative job in a private company and was financially quite settled in life. Temperamentally he was of quiet type. His eldest brother was of a rigid personality and was highly domineering and interfering in the whole family set-up. This uncle always used to interfere into the matters related to Rita.

Rita's mother was from a middle-class Bengali family who had two more sisters but no brother. She was not much educated, just passed the first part of the college education. She was a good looking woman who was conversant with household works mostly. She was the second sister among her siblings and was extremely protected by her mother and the elder sister. Her younger sister used to stay abroad and her visits were infrequent to their family. Hence in both the families of Rita's parents, she was considered as the youngest member and occupied the focus of attention of all of them deriving lots of love and affection from each and every member of the family, particularly from the eldest uncle.

Life history of the patient as gathered from her report and free-association :

After giving an idea of the psychoanalytic treatment and the necessary instructions, I began the treatment, the first sitting, by asking Rita to give me her whole life-history and the story of her illness. On the very first day she began by saying "though I did not use to speak at the clinic where you had seen me and you might have the idea that I am not used to speak at all ; but I can speak well and I want to talk to you about my problems".

I did not give any interpretation to her saying so, but I encouraged her to tell everything that she could remember at that moment. She continued her life story for four sessions. At the out-set, though she seemed to be cooperative with me, yet from the

reports of her parents about her and also due to her immature age level it seemed to me that it would be difficult for her to establish transference bond. Therefore I was satisfied with the working alliance that her rational ego could establish for the progress of the treatment. I did not bother about transference at the out-set. But my primary assumption was proved wrong later on.

Rita did not have much of physical ailments, though she had an under developed figure. She was lethargic from her childhood days, did not show any interest in outdoor games and was less communicative even to her play-mates. Her lack of mental energy refrained her from participating in cycling, running, jumping which are common play activities of her age level. Instead she preferred to stay at home and play indoor games with one or two children younger to her. Otherwise, she preferred to sit with the friends in the play-ground of the Housing Complex and listen to other friend's gossip.

She got admitted to a nursery school in their locality and from there she was shifted to a high school at the age of six. Initially she showed good academic performances. She stood first in promotion test from class IV to class V. But she could never manage any hand work like crafts, sewing, drawing etc. Every time she tried to do these or was coaxed to do these things, she made a mess of it. In daily activities also she revealed extremely poor motor coordination, specially in dextrous coordination. She was sent to a dance school, which she never liked, she used to be criticised very frequently for her stiff movement patterns and used to get extremely angry and ultimately gave up the idea of learning it. Then she was sent to a music school, which she liked. But she did not have the habit of practising anything. Her mother used to press her for practising voice-exercises, which she used to refuse flatly. She had a good tonal quality and inspite of all her shyness she was found to do well in acting the roles in a drama.

At home she was thoroughly pampered by her eldest uncle in every respect. She did not seem to like him very much, but used to exploit his softness for her to satisfy her whims of any kind. She also had the habit of throwing temper-tantrums very frequently, to

which ultimately everybody conceded. Gradually when she became little older, she could convert her mode of anger by being profusely abusive towards her mother and also by hurting her physically very frequently. To these behaviour patterns her father used to get depressed which prompted him to be non-communicative to her. The mother used to get thoroughly upset and cried in front of her. To her, the mother was highly irritating, because she had the habit of dictating her in every respect. She reported that the mother used to look after her very carefully because she feared her uncles' and aunts' anger and interference into their affairs. The eldest uncle always used to criticise her parents on their attempts to punish Rita for any of her misbehaviour. He used to make the parents feel guilty about it or put direct threats of punishing them. Sometimes he made Rita's mother to say sorry to her as if she had committed a crime as a result of which Rita got the upper hand and behaved with her mother very derogatively. But in spite of all these helps from her uncle, specially after cherishing the humiliation of the parents by him, when he seemed to be emotionally demanding to her, for example, demanding a kiss from her or requesting her to stay with him for a day in his flat, she refused him mostly. Moreover to please him sometimes she used to pretend that she loves him most, fully knowing that her uncle's attachment to her caused irritation in her mind.

Rita revealed a close emotional tie with the father in the very early days. He used to give her bath and played with her after his office work schedule. He used to bring costly gifts for her also. But in Rita's version the father was always very close to her mother, which she never liked. Peculiarly, Rita never uttered the word 'father' (Baba) to call him. She always called him in an indirect fashion. She admired her father's educational and occupational achievements, but never had the aspiration to be like him in her life. To her the father was bold and courageous in his work field, but he was sub-due'd by the domineering influence of her uncles' personality.

Rita was highly dependent on her mother specially in respect to her daily course of activities, like dressing up, buttoning the dresses, lacing the shoes, taking food, getting things ready before going out

to school etc. She used to feed her, used to select which dress Rita should wear and when she should wear it. If by any chance she put on a different dress, she made comments adversely on it and made her to change it according to her wish. In these respects Rita liked her mother. To her the mother seemed to be a timid, uneducated, immatured personality. This image hindered her identification with the mother. Rita always criticised her mother for not being very much accomplished—she criticised mother's way of eating food by making noises while chewing and subdued ways of conversing with others. Rita enjoyed the thought that it was beyond her mother's capacity to teach her or help her in studies and that is why she used to coax her in this regard. Mother's failure in anything made her feel happy. Most probably by this Rita tried to overcome her jealousy and inferiority towards the mother. The relevant evidences will be reported later on. She was extremely jealous of her mother's physical beauty and efficiency in house-hold works. From a very early age, even though she used to get fondled by her mother very much, yet she had a habit of hitting her or saying dirty things to her to degrade her in front of others. To these the mother never tried to prevent her or hit her back to imply punishment. She used to cry at these which Rita hated and gradually developed a feeling that she can treat her mother in a very degrading fashion whenever she wants to. If and when the mother looked for her help in any house-hold work; Rita used to hit her badly because she thought by dictating her to do something, she was made to stay in a position similar to the position of a domestic help. So immediately she had the urge to protest to regain her own status by hitting the mother by pulling her hair, kicking or slapping her. To her the disobedience towards the mother was the means of achieving self respect.

