

EFFECTS OF A SPLIT SEMESTER ON PERSONAL AND SOCIAL
ADJUSTMENT OF ADOLESCENTS

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ADJUSTMENT OF ADOLESCENTS

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CHAPTER I

INTRODUCTION

Purpose of Study

The purpose of this study is to measure and compare the degree of personal and social adjustment which high school girls exhibited during a "split semester" and a "continuous semester."

Hypothesis

Observation of the behavior of students in a high school program which was organized on the basis of one "split semester" and one "continuous semester" each school year resulted in the formulation of the hypothesis that the organizational plan of the school had consequences in terms of personal and social adjustments of students.

Statement of Problem

Significant research has been reported concerning the retention of academic content, and studies related to personal and social development of adolescents are numerous, but, in so far as the available research reports have been analyzed, nothing has been done to examine the effect of the "split session" on the personal and social adjustment

of high school pupils. This study will attempt to measure and compare the personal and social growth exhibited by high school girls during a "split semester" and a "continuous semester" of the school year.

Limitation of Problem

Scope.--The twenty-six cases observed in this study were drawn from the ninth, tenth, and eleventh grades of the H. G. Smith High School, Roxton, Texas. Observations and measurements of these pupils were limited to one "split semester" and one "continuous semester."

As it would be beyond the scope of this study to measure all aspects of personal and social adjustment, only the factors of freedom from antisocial tendencies, freedom from nervous symptoms, freedom from withdrawing tendencies, self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, social standards, social skills, family relations, and school and community relations¹ were studied. Adolescents' concerns related to school, the future, self, getting along with others, the home and family, boy-girl relations, health, and moral and ethical values were also considered.²

¹Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe, California Test of Personality, Secondary Series (California, 1942).

²H. H. Remmers, SRA Youth Inventory, Form A (Chicago, 1949).

Sources of Data

The sources of data utilized by this study were (1) related research, (2) results of standardized measurements administered to twenty-six homemaking pupils in the H. G. Smith High School, Roxton, Texas, (3) anecdotal records, and (4) records of conferences with parents, members of the community, teachers, and administrators.

Definition of Terms

Since the history of the H. G. Smith High School has shown, over a long period of time, that a significant majority of its patrons and pupils live in tenant houses and earn a livelihood by seasonal day labor on farms owned by persons other than themselves, the school district has evolved the practice of "splitting" the fall session of this particular school in order that in school youth may work in the harvest, so, the expression, a "split semester" is employed for the purposes of this paper to describe the first semester of the school year. The "split semester" customarily begins in July and dismisses the latter part of August for six or eight weeks. School usually resumes about November the first and the first semester ends in January.

A "continuous semester" is an undivided semester with only the usual Easter holidays observed as a vacation.

For the purpose of this study Gardner Murphy's concept of personality is used.

A personality is a structured organism-environment field, each aspect of which stands in dynamic relation to each other aspect. There is organization within the organism and organization within the environment, but it is the cross organization of the two that is investigated in personality research.³

The expression, socio-economic status, refers to the factors included in Social Class in America.⁴ These are occupation, sources of income, house type, and dwelling area.

Plan of Procedure

Selection of Tools

The SRA Youth Inventory and California Test of Personality were selected for use in this study because of the factors measured by these instruments, their validity, reliability, economy, and ease in scoring.

The California Test of Personality⁵ provides data for aiding students to measure their self-adjustment and social adjustment. "Students' reactions to items are obtained, not primarily for the usefulness of total or section scores,

³Gardner Murphy, Personality, A Biosocial Approach to Origins and Structures (New York, 1947), p. 8.

⁴W. Lloyd Warner, Marcia Meeker, and Kenneth Eells, Social Class in America (Chicago, 1949), p. 41.

⁵Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe, Manual of Directions, California Test of Personality, Secondary Series A (California, 1953), p. 2.

but to detect the areas and specific types of tendencies to think, feel and act which reveal undesirable individual adjustment. The test is divided into two sections, self-adjustment and social adjustment. The purpose of Section I is to indicate how the student feels and thinks about himself. Section II consists of social adjustment components. Its purpose is to show how the student functions as a social being.

The SRA Youth Inventory⁶ enables pupils to determine and identify their interests and concerns on present and future problems.

Selection of Group

Girls enrolled in any one of the three homemaking classes offered by the H. G. Smith High School, Roxton, Texas, during one "split" and one "continuous" semester were observed.

Collection of Data

During the first week of the school year which began July 21, 1959, all of the thirty-three girls in the ninth, tenth, and eleventh grades who were enrolled in homemaking took the California Test of Personality, Secondary Form A⁷ and the SRA Youth Inventory, Form A.⁸ These tests were

⁶Remmers, op. cit.

⁷Tiegs, Clark, and Thorpe, Manual of Directions, p. 2.

⁸Remmers, op. cit.

administered to each class group by one individual and under as nearly identical conditions as possible.

An individual file was started for each pupil for the purpose of assisting the teacher in systematically recording evidences of growth in personal and social adjustment.

After the first testing was completed and results analyzed, units were planned cooperatively by the teacher and pupils with the object of using homemaking content to assist in the personal and social adjustment of the pupils.

During each semester frequent individual and group evaluations were made by the pupils and the teacher to see if objectives were being achieved.

At the end of the first semester, seven of the thirty-three subjects who had taken the first battery of measurements had withdrawn from school, so the California Test of Personality, Secondary Form AA¹⁰ and the SRA Youth Inventory, Form A¹¹ were given only to the twenty-six who remained. At the close of the school year in May the same tests that were given in July, 1959, were repeated.

Data were analyzed and, on the basis of available information, a comparison was made of the personal and social growth exhibited by individuals during the two types of semesters.

¹⁰Tiegs, Clark, and Thorpe, California Test of Personality, Secondary Series, Form AA.

¹¹Remmers, op. cit.

