

The topic of this thesis is focused on the meaning of the Little Red Riding Hood fairy tale for children of the primary school age. The core motive of the fairy tale is the threat of being swallowed up which every child would face if his wish to get rid of one of his parents in order to gain the affection of the parent of the opposite gender was fulfilled.

Oedipus Complex is thus at the root of the fairy tale about a cute, innocent girl who is swallowed up by a wolf (Bettelheim, p. 162) and who allowed the wolf to swallow up her grand-mother. Coping with the theme of being swallowed up (e.g. the Oedipal Conflict) throughout the school years, the child psychosexual development is the subject of our analysis. In the sample of children studied, the tendency to choose the Little Red Riding Hood as a fairy tale of special personal importance decreases in inverse proportion to the child's age. This means that the older the pupils are the less likely they are to choose the Little Red Riding Hood fairy tale. The only exception was the second and sixth grade, where we can observe a significantly higher percentage of the pupils choosing the Little Red Riding Hood fairy tale. We suppose that the high proportion of the pupils choosing the Little Red Riding Hood fairy tale in the second grade resulted from sexual repression in the latency stage, in which the Little Red Riding Hood fairy tale sets up a reaction formation and is chosen because of its moral hidden meaning. The high representation of the fairy tale in the sixth grade is due to the pubescent return of the stimulation of early childhood and the blocks of the latency stage (Freud, p. 54), where Oedipus desires struggle with feelings of shame and disgust.

The effort to avoid being swallowed up is thus a result of an inadequate repression of the live-long Oedipal Conflict.