Rita reported her close associations with her school teachers and aunts from the neighbourhood. These personalities were sympathetic to her, but she expressed her hostility towards them whenever they were found not to comply with her wishes. She always reported her greater likings for the female personalities over the male ones. She reported her fascination for one of her father's friends to whom they were socially and emotionally close and one uncle of their neighbourhood who showed interest in her.

Gradually she developed intimacies with girls and boys of her neighbourhood. With them she had occasional spells of vertical fight and temper tantrums. She used to shout at the top of her voice to indicate her dislikings towards something or someone. Friends had occasional spells of non-communication with her. She developed intimacy with one of her class-mates who was partially deaf and had speech difficulty. Rita used to visit this girl's house very frequently and used to stay with them. At their place Rita was considered as an efficient girl in comparison to the physically handicapped condition of her class-mate. She used to dictate this girl in every respect. She was considered to be reasonably good looking by her friends. Although she had a few boys to play with, she was more comfortable with girls. Later on she developed greater obstinacy in regard to any simple incident of her life and showed deterioration in social mixings. With the increase in impulsivity resulting in poor concentration, she had been taken to a clinic for psychiatric help. As was reported, she never uttered a single word to the psychiatrist and was referred to me for psychoanalytic help by him.

Rita had 426 sessions with me. Within these both the free-associations on the couch and face to face conversation techniques were followed with her according to the requirements of the situations. This associations revealed that Rita was very defiant type from her early childhood days. Such negative reactions were mostly evident towards the mother or the non-complying strict mother figures like the aunt (the eldest uncle's wife) and a few strict teachers of the school. When she used to get badly pampered by her eldest uncle, sometimes his wife protested. Rita could not tolerate the sight of her. She used to get pamperings from all elderly people of their family. All her cousins were much older than she and were soft in their dealings with her. From these modes of interaction Rita developed a tremendous sense of "all-powerful" self-concept where she used to feel that she was the most precious object of the whole family, she was utterly beautiful and that she was a very very intelligent child. Thus she developed a tremendous narcissistic trend in forming her self-image.

The first set of criticisms came from her father. Although she perceived her father to be very sober personality who was very much affectionate to her, yet the gradual development of her ego-centric self and hostility towards the mother prompted him to criticise her (Sit 52, 58). She started hating the father from the age of five or six years. In her daily life she could never use the word "Baba" or "Daddy", but gradually in free association she started using it with much ease and associated emotions. She used to try to avoid the father, specially when the mother was around. She used to study with her father. She started throwing tantrums from this age. Her lack of concentration and possible negative outcomes of it were first pin-pointed by the father. The school teachers were of high opinion about her and so she ignored her father's comments. If she had been proved wrong anywhere in her studies, occasionally she became extremely impulsive by throwing things, breaking off a glass almirah etc. But she was never physically punished for all her misdeeds because of her eldest uncle's immediate interference. Once her mother was trying to teach sewing and another time to tie up her hair, she became impulsive, the uncle came forward, abused the mother and did all her job himself. The uncle always complained in front of her that her parents never knew the worth of a child, specially a beautiful child like Rita and they were not aware of child-rearing practices. Even he commented in her presence that owing to ignorance and lack of intelligence Rita's mother had so many miscarriages. Throughout her associations Rita was found to be silent about this fact of her mother's miscarriages. This memory gap possibly was an inhibition towards the expression of sibling jealousy which opened up later on even towards the analyst's children.

Rita narrated her emotional attachment for the handicapped class-mate and one of her nieces who was two years older than she. Apart from these two girls she also felt affection to one of her sister-in-law (second uncle's daughter-in-law). She was a good looking young woman who was smart and intelligent. She reported her likings for the long-hair this woman had as a feature of her beauty.

She used to go to the school and come back home being accompanied by the mother. While walking also she used to touch

the mother all the time. The mother was friendly with the mothers of other friends of Rita. Moreover she was in regular contact with the school teachers whom she mostly complained about her daughter's laziness and misconduct. Some of the teachers were sympathetic towards her mother and they used to criticise and reprimand Rita from time to time, referring to her mother's complaints.

At this stage it may be mentioned that one of her teachers took an unusual initiative to change her behavioural pattern by compelling her to write down the daily activities in diary form. She also compelled her to read the diary in the class which was very much humiliating to her. The teacher also made adverse remarks towards analysis. As a reaction to all these facts she developed a strong negative attitude towards the teacher which was reflected in her free association. Due to this situation the production and progress in analysis were also temporarily hampered, till her father interfered with the activity of the teacher. Rita disliked these teachers utterly. Specially she was dispassionate towards the games teacher as she always failed to follow her instructions. A few more teachers were on her side who used to comment that her mother was a very nagging type of woman. Rita reported a mental bondage with them.

After narrating her basic modes of difficulty in getting along with the mother suddenly her free-associations (Sit Fo. 119) revealed that she used to get extremely scared with the loud sounds, the sounds of the crackers, the sounds of thunder etc. she also came out with her extreme fear of insects including the moths and butterflies. She used to get horrified at the sight of snakes. She dreamt (Sit No. 124) ... "I have boarded a bus... a small snake is there... got down from the bus in front of a red house... I'm thinking that the snake may be here... a big ant is coming down... it seems as if the snake was transformed into the ant". Additionally she reported her peculiar difficulty in food-intake. She liked to have good food, but if and when the food was given to her, she had a fear that she might fall sick if she incorporated those food. She hated others enjoying their food, specially when she found that her parents enjoyed the foods.