Treatment of Data

After data were collected and organized, appropriate statistical procedures were used in an attempt to determine whether or not the organizational plan of the school had significant consequences in terms of personal and social adjustment of pupils.

Summary

A study was made of the personal and social adjustment of ninth, tenth, and eleventh grade girls of the H. G. Smith High School, Roxton, Texas, to examine any peculiar effect of the "split session."

Data obtained from standardized measurements administered to pupils at three intervals during the school year were treated statistically to determine any effect of the "split session" on the personal and social adjustment of pupils.

CHAPTER II

RELATED STUDIES

Apparently the German psychologist, Ebbinghaus,¹ did the first experimental investigations of memory in 1885 by recording the number of repetitions required for relearning after the lapse of different time intervals. As a result of his studies Ebbinghaus was able to construct a curve of forgetting for academic content.

The results of the study conducted by Brooks and Bassett² indicated that in a year's time junior high school pupils forget 23 per cent of the American history learned during one school year. Forgetting was reported to be rapid during the first four months after the close of the school term in which the history was taught, and thereafter the rate of forgetting was much slower.

¹Herman Ebbinghaus, Memory Training (Leipzig, 1885), translated by H. A. Ruger and C. E. Bussenius (New York, Reprint), pp. 76-79, cited in E. B. Green, "Retention of Information Learned in College Courses," Journal of Educational Research, XXIV (November, 1931), 269-273.

²Fowler D. Brooks and S. Janet Bassett, "The Retention of American History in the Junior High School," Journal of Educational Research, XVIII (October, 1928), 195-200.

McGeoch and Whitely³ indicated that a loss of learning took place during either long or short intervals of time, but, in "Learning and Retention of Latin Words and Phrases," Anderson and Jordan⁴ concluded that no loss of recall occurred within the first seven weeks of a time lapse. In fact, Anderson and Jordan's subjects showed a slight increase in the retention of Latin words and phrases within the first seven weeks after the material was taught.

McGeoch reported that during disuse retention curves do not always fall; instead they sometimes rise. Forgetting may take place during use or practice.⁵

Schrepel and Laslett's⁶ report indicated that, with the exception of computation in arithmetic, pupils of the junior high school did not show any serious losses of knowledge of subject matter over a vacation of fourteen weeks. In the autumn when the pupils returned to school, a slight increase in reading ability was shown.

³John A. McGeoch, "The Curve of Retention for Poetry," Journal of Educational Psychology, XIX (October, 1928), 471-479.

⁴J. P. Anderson and A. M. Jordan, "Learning and Retention of Latin Words and Phrases," Journal of Educational Psychology, XIX (October, 1928), 485-495.

⁵John A. McGeoch, The Psychology of Human Learning (New York, 1942), pp. 335-456.

⁶Marie Schrepel and H. R. Laslett, "Loss of Knowledge Over Summer Vacation," Journal of Educational Psychology, XXVII (April, 1936), 299-303.

The study by Kolberg⁷ showed that pupils' knowledge of American history increased rather than decreased during the summer months.

Ward and Davis,⁸ however, found that no definite relationship appeared between the amount of factual material retained and the recency of one's learning experience.

Although the studies cited disagree as to the significance of time lapses for recall of factual learning, there are many indications that, after a long lapse of time, the learner "forgets" material which he seemed to "know" at the time of the learning experience. This implies that some time would be involved in "re-learning" and, thus, one might hypothesize that, in the areas of academic content, a long time lapse within a semester might significantly affect the degree of accomplishment exhibited by pupils during that particular semester.

As indicated in the preceding chapter, this particular study is not concerned with the effect of a long time lapse or the recall of academic content but with the effect on

⁷O. W. Kolberg, "A Study of Summer Time Forgetting," Elementary School Journal, XXXV (September, 1935), 281-284.

⁸Aubrey H. Word and Robert A. Davis, "Factual Information in Seventh Grade General Science During a Semester of Eighteen Weeks," Journal of Educational Psychology, XXX (February, 1939), 116-125.

a relatively long time lapse on personal and social development of adolescents.

Flory, Alden, and Simmons⁹ credit the classroom teacher and the classroom situation as the most significant factor in the positive personal and social adjustment of pupils; however, the report of a study by Evans¹⁰ which compared the personal and social adjustment exhibited by adolescents during the summer months with that achieved during the school year, implied that "out of school" experiences may result in a greater degree of personal and social development of the adolescent than "in school" experiences.

This study will attempt to examine the effect of a time lapse in the form of an "out of school" period on the personal and social development of adolescent girls.

⁹Charles D. Flory, Elizabeth Alden, and Madeline Simmons, "Classroom Teachers Improve the Personality Adjustment of Their Pupils," Journal of Educational Research, XXXVIII (September, 1944), 1-8.

¹⁰Mary E. Evans, "Evaluation of a Twelve Months Homemaking Program," unpublished Master's thesis, Department of Home Economics, North Texas State College, Denton, Texas, 1950, p. 74.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

During the first week of the school year which began July 20, 1959, all of the thirty-three girls in the ninth, tenth, and eleventh grades of the H. G. Smith High School, Roxton, Texas, took the California Test of Personality, Secondary Series, Form A and the SRA Youth Inventory, for the purpose of determining the status of pupils in areas measured by the test.

An analysis of the results obtained from the first administration of the California Test of Personality is revealed in Table I.

Table I shows the exact mean scores derived from the twenty-six pupils' initial responses to the California Test of Personality, the "rounded" mean scores, and the percentile ranks of the respective mean scores.

The subjects ranked, according to mean scores, below the 50th percentile in all areas of social adjustment and in all the areas of personal adjustment except sense of personal worth and feeling of belonging. A consideration of total personal adjustment, total social adjustment, and total adjustment status revealed subjects were below the 50th percentile in all of these general categories.