At this juncture she also expressed her doubt about a fact that as her parents had a congenial relationship between them, whenever they spoke softly to each other, Rita felt as if they were discussing about her and the mother was specially planning to kill her or to do some harm to her as she didn't listen to her very often. During these situations she used to get excited and somehow or other threw tantrums to draw their attention to her. She never liked her parents to go out without her. They used to take her along all the time. But she never liked the idea of visiting people, except the cousin brother's house where she had her niece as her companion. Even she didn't like the presence of other children of her locality or father's friends' children in front of her own parents. She used to sleep with her mother in the same bed, but the father shared the same room in a different bed. When she was around 9 or 10 years she had been given a separate room where she never slept and she used to keep a strong vigilance so that the mother could never sleep with her father. If the mother was awake she would never have gone to bed till late at night.

She could never tolerate when her father tried to protect her mother and criticise her. She was of opinion that even though her father was a good natured man, he had fallen prey to mother's beauty and moreover the mother had brain washed her father about her by always complaining about her. Her jealousy towards the mother figures were also reflected when she found her sister-in-law got pregnant she couldn't like it, when she found her class teacher was moving in a motor-bike with her husband and later on towards the analyst being the wife of someone and mother of children. In this context she had a dream that her marriage was fixed she didn't know whether she got married or not already... .. she was asking what she should do at her in-laws place..... she was sitting wearing lots of ornaments .. her in-laws place was the same house of their own.

I pointed out to her in connection with this dream: "That means you start your life afresh in your house as a newly wedded bride."

She said: "Yes".

I said : "Is this not comparable to the situation when your mother came to your father's house as a bride ?"

She replied : "yes, that means, you want to say that I became like my mother in my dream." My answer was : "certainly, you took the place of your mother and took full possession of your father".

She answered : "I do not like my mother to be very close to my father. Because of my mother I cannot become close to my father. My father has completely surrendered to the beauty of my mother".

Thus her oedipus attachment and jealousy was brought to the surface.

After revealing these features suddenly her attention shifted to one of the local boys in their housing complex who came there as one of the tenants in a flat (Sit 142). This boy was little older than she and was good looking. Within a short while he developed intimacies with a number of girls who were Rita's friends. She witnessed sexual involvements of these girls with the boy quite a number of times. She got excited and phantasied a lot about this boy. The boy was not much attracted towards her, owing to her emotional imbalance in behaviour. It may be appropriately doubted from her life history that she had her knowledge of adult sex from her association with the maid servant's daughter which as a matter of fact was chronologically earlier than the episode of her jealousy towards the mother that had prompted her to hold the mother back from the father. She never told about her acquiring sex knowledge but its manifestation in her free-association centering round the boy friend came out later on. She witnessed the kissing and hugging scenes between the boy friend and her another girl friend. This roused in her tremendous sex feeling. Her sense of inferiority was roused again as she could not be close to the boy. Again her mother objected to her mixing with the boy and interfered accordingly. This also prompted her aggression towards her mother at the base of which was her oedipus jealousy. Her 'snake dream' which came out during the course of analysis also indicates her knowledge of male sex and her suppressed desire for that. On enquiry it was found that from the slang conversations with the daughter of the

maid servant she started to refer the male sex organ as a snake. He avoided her in front of others, but tried to come close to her when she was found alone. In spite of her strong wishes she could never have the chance of having body contact with him. Her mother came to know about this fact and rebuked her as much as she could. She tried to prevent her from going down into the play ground to meet her friends. With this also the uncle interfered and allowed her to continue with her regular routine. At this point the patient revealed her castration anxiety by saying that she had an apprehension that if she went against her mother's wishes to get married to this boy, she might do harm to her by destroying her genitals so that she could never have child and be happy with her husband (Sit No. 161). She reported a dream (Sig 167)—

"One stranger was standing with long stick like things . . . a square object was at the top of the stick the stranger was not a good fellow he came to take me forcibly—he was pulling my hands—I told him that after taking food I'll accompany you I'm eating arrows with my niece—I was trying to chew the arrows arrows were piercing my throat".

The association or the dream revealed that she had been badly criticised by the games teacher for leaving her dance lessons which she thought was of a feminine activity and habit. To this she added her mother's threats to stop all her activities if she tried to continue her associations with that boy. In spite of all these threats and anxieties the thought of the boy became an obsession for her.

After this she got promoted to class VII getting very poor marks in Mathematics and Science subjects. She felt bad because she had to face criticisms even from her uncle. The mother was more upset and father started devoting more time to her studies. She did not like all these changes and developed hypochondriac tendencies. She tried to avoid studies by saying that she was not feeling well. She complained about poor eye sight, which was not found true. She had developed varied somatic anxieties, like she would have cancer, non-functioning gall-bladder uterine problems, she might need an operation etc. The cycle of these thoughts were also of obsessive nature. Here she also revealed that she had a

habit of rubbing the corners of her eyes which irritated her mother thoroughly (Sit 197). She said these rubbings helped her to get rid of her other tensions and hostile outbursts and at the same time it gave her a physical satisfaction. It resembled to compulsive masturbatory act. Through investigation it was revealed that her anxieties regarding bodily diseases were nothing but the expression of her castration anxieties. Moreover, her difficulty with her eye sight indicated her "repressed impulse to look". According to Fenichel (1946), "From a punitive stand point it says: "Because you wish to see something forbidden, you shall not see at all". Again she substituted her sex organ by her eyes. Therefore she got physical pleasure in rubbing her eyes whereby it stood for her clitoric masturbatory act of her phallic phase. That is, she used her eyes for libidinous purposes (Fenichel, 1946).