TABLE I

MEAN SCORES FROM THE FIRST ADMINISTRATION
OF THE CALIFORNIA TEST OF PERSONALITY*

Section of Test	Actual Mean Score	Rounded Mean Score	Percentile Rank of Rounded Mean Score
Self-reliance	8.962	9	40
Sense of personal worth	11.538	12	50
Sense of personal freedom	11.384	11	30
Feeling of belonging	12.923	13	50
Freedom from withdrawing tendencies	8.615	9	20
Freedom from nervous symptoms	7.500	8	20
Social standards	12.346	12	20
Social skills	9.961	10	30
Freedom from antisocial tendencies	11.076	11	30
Family relations	11.038	11	30
School relations	8.654	9	20
Community relations	9.769	10	30
Total personal adjustment	.....	62	30
Total social adjustment	.....	63	20
Total adjustment	.....	125	30

*Table VII, Appendix.

Table II reports the actual mean scores, the rounded mean scores, and the percentile ranks of the rounded mean scores obtained from the results of the first administration of the SRA Youth Inventory.

TABLE II
 MEAN SCORES FROM FIRST ADMINISTRATION
 OF THE SRA YOUTH INVENTORY*

Concerns	Actual Mean Scores	Rounded Mean Scores	Percentile Rank of Rounded Mean Scores
My school	13.692	14	96
Looking ahead	31.846	32	99
About myself	18.923	19	93
Getting along with others	25.692	26	98
My home and family	21.038	21	96
Boy-meets-girl	16.307	16	96
Health	12.307	12	99
Things in general	20.077	20	98

*Table VIII, Appendix.

As the concerns of pupils registered above the 92nd percentile in each of the eight categories of problems included in the SRA Youth Inventory, there was strong indication that the subjects in this study had many more problems than the persons upon whom the instrument was standardized.

After the initial testing program was completed, and the concerns, interests, and status in personal and social adjustment determined, the teacher and pupils, at each grade level, cooperatively planned units in clothing construction and care, grooming, home management, child care, family relations, food for the family, recreation, and boy-girl relationships, providing for health of the family.

During the nine months of the school year appropriate levels of content in each of the units named were studied by all homemaking pupils to work in the harvest; units of work were interrupted (without any opportunity ahead of time to know when the time lapse would begin) for a period of eight weeks.

After school resumed on November 2, 1959, the traditional Christmas and Thanksgiving holidays were observed, so the first semester did not end until January 22, 1960.

During the last week of the first semester, the SRA Youth Inventory and an appropriate form of the California Test of Personality were repeated.

The results obtained from pupils' responses to the second administration of the California Test of Personality are shown in Table III.

In the area of family relations, sense of personal freedom, freedom from withdrawing tendencies, nervous symptoms, social skills, social standards, freedom from antisocial tendencies, school relations, and community relations, the subjects ranked, according to mean scores, below the 50th percentile. In self-reliance, sense of personal worth, and feeling of belonging, subjects were in the 50th percentile.

According to the mean scores there was an increase of ten in percentile rank in self-reliance, social standards, and community relations. There was a decrease

TABLE III

MEAN SCORES FROM SECOND ADMINISTRATION OF THE
CALIFORNIA TEST OF PERSONALITY*

Section of Test	Actual Mean Scores	Rounded Mean Scores	Percentile Rank of Rounded Mean Scores
Self-reliance	10.038	10	50
Sense of personal worth	12.076	12	50
Sense of personal freedom	10.846	11	30
Feeling of belonging	12.654	13	50
Freedom from withdrawing tendencies	9.038	9	20
Freedom from nervous symptoms	10.038	10	40
Social standards	12.346	12	20
Social skills	11.423	11	40
Freedom from antisocial tendencies	9.653	10	20
Family relations	11.231	11	30
School relations	9.000	9	20
Community relations	10.076	11	40
Personal adjustment	.....	65	30
Social adjustment	.....	64	20
Total adjustment	.....	129	30

*Table VII, Appendix.

of ten in percentile rank in freedom from antisocial tendencies. There was no loss or gain in percentile rank in areas of sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, social standards, family relations, and school relations.

There was no gain or loss in total personal adjustment, total social adjustment, or total adjustment.

A statistical examination of the individual scores on the several items of the California Test of Personality revealed some differences and similarities not shown by a treatment of mean scores alone. Table VII includes the raw scores from the first and second administration of the California Test of Personality. An analysis of these raw scores resulted in the following observations:

1. In the area of self-reliance, the difference between the scores derived from the first and second testing was significant at the 5 per cent level of confidence¹ as a t score of 2.4387 was obtained.²

2. In the area of personal worth, the difference between the scores on the first and second testing was significant at the 20 per cent level of confidence. The t score was 1.330.³

3. The difference between the scores from the first and second testing in the area of sense of personal freedom was significant at the 30 per cent level of confidence as a t score of 1.2147 was calculated.⁴

¹R. A. Fisher, Statistical Methods for Research Workers (London, 1936), p. 166.

²Tables V, IX, Appendix.

³Tables V, IX, Appendix.

⁴Tables V, IX, Appendix.

4. The difference between the scores derived from the first and second testing in the area of feeling of belonging was significant at the 60 per cent level of confidence. The t score was 0.636.⁵

5. In the area of freedom from withdrawing tendencies, the difference between the scores was significant at the 60 per cent level of confidence as a t score of 0.5458 was obtained.⁶

6. In the area of freedom from nervous symptoms, the difference between the scores obtained from the first and second testing was significant at the 1 per cent level of confidence because the t score was 5.1076.⁷

7. There was no significant difference between the scores obtained from the first and second testing in the area of social standards.

8. In the area of social skills the difference between the results obtained from the first and second testing was significant at the 1 per cent level of confidence as a t score of 2.788 was obtained.⁸

9. The difference between the scores derived from the first and second testing in the area of freedom from antisocial tendencies was significant at the 30 per cent level of confidence as a t score of 1.2984 was obtained.⁹

⁵Tables V, IX, Appendix.

⁶Tables V, IX, Appendix.

⁷Tables V, IX, Appendix.

⁸Tables V, IX, Appendix.

⁹Tables V, IX, Appendix.

10. In the area of family relations, the differences between the scores derived from the first and second testing were significant at nearly the 70 per cent level of confidence as a t score of 0.37765 was obtained.¹⁰

11. The difference between the scores from the first and second testing in the area of school relations was significant at the 60 per cent level of confidence as the t score was only 0.60606.¹¹

12. In the section of the test that deals with community relations, the difference between the scores derived from the first and second testing was significant only at the 70 per cent level of confidence because the t score was 0.43508.¹²

Table IV shows the actual mean scores, the rounded mean scores, and the percentile rank of the rounded mean scores obtained from the results of the second administration of the SRA Youth Inventory.

According to the percentile rank of the mean scores from the second administration of the measurement, the subjects in this study apparently had not solved any of their problems; in fact, the number of problems appeared to have increased. An examination, however, of Table X reveals the frequency with which the 298 specific problems

¹⁰Table IX, Appendix.

¹¹Table IX, Appendix.

¹²Table IX, Appendix.

TABLE IV
MEAN SCORES FROM THE SECOND ADMINISTRATION
OF THE SRA YOUTH INVENTORY*

Concerns	Actual Mean Scores	Rounded Mean Scores	Percentile Rank of Rounded Mean Scores
My school	14.307	14	96
Looking ahead	32.269	32	99
About myself	20.384	20	94
Getting along with others	30.653	31	99
My home and family	22.346	22	97
Boy meets girl	17.884	18	98
Health	13.730	14	99
Things in general	22.462	22	99

*Table VIII, Appendix.

were checked by pupils on the first and second testing with the SRA Youth Inventory. The sum of the differences proved to be 1,081.¹³ It is evident that many problems which were marked on the first testing were no longer felt by the time of the second administration of the measurement. The percentile rank of the mean score of the group did not show improvement, but the individual problems checked seem to indicate learning was taking place.

A treatment of the individual scores of pupils on the first and second administration of the SRA Youth Inventory is shown in Table XII. The observations made from Table XII follow:

¹³Table X, Appendix.

1. In the area of concern that relates to my school, the differences between the scores derived from the first and second testing were significant at the 50 per cent level of confidence as a t score of 0.7799 was obtained.¹⁴

2. The difference between the scores obtained from the first and second testing in the area of looking ahead was significant at the 70 per cent level of confidence. A t score of 0.4572 was calculated.¹⁵

3. In the area of concern called "about myself," the difference between the scores obtained from the first and second testing was significant at the 30 per cent level of confidence as the t score was 1.253.¹⁶

4. The difference between the results from the first and second testing in the area of getting along with others was significant at the 1 per cent level of confidence as the t score was 4.1542.¹⁷

5. In the area of concern that revealed problems relating to my home and family, the difference between the scores derived from the first and second testing was significant at the 30 per cent level of confidence as a t score of 1.2079 was obtained.¹⁸

¹⁴Table XII, Appendix.

¹⁵Table XII, Appendix.

¹⁶Table XII, Appendix.

¹⁷Table XII, Appendix.

¹⁸Table XII, Appendix.

6. In the area of concern that relates to boy meets girl, the difference between the scores from the first and second test was significant at the 10 per cent level of confidence as a t score of 1.871 was observed.¹⁹

7. The difference between the scores from the first and second test in the area of concern that relates to health was significant at the 5 per cent level of confidence as the t score was 2.159.²⁰

8. Differences in the first and second scores in the area of concern that relates to things in general were significant at the 10 per cent level of confidence with a t score of 1.7671.²¹

Table V shows the mean scores, the rounded mean scores, and the percentile rank of the rounded mean scores obtained from the third administration of the California Test of Personality.

An examination of the percentiles obtained from the rounded mean scores listed in Table V reveals a loss of ten in percentile rank in areas of self-reliance and freedom from nervous symptoms between the second and third testing period. In the area of personal freedom, freedom from antisocial tendencies and school relations, there was an

¹⁹Table X, Appendix.

²⁰Table X, Appendix.

²¹Table X, Appendix.

TABLE V
 MEAN SCORES FROM THE THIRD ADMINISTRATION OF THE
 CALIFORNIA TEST OF PERSONALITY*

Section of Test	Actual Mean Scores	Rounded Mean Scores	Percentile Rank of Rounded Mean Scores
Self-reliance	9.192	9	40
Sense of personal worth	11.538	12	50
Sense of personal freedom	11.923	12	40
Feeling of belonging	13.046	13	50
Freedom from withdrawing tendencies	9.346	9	20
Freedom from nervous symptoms	8.538	9	30
Social standards	9.961	10	50
Social skills	12.692	13	70
Freedom from antisocial tendencies	11.153	11	30
Family relations	11.346	11	30
School relations	9.769	10	30
Community relations	10.3846	11	40
Personal adjustment		64	30
Social adjustment		66	30
Total adjustment		130	30

*Table VII, Appendix.

increase of ten in percentile rank; while, in the area of personal worth, feeling of belonging, freedom from withdrawing tendencies, and community relations, there was no loss or gain in percentile rank. There was an increase of thirty in percentile rank in social skills.

A statistical examination of raw scores from the second and third administration of the California Test of Personality resulted in the following observations:

1. The difference in scores obtained from the second and third testing in the area of self-reliance was significant at the 30 per cent level of confidence as a t score of 1.584 was obtained.²²

2. In the area of sense of personal worth, the difference between the scores derived from the second and third testing was significant at the 40 per cent level of confidence. The t score was 0.904.²³

3. In the section of the test intended to reveal the sense of personal freedom, the difference in the scores derived from the second and third testing was significant at nearly the 2 per cent level of confidence as a t score of 2.393 was obtained.²⁴

4. When considering the results from the pupils on the area of the test that revealed feelings of belonging, the difference between the second and third set of scores was significant at the 40 per cent level of confidence as a t score of 0.8571 was evident.²⁵

5. The difference between the scores obtained from the second and third testing in the area of freedom from

²²Table XII, Appendix.