Gradually she became more and more involved with the thought of getting that boy. She became conscious about her appearance and apparels. She also came to know about human body, intercourse process and about menstruation. Her handicapped friend had her menstruation started. She told her about this. She again got obsessed about having it and constantly provoked her mother as well as her analyst to know about it in detail and wanted to have it started even through medication (Sit No, 214). Once again she had an apprehension that her mother might have done something to her that is why she was not having this. The anxiety arose to such an extent that she prompted the daughter of the maid servant and her handicapped friend to go to the toilet while they were having periods opened the pads in front of her, she took them in hand and watched the blood-stains on them thoroughly. Although she felt nauseating, yet she could not refrain her from doing these things. With the intervention of the analyst into the matter she realised that she would also have her menstruation normally and that it was not a healthy habit, she stopped doing it. Being assured by the analyst at this stage she came out with her transference reactions openly. The phase coincided with her mother staying away from her for a few days. She did all her job by herself even though the uncle rendered his help to her. She expressed her urge to be like her analyst whom she conceived to be very accomplished woman who had extra-

ordinary understanding capacity and emotional softness. She appreciated her figure, her ways of wearing sarees and ways of talking to others. To her the analyst "was the most likable person I've ever met. I don't want to share her with my parents. She is my asset". She narrated a dream—"you are coming to our campus you saw my other friends but came to me I wanted to lie down on your lap".

Later on with the progress in analysis she drew a resemblance of the analyst with one of her most favourite class teachers who was a good looking woman and who according to her was almost as accomplished as her analyst. She pointed out even a fact that both of these ladies had same number of sons and their husbands used two-wheelers. Additionally once again she kept on appreciating the long-hair of the class teacher like her sister-in-law. She found this feature to be extremely feminine and longed to have it herself. She was a keen observer of the analyst's and the class teacher's dresses including the type and colour of nail-polish the teacher used on her toeor the kind of brassier the analyst wore. Repeatedly she was having dreams regarding coming very close to the analyst physically and mentally. She dreamt that she was bathing suddenly the breast size increased—telling her mother that magically it has happened wanting to wear a brassier—mother was looking for it. In another dream she reported "you are standing near my school I could see you from a side I am approaching you I'm trying to cross the road to get near you I'm going to get married to you I can't see you anymore".

Her homosexual identification, with the analyst had prompted her to adopt little sobriety in her behaviour patterns. She tried to be independent in certain respects like taking her own food or dressing up by herself, offering a glass of water to the father after he came back from the office. Sometimes she prepared tea and toasts for others when she used to stay with her friend. But at home her mother never allowed her to go through these activities. With little bit of improvements in her mental plane again she had transference expression "This house is a beautiful building the flat is artistically decorated everything is new here—everything

is well placed . . . the room is very cosy and relaxing—I feel like staying back here for ever” (Sit No. 316).

At this juncture the boy of her choice left their housing complex and had gone out of Calcutta. She became very depressed. Her academic grades were also deteriorating. Her sibling jealousy became prominent and it was extended to analyst's sons and other patients also. Her sense of deficiencies was reflected in her own body image, in her incapacities in motor-performances and in the fact that her close associates of the family were losing interest in her. There were traces of some idiosyncratic thoughts or apprehension in her indicating her lack of self confidence. She reported her fear of seeing a single mainah or getting a sight of her aunt whom she disliked or the game teacher, which she thought would bring her ill fortune. After these thoughts again she revealed her craving for a caring father repeatedly (Sit No. 357) which she expected from that boy. The boy seemed to occupy a place of high importance in her without whom she felt terribly insecure and restless. Her constant provocation to the mother made her father terribly annoyed with her. Every now and then she had the feeling that the parents no more wanted her in their lives (Sit 368). Once or twice her father had beaten her also and this magnified her sense of feeling insecure and being rejected by them. This was followed by her having the menstruation started (Sit 393). Initially she felt delighted, but very soon she started hating the whole affair. Even she held her mother responsible for this saying “intentionally she has made me a girl so that I suffer with these nasty things.” Her irritations mounted to a higher pitch.

Soon this was followed by another major incident in her life. For the first time she could not get the promotion to class VIII. At home she came out with extreme verbal hostility towards the class teacher whom she preferred much. Her negative feelings about the mother erupted. The situation came to a control with the class teacher's proposal that she would coach her privately. Loss of familiar friends made her more shaky and withdrawn in the class. She reported she enjoyed being constipated. The analysis of the feeling tone pinpointed that through constipation she felt that she

could withhold her emotions to the mother or the mother-substitutes. She said (Sit No. 402) “My mother likes to defecate frequently, I dreamt that she was lovingly taking me to the toilet to give bath, but she had smeared her feces all over the toilet.” She recalled her child-hood memories saying “my mother used to ask me whether I want to defecate or not in front of others—if I had said yes or if I had done it she would have been very happy. I had an impression that she likes feces. All these memories indicate her anal aggression towards the mother.

She hated having periods and during these phases were very hostile to the mother. She showed regressions in her behaviour by announcing it in hostile manner to all the people in the surrounding and specially to the father. She made her mother to obey her in certain respects, otherwise she showed violent reactions. The mother was prompted to change her pads while she stood naked in the toilet. She hated touching her soiled sanitary napkins. She expressed all the negative reactions at home, but to the analyst she was trying to realise the causes of her irritation and indicate her desires to rectify her behaviour patterns. A cry of helplessness was there in her attitude. She wanted to have the assurance from the analyst that she would be able to rectify her behaviour. Here again her craving for maternal love came out in several associations. She had a feeling that if she could identify herself with a good mother, her deficiencies would be filled up to an agreeable extent and she would be a little restful. At this phase due to unavoidable circumstances at their family she had to discontinue with her psychoanalytical sessions.