²³Table XII, Appendix.

²⁴Table XII, Appendix.

²⁵Table XII, Appendix.

withdrawing tendencies was significant only at the 70 per cent level of confidence as the t score was 0.4000.²⁶

6. In the area of freedom from nervous symptoms, the difference between the scores derived from the second and third administration of the measure was significant at nearly the 2 per cent level of confidence as a t score of 2.4023 was obtained.²⁷

7. The difference between the scores from the second and third testing in the area of social standards was significant at the 50 per cent level of confidence. The t score was 0.7361.²⁸

8. In the area of social skills, the difference in the scores derived from the second and third testing was significant at almost the 2 per cent level of confidence as a t score of 2.455 was obtained.²⁹

9. The difference between the scores from the second and third administration of the section on freedom from antisocial tendencies was significant at the 1 per cent level of confidence as a t score of 3.325 was calculated.³⁰

10. In the section of the test that reveals family relations, the difference between the scores derived from the second and third testing was significant only at the

²⁶Table XII, Appendix.

²⁷Table XII, Appendix.

²⁸Table XI, Appendix.

²⁹Table XI, Appendix.

³⁰Table XI, Appendix.

90 per cent level of confidence as the t score was 0.19845.³¹

11. In the area of school relations, the difference obtained from the second and third testing was significant at the 20 per cent level of confidence with a score of 1.5570.³²

12. The difference in the scores from the second and third administration of the section designated as "community relations," was significant at the 50 per cent level of confidence as a t score of 0.6892 was obtained.³³

Table VI shows the actual mean scores, the rounded mean scores, and the percentile rank of the rounded mean scores obtained from the third administration of the SRA Youth Inventory.

According to the percentile rank of the rounded mean scores from the third administration of the measurement, there was a slight decrease in percentile rank in all areas of concerns, with the greatest difference in the area of my home and family. Pupils apparently solved some of the initial problems but seemed to become aware of many more. An examination of Table XIII reveals the frequency with which specific problems were checked by pupils on the second and third testing.

³¹Table XI, Appendix.

³²Table XII, Appendix.

³³Table XII, Appendix.

TABLE VI
 MEAN SCORES FROM THE THIRD ADMINISTRATION
 OF THE SRA YOUTH INVENTORY*

Concerns	Actual Mean Scores	Rounded Mean Scores	Percentile Rank of Rounded Mean Scores
My school	15.000	15	96
Looking ahead	32.115	32	99
About myself	21.538	21	95
Getting along with others	26.192	26	98
My home and family	17.076	17	93
Boy meets girl	16.038	16	96
Health	12.653	13	99
Things in general	21.384	21	98

*Table VIII, Appendix.

The sum of the difference in the number of times specific problems were checked on the second and third measurement was 111.³⁴ The percentile rank of the mean scores of the group did decrease and the number of individual problems checked only on first or second testing would also seem to indicate that some learning was taking place.

It is obvious, of course, that as percentile rank on the SRA Youth Inventory increases, the number of problems checked by pupils increases. The scores show the total number of concerns checked did not change significantly, but there was a change in items marked. An examination of the significance of the difference in scores

³⁴Table XIII, Appendix.

from the second and third administration of the SRA Youth Inventory is presented in Table XIV.³⁵ An examination of Table XIV reveals the following:

1. In the area of concern pertaining to my school, the difference in scores was significant at the 90 per cent level of confidence as a t score of 0.1478 was obtained.³⁶

2. The difference between the scores in the area of looking ahead, was significant at the 90 per cent level of confidence. The t score was 0.1287.³⁷

3. In the area of concern identified as "about myself," the difference between the scores was significant at the 70 per cent level of confidence with a t score of 0.2984.³⁸

4. In the area of concern, getting along with others, the difference between the scores was significant at the 10 per cent level of confidence with a t score of 1.6587.³⁹

5. The difference in the two sets of scores from the section, my home and family, was significant at the 1 per cent level of confidence as a t score of 3.3038 was obtained.⁴⁰

³⁵Table XIV, Appendix.

³⁶Table XIV, Appendix.

³⁷Table XIV, Appendix.

³⁸Table XIV, Appendix.

³⁹Table XIV, Appendix.

⁴⁰Table XIV, Appendix.

6. In the area of boy meets girl, the difference between the scores was significant at the 1 per cent level of confidence as the t score was 4.064.⁴¹

7. In the area of concern that relates to health, the difference between the scores obtained from the second and third administration of the test was significant at the 1 per cent level of confidence with a score of 1.3378.⁴²

8. In the area of concern that relates to things in general, the difference between the scores obtained from the second and third testing was significant at the 40 per cent level of confidence as a t score of 0.9534 was obtained.⁴³

Summary

Responses of twenty-six pupils to selected standardized measurements administered at the beginning and end of a "split" and a "continuous" semester were analyzed in an attempt to determine any significant differences in personal and social development occurring during the two types of semesters.

An analysis of pupils' responses to appropriate forms of the California Test of Personality and the SRA Youth

⁴¹Table XIV, Appendix.

⁴²Table XIV, Appendix.

⁴³Table XIV, Appendix.

Inventory indicated that more growth in personal and social adjustment occurred during the first semester than during the second.

CHAPTER IV

IMPLICATIONS OF DATA

The purpose of this study was to examine any effects of a "split semester" and a "continuous semester" on the personal and social adjustment of pupils enrolled in home-making.

Data which were collected with the SRA Youth Inventory and the California Test of Personality appeared to indicate that pupils exhibited a greater degree of growth in personal and social adjustment during the "split semester" than during the "continuous semester."

This supports the implications of Evans' study, "Evaluation of a Twelve Months Homemaking Program,"¹ and would appear to suggest that many in-school experiences have little meaning in terms of the adolescents' personal and social adjustment.

On the basis of these findings, it is recommended that the "continuous semester" of school work be more closely related to pupils' interests, abilities and needs, and more closely coordinated with problems in family and community living.

¹Mary E. Evans, "Evaluation of a Twelve Months Home-making Program," unpublished Master's thesis, Department of Home Economics, North Texas State College, Denton, Texas, 1950, p. 74.

TABLE VII

RAW SCORES FROM THREE SUCCESSIVE ADMINISTRATIONS
OF THE CALIFORNIA TEST OF PERSONALITY

Case	Test- ing Per- iod	Personal Adjustment						T. P. A.*
		1A	1B	1C	1D	1E	1F	
1	1	8	9	10	14	7	5	53
	2	8	11	10	11	7	8	55
	3	11	4	7	7	8	7	44
2	1	7	11	12	11	16	5	52
	2	9	12	14	11	1	3	50
	3	4	12	13	13	8	6	56
3	1	3	10	8	14	5	4	44
	2	10	11	9	14	4	5	53
	3	13	13	13	15	6	10	70
4	1	7	8	9	15	5	6	50
	2	10	14	8	12	9	13	66
	3	10	14	11	15	13	12	75
5	1	9	11	12	13	9	5	59
	2	7	14	13	13	10	7	64
	3	8	15	13	13	13	9	71
6	1	11	11	10	13	7	4	53
	2	10	10	8	9	6	7	52
	3	8	8	8	13	5	4	46
7	1	9	11	13	15	8	8	64
	2	10	11	10	15	5	12	63
	3	8	9	10	15	7	7	46
8	1	8	13	11	11	10	10	63
	2	6	14	10	11	7	8	56
	3	6	9	13	13	10	5	56
9	1	9	12	10	14	11	7	63
	2	11	11	13	15	13	13	76
	3	9	11	12	14	13	12	71
10	1	8	12	13	14	8	8	63
	2	9	13	10	12	5	11	60
	3	7	13	11	13	8	5	55
11	1	9	14	14	14	8	7	66
	2	12	11	11	10	7	4	55
	3	10	13	11	9	7	9	61
12	1	12	12	15	14	9	7	69
	2	13	13	14	14	10	10	75
	3	11	14	14	14	11	7	71
13	1	11	13	15	14	7	11	73
	2	14	10	12	14	11	12	73
	3	15	12	12	15	12	13	79

TABLE VII--Continued

Social Adjustment							
2A	2B	2C	2D	2E	2F	T.S.A.**	T.A.***
10	9	10	8	8	10	55	108
10	11	7	8	8	8	52	107
7	8	7	6	9	7	44	88
5	4	4	12	9	12	46	98
9	11	2	8	5	8	45	95
12	10	4	10	6	11	53	109
12	11	8	8	9	12	60	104
13	11	5	12	7	8	56	109
12	13	10	14	9	11	69	139
15	9	13	12	11	10	60	110
14	12	13	14	11	10	74	140
15	10	14	15	11	11	76	151
10	11	13	11	8	8	61	120
13	12	9	12	11	9	66	130
14	10	12	14	9	10	69	140
15	10	13	13	9	9	69	122
14	11	7	8	5	7	52	104
14	10	6	10	5	9	54	100
12	11	11	10	8	6	58	122
14	10	8	11	6	8	57	120
14	8	8	9	8	7	54	100
14	13	13	13	11	13	77	140
10	11	10	14	12	12	68	124
12	11	12	13	12	12	72	128
15	10	14	13	9	9	73	136
15	12	13	13	10	10	73	149
9	10	14	15	13	13	75	146
14	11	14	10	10	10	49	132
12	12	11	10	9	9	63	123
14	7	9	13	10	10	60	115
9	5	13	10	9	9	60	126
15	9	11	7	7	7	62	117
15	13	14	4	8	8	68	129
14	13	14	13	11	10	75	144
12	13	14	15	13	10	77	152
13	11	13	13	10	12	72	143
15	13	13	12	11	6	70	143
11	11	12	14	11	15	74	147
12	12	14	14	10	17	79	158



TABLE VII--Continued

Social Adjustment							
2A	2B	2C	2D	2E	2F	T.S.A.**	T.A.***
15	14	14	12	9	9	73	143
15	15	10	14	12	13	79	152
15	14	13	13	12	12	79	143
13	13	14	13	9	10	72	137
12	12	13	14	7	13	71	142
11	11	14	15	13	12	76	154
13	10	14	13	8	8	66	130
13	11	12	12	9	8	65	121
11	7	10	11	9	7	55	122
15	5	14	13	9	8	64	131
13	13	15	11	10	14	76	154
15	13	14	14	13	14	83	147
14	12	9	4	12	11	62	127
10	11	9	8	7	6	51	120
13	13	13	15	13	11	78	151
12	8	11	11	7	8	57	115
13	8	7	9	7	7	51	115
14	11	9	8	9	3	54	114
13	7	9	10	8	9	56	108
9	11	3	5	6	8	42	99
13	4	8	5	4	3	37	78
5	5	8	7	6	11	42	89
10	5	7	11	8	10	51	101
13	5	13	8	10	9	58	125
15	14	13	14	7	11	74	147
15	15	11	14	11	10	76	158
15	12	13	14	12	12	78	159
14	13	12	12	6	9	40	129
12	12	11	15	13	13	76	153
13	6	12	6	7	13	57	107
14	11	13	14	5	4	61	136
13	12	10	14	10	13	72	149
13	14	13	13	13	13	79	166
11	10	9	11	9	11	61	104
10	12	9	9	8	9	57	117
7	4	6	8	8	8	41	81
7	7	10	8	7	13	52	112
14	14	12	10	11	12	73	133
14	12	15	14	11	11	77	145