Discussion: As I mentioned at the outset that I was doubtful about the course Rita's transference would take during her analysis. It was revealed from her early childhood experiences that she never could tolerate any criticism. She was a pampered child. But analysis is not a place of being pampered. Therefore, I was very cautious about the analyst's role in approving and disapproving her activities which were not sociable. I was apprehensive for a long period of breaking the analysis in spite of her first day's utterances. Rita was of only 11 years old. She was brought up in an indulgent

atmosphere. Hence I thought that it would not be possible for her to transfer easily her emotions to the analyst.

Rita in her childhood, in her formative period, never had any consistent disciplining. Her mother was too weak in her behaviour towards her child. In spite of that whatever discipline she wanted to impose upon Rita was nullified by the behaviour and attitude of Rita's eldest uncle to her. Rita's father had no voice also in the matters concerning Rita. Both the parents were thrown out of their positions of authority by the undue and illogical interference of her eldest uncle in the matters concerning her. Therefore, the super-ego development of Rita was at a jeopardy, No healthy super-ego could be developed. Therefore, there was no attempt at restraining on the part of Rita's critical faculty in using slang words towards her mother and beating her. She enjoyed it and her aggression towards her mother, the cause of which remained elsewhere which would be discussed presently, found an opportunity for enacting in her daily life.

Rita was afraid of another of her uncles who lived adjacent to their house. The uncle used to rebuke Rita frequently for her behaviour with her mother. Rita had the idea that even he might punish her physically. Therefore, along with her indulgent eldest uncle, on the one hand, and the punishing uncle, on the other, and with them the weak, almost to the extent of non-entity pattern of the personalities of her own parents made her super-ego condition absolutely twisted.

With this uncongenial situation for super-ego development, Rita's ego also was nurtured in a most unrealistic and indulgent atmosphere. She was given such indulgence by her weak mother and whimsical eldest uncle as her ego could not discriminate between her realistic and unrealistic worlds. From her environment she could not get any idea of a perfect reality world. Consequently, there was no attempt at idealising the ego. As I have pointed out earlier, that she was never punished or criticised in her formative period. As a result her critical faculty never came to the rescue of her ego. In her childhood experiences it is found that Rita's impulsiveness or her id drives were fed well.

Rita was very much jealous of her mother's beauty. She could not tolerate the intimacy of her parents. She had the idea that her father was a hen-pecked husband. According to her phantasy her father was submissive to her mother because of her beauty which was far superior to that of her. She could not tolerate the idea of their being sexually close together. These phantasies had impact upon her mind unfavourably. ".....in the world of neurosis physical reality is the determining factor", thus said Freud (1934). She had developed a severe sense of inferiority in comparison to her mother. Consequently, she made responsible her mother for all her deficiencies. According to her, her mother was responsible for not having menstruation in time. Again when she had it, the blame for it was hurled at her mother for making her a girl. Again Rita had an idea that her mother wanted a boy child. But as she was a girl, her mother disliked her. Due to lack of identification with her mother she could not accept her own femininity. All these situations with tremendous oedipus craving, which she could not fulfill according to her desire, made her aggressive towards her mother. Rita had an idea that her mother might kill her or harm her sex-organ. This castration fear came from her severe oedipus desire.

Rita at one stage, developed a bit homosexual trend. She developed a fascination for her teacher. She felt a strong attachment towards one of her cousin and a handicapped class-mate. This was reflected also in a transference dreams. But this was only a passing phase with her.

During the course of analysis it was possible through transference to lead Rita to experience emotions, both positive and negative. This made her ego a bit mobile, She developed a good identification with the analyst. This made her more self-confident. But her deep-rooted sense of deficiency along with her weak ego and super-ego required more reorientation without which her enactment of aggression in beating her mother and abusing her with filthy language would not diminish. Her aggression caused her deterioration in her studies.

Regarding her defensive mechanism it may be said that Rita adopted both repetitive and hysterical mechanisms in her behaviour disorder. Sometimes she teased her mother intentionally and some-

times, when she had to face the problems in connection with her studies, she manifested conversion hysterical symptoms. For example, at the times of examinations she developed many somatic symptoms. Further her rubbing of the eyes and deriving satisfaction from that may be explained from an archaic fact. According to the Encyclopaedia (1974) and Havelock Ellis (1936) prehistoric people in many occasions used to substitute female genital organ by eyes. Therefore, it may be surmised that Rita being prompted by her racial unconscious got libidinal satisfaction by rubbing her eyes which represented her sex organ.

Rita's personality development was not smooth due to lack of identification with her mother and consequently her oedipus complex remained unresolved. Rita took strategies against the oedipus wish and castration fear in later life by taking shelter in narcissistic level, and translated her wish and fear into regressive stage manifesting these symbolically through body dysfunctions. These downward pulls were accelerated by her poor body-image and sense of inferiority already mentioned. Certain behaviour (rubbing her eyes and so) of Rita can be assumed as manifestation of her repetitive erotic gratification in a regressive (narcissistic) way. The apparent compulsion is an erotic repetition.

One peculiarity of Rita's behaviour disorder was that she manifested hysterical shyness in her behaviour with people outside her family, but she was compulsively sadistic towards her parents. This inconsistency is the reflection of her ego-inconsistency. Her behaviour disorder was the compensatory act of her all sorts of weakness that existed in her psychological structure. On the one hand there was a strong libidinous thrust in her mind and on the other there was the reality restrictions. As a result there was the compromise. Freud (1934) said; "Of neurotic symptoms we already know that they are the result of a conflict arising when a new form of satisfaction of libido is sought. The two powers which have entered into opposition meet together again in the symptoms and become reconciled by means of the compromise contained in the symptom formation".