TABLE VIII
 RAW SCORES FROM THREE SUCCESSIVE ADMINISTRATIONS
 OF THE SRA YOUTH INVENTORY

Case	Testing Period	My School	Looking Ahead	About Myself
1	1	21	31	30
	2	16	31	24
	3	18	30	25
2	1	24	36	28
	2	24	35	29
	3	28	34	24
3	1	17	34	28
	2	13	32	29
	3	7	32	18
4	1	7	30	15
	2	11	30	11
	3	10	16	36
5	1	9	35	12
	2	17	34	20
	3	18	36	19
6	1	6	21	13
	2	8	32	25
	3	18	36	31
7	1	13	32	23
	2	16	28	18
	3	16	31	15
8	1	13	34	21
	2	14	37	17
	3	14	37	22
9	1	12	34	19
	2	14	32	18
	3	6	33	8
10	1	6	35	14
	2	10	35	18
	3	24	32	27
11	1	18	33	24
	2	16	36	25
	3	12	36	22
12	1	16	33	17
	2	9	29	9
	3	14	37	17
13	1	13	31	24
	2	15	34	22
	3	17	36	25

TABLE VIII--Continued

Getting Along With Others	My Home and Family	Boy Meets Girl	Health	Things in General
32	35	20	17	23
31	28	17	15	26
33	25	18	14	18
36	30	23	21	30
34	28	19	18	26
36	24	23	21	28
25	24	21	12	28
31	27	22	8	25
22	20	14	8	27
18	21	19	10	19
24	23	12	14	24
21	19	18	14	28
34	16	16	15	18
35	21	18	21	22
37	15	20	18	24
16	18	12	11	19
27	16	16	16	25
36	28	22	19	33
27	24	23	13	27
30	25	15	10	22
28	24	20	14	26
35	25	23	10	25
37	21	21	15	25
30	15	18	12	28
23	19	17	12	23
26	27	14	16	19
5	2	0	8	7
31	22	21	15	27
29	22	14	17	26
34	27	21	18	25
32	25	24	18	29
37	26	20	17	28
34	31	20	21	27
31	15	14	11	12
35	23	23	18	29
26	11	14	7	21
28	16	13	10	14
34	16	20	11	22
36	19	20	10	26

TABLE VIII--Continued

Case	Testing Period	My School	Looking Ahead	About Myself
14	1	11	32	20
	2	13	37	20
	3	10	35	18
15	1	14	35	17
	2	11	33	14
	3	12	33	8
16	1	15	37	10
	2	15	31	23
	3	9	33	15
17	1	10	27	18
	2	15	33	24
	3	13	35	24
18	1	14	36	22
	2	15	30	19
	3	11	36	15
19	1	8	31	15
	2	8	29	8
	3	12	30	16
20	1	12	30	21
	2	16	29	33
	3	18	36	21
21	1	9	19	17
	2	13	28	26
	3	14	13	21
22	1	9	35	7
	2	10	36	8
	3	11	32	7
23	1	13	35	11
	2	12	34	17
	3	21	37	26
24	1	12	34	16
	2	16	36	21
	3	14	32	23
25	1	16	29	23
	2	24	28	24
	3	17	22	20
26	1	18	29	25
	2	21	34	24
	3	20	35	21

TABLE VIII--Continued

Getting Along With Others	My Home and Family	Boy Meets Girl	Health	Things in General
24	16	16	9	19
44	19	23	12	30
26	8	24	11	28
30	16	13	10	13
34	17	18	13	19
19	14	17	14	11
30	23	11	14	17
29	26	19	12	19
14	13	5	4	10
23	16	17	7	22
36	32	23	15	28
27	16	21	11	26
33	23	14	14	22
24	14	21	13	27
33	13	24	18	26
25	28	14	11	14
30	25	22	15	28
35	17	21	11	19
11	36	13	9	13
26	38	18	8	17
15	17	15	5	21
22	14	14	11	14
23	19	15	16	19
13	13	11	10	22
7	4	7	8	7
16	14	13	11	11
13	14	14	11	18
17	16	13	10	14
25	15	16	9	16
22	18	19	10	19
15	12	11	7	29
21	16	12	9	13
20	11	3	8	4
28	28	17	11	20
33	22	15	9	11
30	12	3	14	6
35	25	19	18	24
36	21	22	19	27
36	18	22	18	28

TABLE IX

STATISTICAL TREATMENT OF RAW SCORES FROM FIRST
AND SECOND ADMINISTRATION OF CALIFORNIA
TEST OF PERSONALITY

Case	Section I-A				Section I-B			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	8	8	0	0	9	11	2	4
2	7	9	2	4	11	12	1	1
3	3	10	7	9	10	11	1	1
4	7	10	3	9	8	14	6	36
5	9	7	-2	4	11	14	3	9
6	8	12	4	16	11	10	-1	1
7	9	10	1	1	11	11	0	0
8	8	6	-2	4	13	14	1	1
9	9	11	2	4	12	11	-1	1
10	8	9	1	1	12	13	1	1
11	9	12	3	9	14	11	-3	9
12	12	13	1	1	12	13	1	1
13	11	14	3	9	13	10	-3	9
14	10	10	0	0	12	13	1	1
15	11	11	0	0	11	12	1	1
16	9	9	0	0	10	14	4	16
17	8	11	3	9	12	14	2	4
18	8	14	6	36	12	14	2	4
19	8	11	3	9	13	12	-1	1
20	7	5	-2	4	12	11	-1	1
21	9	8	-1	1	11	10	-1	1
22	13	14	1	1	13	14	1	1
23	11	10	-1	1	14	13	-1	1
24	11	10	-1	1	13	12	-1	1
25	8	9	1	1	9	11	2	4
26	12	8	-4	16	11	9	-2	4
Total	233	261	28	150	300	314	14	114
Mean	8.962	10.038	1.076	6.038	11.538	12.076	.538	4.384
D	2.2067				2.0227			
MD	0.4413				0.4045			
t	2.4387				1.330			