Last of all it can be said that though Rita did not show much improvement in her behaviour pattern, yet a small amount of significant changes were noted in her system in terms of the fact that

she expressed her wish to rectify her unapproved behaviour patterns to be more peaceful in life, to do well in her studies to secure her class-teacher's love, and to overcome her fits of temper to be a decent girl in life. She developed an insight into her problems, in the sense that she started to realise her faults in behaviour with her mother and made efforts to amend them. To her best of efforts she tried to follow a regularised routine. She could express herself to her father in a more relaxed way and could tolerate the mother to a great extent. All these indicated an attempt towards better ego integrity on her part. Deeper psychoanalysis would enable her to reorient her ego and revise her super-ego.

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IMPACT OF MATERNAL EMPLOYMENT ON THE PERCEPTION OF LOVE AND AGGRESSION BY ADOLESCENT CHILDREN

G. B. SAHA & SUMITA MUKHERJEE

Introduction

Human being enters the world with full of unpredictable potentialities but as an utterly helpless creature, he is dependent on another individual, normally his mother for nourishment, warmth and protection. It is true that at birth the umbilical cord is cut and he is detached from his mother, but his primary organic needs keep him attached to his mother for belongingness and company.

In most homes, mothers spend more time with their children, have more control over them and express their affection more overtly than fathers. As a result mothers exert more influence over the child's developing personality.

Family is the nodal point in the child's social network and mother-child relationship is the most important of all family relationships. Within the social boundary of the family, the mother and the child develops interpersonal relationships towards each other as well as towards other member of the family. Man's interpersonal relationship within the bounds of his family and his mental health depends considerably upon the influence of the parents. This has been stressed by Freud (1911) and later emphasized by Sullivan (1947). Flugel (1934) has stated that lack of parental love and affection gives rise to a lasting senses of injury in a child's mind. Early family experiences influence the behaviour pattern he acquires,

the goals he seeks and the kind of adjustment he achieves. From his early relationships with his parents he develops emotional patterns and attitudes that govern his later dealings with people, i.e. his social attitudes. (Lener & Kube, 1964, Serrot & Teevan 1961).

It is now recognised that the nature of the parent-child relationship strongly influence the course of personality development in the child. Parents are the major determinants of hopes, fears and expectations of the child. The child's personality is influenced indirectly by his parents through his tendency to imitate them and to identify himself with them. The interaction of parent-child at home decides also the pattern of affectional tendencies like dependence independence, ascendance-submission, cooperation-competition etc.

We have already stated that in terms of time spent with the child, the mother has more opportunities than the father to influence her offspring's psychological growth and behaviour. But there is more to the relationship between a mother and a child than her presence and absence. Maternal behaviour itself is a powerful force in the development of personality and behaviour in general. For this mother-child relationship has been widely studied.

Mother love has been regarded by many observers throughout the ages as the prototype and ideal for love. Today most mothers work outside the home than before, due to social, emotional and economical condition. The reviewed literature by different authorities have stressed the importance and effects of maternal employment on the child (Etaugh 1974, Hoffman 1974) and also its clinical implications. Maternal employment may enhance school achievement, affect dependency behaviour and several identical problems place stress on family, which in some situation appears beneficial, and in other situation detrimental. (Ponzanski, Maxey and Masdin 1970).

Several important studies have been conducted on the effects of maternal employment on the child. For example, Burchinal 1958, Brown 1970, Batchold, 1976. They studied the parent's attitude and adjustment of the children (Burchinal, 1958). Brown (1970) studied comparatively the maternal employment and non-employment to delinquency, intelligence, achievement, personality development

and social maladjustment among eighth and ninth grade males in five Junior High Schools of Texas and mother-child interactions as a function of child's level of adjustment and intelligence.

Studies have been conducted to emphasize the importance of the mother's attitude toward her job situation and her relationship with her children. (Hoffman, 1963; Nye and Hoffman 1963). Whether the mother is employed as full time, part-time or not at all also affect the personality adjustment, among adolescent children. (Nelson 1968, Nye 1957).

With regard to elementary School children the results found are conflicting. As at the adolescent level, there may be an interaction between age, sex in terms of the effect of maternal employment on the child's adjustment and social achievement in early childhood, a boy may be adversely affected showing dependency. Hoffman (1963), stated that mothers employment did not produce any significant difference in children's perception of their parents as nurturant or authority figures. Still the majority view is that since maternal employment produces some amount of maternal deprivation, it is bound to affect the behaviour pattern and personality of children. Of course maternal employment affect children or different age group differently.

Aims of the Present Study :

The main objective of the present study is to investigate the effect of maternal employment on the perception of love and aggression by the adolescent children of the working and non-working mothers.

Subjects :

Certain criteria were set for inclusion of families in the study. Children who came from the two parent families with history of no parental death or divorce were used. The criteria for prolonged maternal employment required that mothers have been working on an uninterrupted basis even before the child's birth. None of the non-employed mothers had held any kind of job since their children were born. The sample consisted of 100 children divided equally on the

basis of sex—50 boys and 50 girls. Each of the sex group was further divided on the basis of the employment status of the mother. So for each sex group 50 belonged to working mother's group, 50 children belonged to non working mother's group. In each case the children of working mother consisted the experimental group while those of non working mother comprised control group. All the children were matched in respect of age, mother tongue, type of family, socio-economic status of the family, area to which they belonged and other relevant factors as far as practicable. The age range was from 17 to 20 years. The subjects were taken from the middle class Bengalee family who reside in Calcutta.

Tools Used :

1. For measuring the socio economic status of the family Kuppaswami's socio economic status scale was applied.
2. For the assessment of parent—child relationship Dr. J. C. Dasgupta's ML MA form was used.

Procedure :

Present study comprised three schedules. The time of administration of above schedule were divided into two sessions in the same day in order to avoid monotony on the part of the subjects. The break up of the test battery was made in the following schedules.

1. *The first session*—Socioeconomic status scales and information schedules.
2. *The Second Session*—After a rest of 10 minutes, Dr. J. C. Dasgupta's ML MA was administered. Data were collected from the group of students and also from single individual, according to the availability of the subjects.

Results and discussions :

The Scores of the ML & MA were tabulated separately for different groups. Means, standard deviation and t-test were computed for two factors.

TABLE—I

Daughter

	Working mother's daughter		t	Non-working mother's daughter	
	Mean	S.D.		Mean	S.D.
ML	37.36	8.4	1.21	34.72	6.12
MA	11.08	8.68	1.57	9.88	5.53

TABLE—II

Son

	Working Mother's Son		t	Non-working Mother's Son	
	Mean	S.D.		Mean	S.D.
ML	32.92	7.28	1.57	36.16	12.69
MA	12.24	5.00	.22	12.69	8.83

TABLE—III

Sex-difference

	Daughters of working mothers			Son's of working mothers		
	Mean	S.D.	t	Mean	S.D.	t
ML	37.36	8.4	1.92	32.92	7.28	
MA	11.08	8.68	.79	12.24	5.00	

The scores for ML MA were determined. Means & standard deviations for both sons and daughters of working and non-working mother were calculated separately for each form. The significant differences between the means of the two groups were tested by t-test.

In case of ML form, Table-I shows the greater magnitude in terms of Mean of the working mother's daughter as compared to that of their counterpart. The mean and S.D. of the working mothers daughter is 37.36 and 8.4 and daughter of non-working mother is 34.72 and 6.12 respectively. The reason behind this may be the daughter's better identification with her working mother who seemed to reflect a balance between her feminine and masculine traits which had prompted her daughter to be more mature in their outlook. Instead of there being any untoward reaction, we find that daughters of working mothers are beneficially affected.

In case of MA the mean and S.D. of the daughters of working mothers are 11.08, 8.61 and for daughters of non-working mothers are 9.88 and 5.53 respectively. This shows that the daughters of working mothers perceive more aggression from their mothers than the daughters of non-working mothers. This may be due to the fact that mother's absence for a long period of time combined with mother's power assertive influence which very naturally occur in working mothers results in negative outlook on the part of their daughter and thereby disturbs identification with their mothers.

Table II shows in case of ML forms the same perspective of greater magnitude of the mean value with respect to the sons of non-working mothers as was evident in case of daughter's of working mothers.

The mean and S.D. of the sons of working mothers are 32.92 and 7.28 and for the sons of non-working mothers are 36.16 and 12.69. The possible rationale behind this may be more association of the non-working mothers with their sons which induces better amount of emotional security in them. Hence for the emotional attachment this group of sons seem to develop close relationship with their parents. Sons of employed mothers on the other hand, receive less attention than those of non-working mothers. Being deprived of

sufficient association from their mothers, sons of working mothers may become emotionally unstable and develop negative attitude towards mother. Owing to employed condition of the mother the adaptation of compensatory mechanism towards the fact of staying away from home is reflected in their dealings with the children. Generally they try to fill up the gap of their physical absence from home through the supply of more love and affection to the child. Thereby the child develops a high rate of demand regarding emotionality towards the mother. This attitude once again give rise to the development of ambivalence on their part. That means they expect their mother to be more loving and at the same time, at the slightest delay of their gratification of their wishes they feel threatened, insecure and irritated. Thus perceives the mother to be aggressive.

In case of table—II, under the domain of M.A., the mean and SD of the sons of working mothers are 12.24, and 5.00 and in case of non-working mothers mean and S.D. are 12.69, & 8.38 respectively, There is no significant difference in these two cases. The reason for this may be that boys are generally emotionally oriented toward the mothers. They try to accept the behaviour patterns of the mother whatever may be its nature. Their basic emotional attachment towards their mother is thus being directly reflected in their acceptance even of the negative attitude adopted by their mother. Owing to the oedipal attachment with the mother, the sons may have more longing for the mother and as such he may perceive mothers aggression minimally.

Next we make a comparative assessment of the behaviour patterns of daughters and sons of working mothers and their matched counter part. In case of ML, from Table—III, it has been found that the mean and S.D. of the daughter of working mothers are 37.36 and 8.4 and these of the sons of the working mothers are 32.92 and 7.28 respectively. The greater magnitude of mean value shows that the daughters of the working mothers manifested more better adjustment and relationship than the sons of the working mothers. The sons are more attached to their mothers than the daughters. They feel rejected and deprived emotionally or cognitively. They consider absence of mothers as rejection. The sons

of working mothers may develop strong feeling of insecurity and anxiety which contribute to the development of an unfavourable parent-child relationship. The present finding is supported by Bronfenbrenner, Alvarez and Henduson in 1984. According to them working mothers bring out a negative attitude on their sons and daughters.

On the otherhand we find that the daughters of employed mothers are more matured and realistic, shares household work, are more well adjusted, selfreliant and emotionally more stable and cheerful than the sons of working mothers.

Table—III shows in case of MA that the sons of employed mother are in a better position than the daughters of working mothers. In case of MA the mean and S.D. of the daughters of working mothers are 11.08 and 8.68 and of the sons of working mothers are 9.88 and 5.53 respectively.

It is generally observed that the boys tend to idealize their mothers as they grow older and they are less critical of them than the girls are. In adolescence boys develop a stereotype of an ideal mother which help them to judge their own mothers. Moreover due to the developmental fixations in terms of high oedipal attachment, the boys perception of mother's aggression is less. This can be interpreted again as a positive identification on their part towards their mother, where they try to accept their mother as she is i.e. more objectively. But the counterpart of the boys i.e. the girls of working mothers are found to perceive more aggression in their mothers since they are less exposed to mother's feminine touches in their daily lives as their mothers stay away from them for long period of time. This very fact has prompted poor identification regarding the mother on their part and as because many of their infantile wishes remained unfulfil because of mother's absence from home. They easily become critical about their mother.

In spite of predictions to the contrary, the results of studies of maternal employment suggest that it does not usually have detrimental effects on children. In fact positive consequences have been obtained especially for girls. However some disquieting results that

have appeared, suggest that for middleclass boys there may be some subtle adverse outcomes Daughters' aggressiveness which have been working full time uniformly perceived with relation to the working mothers may be overcome. But no thumb rule can be suggested to remedy this unwelcome fall-out. For in some cases more loving attention may produce good results, but in some other cases the consequences may be as harmful as that of over protection. So depending on the situation the working mothers should adjust their behaviour to their daughters. If she herself fails to determine the right course to follow she may seek some expert advice.

The effects of maternal employment can be evaluated only in relation to other factors, such as the reason why the mother is working, the mother's satisfaction with her role, the demands placed by other family members, attitudes of the other family members toward the mother's employment and the adequacy of substitute care provided for the children. Therefore caution should be taken in drawing any general conclusion before disparaging or encouraging mothers taking up jobs outside home after the birth of their children.

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STIRRING UP PRIMARY IDENTITY AND VIOLENCE

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We have to examine the role of mother tongue on the formation of one's primary identity and also the role of one's religion. They have strong forces, which do mobilise a large number of people or which stir a Nation, as historically evidenced, either apparently to integrate or to disintegrate. Is it for the fact that our early childhood existence depends on and survives by our parents, by our near ones in the family and in the society? Their love and affection, care and protection are first felt experiences of a child. Parents are the first love objects of a child. "The first love object of the male is the mother, because it is she who feeds and tends him, and she remains his principal love object until she is replaced by another which resembles her or is derived from her". This is true also for the female child. Her first love object is also mother, who feeds and tends her. Language spoken, ideas cherished, ideals valued, practices done by the parents become part and parcel of a child's system. A child identifies with and introjects within himself parental images with all their constituents. This identification and introjection processes are unconscious and predominantly emotional. The primary identity of a child emerges out of this interactive processes. Love for his parents, become love for the language in which they speak. The same love becomes the love for the group, the sect to which his parents belong. This first love gives rise to his sense of primary belonging and primary identity. And these first and primary experiences of infancy, childhood and partly of adolescent period are mostly charged with emotions; reminiscences of these experiences

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remain in unconscious and endopsychically active throughout one's whole life. These forces of "primary identity—constellation" cannot be ignored and neglected and if, these forces, cannot be merged and integrated with the forces of love for a man of different language, different religion and territory, the forces of primary identity will only prevail and prompt one to perceive in terms of one language, religion and act upon this perception and predisposition.

The problem is now how to transcend the threshold of this primary identity. The answer is universal liberal education, unveiling the fact that all human beings have common feelings and emotions and the capacity to reflect. Only that outward signs or the languages are different. All religions have in essence, the same teachings of love and tolerance, selflessness and purity, service and equality. Languages are different, practices are different—these physical external differences are just the outcome to local environment. As there is no difference between two new born babies in terms of their language and religion, so there is no difference between the motherly feelings of a Hindu mother and a Muslim mother.

Identity, other than primary, will have some components which are predominantly intellectual (power to analyse and synthesise) emerged from acquired knowledge of history, science and philosophy, along with exposure to various forms of art, music, literature, movies reflecting 'Man and Environment' of the whole world.

Absence of exposure to millions of people to the essence of basic human values and culture based on equality, fraternity and justice, through compulsory liberal education will always sway the balance of forces, operating behind primary identity and the rational and desired emotional forces operating behind transcendent universal identity. Emotional components of the primary identity will dominate creating divisive mentality. And few people, to achieve their selfish ends will always try to exploit these divisive forces. They will always try to exploit the illiteracy and ignorance of the people. This proposition may appear to be an echo of Freud's observations on "Why War".

Human aggressive impulses cannot be entirely done away with, "it is enough to try to divert them to such an extent that they need not find expression in War" (Violence). The best way to combat violence, or affect of the destructive instinct is to bring Eros, its antagonist, into play, "Anything that encourages the growth of emotional ties between men must operate against war. These ties may be of two kinds. In the first place they may be relations resembling those towards a loved object, though without having a sexual aim. There is no need for psychoanalysis to be ashamed to speak of love in this connection, for religion itself uses the same words "Thou shalt love thy neighbour as thyself". Another way of establishing emotional tie is by means of identification "Whatever leads men to share important interests produces this Community of feeling, these identifications. And the structure of human society is to a large extent based on them".

Another very important aspect was also highlighted by Freud. There are, innately, two classes of men ineradicable inequality of men—leaders and followers. Followers constitute the majority. They need an authority. "This suggests that more care should be taken than hitherto to educate an upper structure of men with independent minds The ideal condition of things would of course be a community of men, who had subordinated their instinctual life to the dictatorship of reason. But this is not possible without emotional ties between the leaders & the followers. The other indirect methods of preventing violence, though may not bring instantaneous success. "The psychical modifications that go along with the cultural process are striking and unambiguous. They consist in a progressive displacement of instinctual aims and a restriction of instinctual impulses. Sensations which were pleasurable to our ancestor have become indifferent or even intolerable to ourselves; there are organic grounds for the changes in our ethical and aesthetic ideals. Of the psychological characteristics of culture two appear to be the most important, a strengthening of the intellect, which is beginning to govern instinctual life and an internalisation of the aggressive impulses, with all its consequent advantages and perils. Now war (violence) is in the Crassest opposition to the psychical

attitude, imposed on us by the cultural process. This is not merely an intellectual and emotional repudiation; we pacifists have a constitutional intolerance of war."

As noted the task ahead is to allow all people to transcend the threshold of primary identity. A cultural process imparting secular values has to be sustained and pervaded to all irrespective of leaders and followers. "A psychical attitude" has to be developed, forces of primary identity have to be merged and integrated with the forces of love – love for all.

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