TABLE IX--Continued

Case	Section I-C				Section I-D			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	10	10	0	0	14	11	-3	9
2	12	14	2	4	11	11	0	0
3	8	9	1	1	14	14	0	0
4	9	8	-1	1	15	12	-3	9
5	12	13	1	1	13	13	0	0
6	10	8	-2	4	13	9	-4	16
7	13	10	-3	9	15	15	0	0
8	11	10	-1	1	11	11	0	0
9	10	13	3	9	14	15	1	1
10	13	10	-3	9	14	12	-2	4
11	14	11	-3	9	14	10	-4	16
12	15	14	-1	1	14	14	0	0
13	15	12	-3	9	14	14	0	0
14	15	13	-2	4	15	15	0	0
15	11	10	-1	1	14	12	-2	4
16	11	8	-3	9	14	13	-1	1
17	11	13	2	4	15	14	-1	1
18	15	11	-4	16	13	12	-1	1
19	10	11	1	1	13	12	-1	1
20	8	4	-4	16	10	11	1	1
21	7	7	0	0	7	12	5	25
22	13	12	-1	1	15	15	0	0
23	14	14	0	0	9	15	6	36
24	12	13	1	1	14	14	0	0
25	7	10	3	9	8	11	3	9
26	10	14	4	16	13	12	-1	1
Total	296	282	-14	135	336	329	-7	135
Mean	11.384	10.846	.538	5.192	12.923	12.653	.269	12.653
D	2.2144				2.2627			
MD	0.4429				0.4525			
t	1.2147				0.636			

TABLE IX--Continued

Case	Section I-E				Section I-F			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	7	7	0	0	5	8	3	9
2	16	1	-15	225	5	3	-2	4
3	5	4	-1	1	4	5	1	1
4	5	9	4	16	6	13	7	49
5	9	10	1	1	5	7	2	4
6	7	6	-1	1	4	7	3	9
7	8	5	-3	9	8	12	4	16
8	10	7	-3	9	10	8	-2	4
9	11	13	2	4	7	13	6	36
10	8	5	-3	9	8	11	3	9
11	8	7	-1	1	7	4	-3	9
12	9	11	2	4	7	10	3	9
13	9	11	2	4	11	12	1	1
14	9	11	2	4	9	11	2	4
15	9	14	5	25	9	12	3	9
16	10	10	0	0	10	12	2	4
17	11	13	2	4	10	13	3	9
18	10	9	-1	1	7	9	2	4
19	7	8	1	1	7	10	3	9
20	7	11	4	16	8	15	7	49
21	5	4	-1	1	8	9	1	1
22	10	13	3	9	9	14	5	25
23	8	12	4	16	7	13	6	36
24	14	14	0	0	11	14	3	9
25	5	10	5	25	6	9	3	9
26	7	10	3	9	7	7	0	0
Total	224	235	11	395	195	261	66	328
Mean	8.615	9.038	.423	15.192	7.500	10.038	2.538	12.615
D	3.8746				2.4847			
MD	0.7749				0.4969			
t	0.5458				5.1076			

TABLE IX--Continued

Case	Total Personal Adjustment			
	1st Test	2nd Test	D	D ²
1	53	55	2	4
2	52	50	-2	4
3	44	53	9	81
4	50	66	16	256
5	59	64	5	25
6	53	52	-1	1
7	64	63	-1	1
8	63	56	-7	49
9	63	76	13	169
10	63	60	-3	9
11	66	55	-11	121
12	69	75	6	36
13	73	73	0	0
14	70	73	3	9
15	65	71	6	36
16	64	56	-8	64
17	67	78	11	121
18	65	69	4	16
19	58	64	6	36
20	52	57	5	25
21	47	50	3	9
22	73	82	9	81
23	63	77	14	196
24	75	77	2	4
25	43	60	17	289
26	60	60	0	0
Total	1574	1672	98	1642
Mean	60.538	64.307	3.769	63.134
D	6.9949			
MD	1.3989			
t	0.26942			

TABLE IX--Continued

Case	Section II-A				Section II-B			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	10	10	0	0	9	11	2	4
2	5	9	4	16	4	11	7	49
3	12	13	1	1	11	11	0	0
4	15	14	-1	1	9	12	3	9
5	10	13	3	9	11	12	1	1
6	15	14	-1	1	10	11	1	1
7	12	14	2	4	11	10	-1	1
8	14	10	-4	16	13	11	-2	4
9	15	15	0	0	10	12	2	4
10	14	12	-2	4	11	12	1	1
11	9	15	6	36	5	9	4	16
12	14	12	-2	4	13	13	0	0
13	15	11	-4	16	13	11	-2	4
14	15	15	0	0	14	15	1	1
15	13	12	-1	1	13	12	-1	1
16	13	13	0	0	10	11	1	1
17	15	13	-2	4	5	13	8	64
18	14	10	-4	16	12	11	-1	1
19	12	13	1	1	8	8	0	0
20	13	9	-4	16	7	11	4	16
21	5	10	5	25	5	5	0	0
22	15	15	0	0	14	15	1	1
23	14	12	-2	4	13	12	-1	1
24	14	13	-1	1	11	12	1	1
25	11	10	-1	1	10	12	2	4
26	7	14	7	49	7	14	7	49
Total	321	321	0	226	259	297	38	234
Mean	12.346	12.346	0.000	8.692	9.961	11.423	1.461	9.000
D	2.9482				2.6201			
MD	0.5896				0.5240			
t	0.0000				2.7881			

TABLE IX--Continued

Case	Section II-C				Section II-D			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	10	7	-3	9	8	8	0	0
2	4	2	-2	4	12	8	-4	16
3	8	5	-3	9	8	12	4	16
4	13	13	0	0	12	14	2	4
5	13	9	-4	16	11	12	1	1
6	13	7	-6	36	13	8	-5	25
7	11	8	-3	9	10	11	1	1
8	13	11	-2	4	13	14	1	1
9	10	12	2	4	13	13	0	0
10	11	12	1	1	10	10	0	0
11	5	9	4	16	10	7	-3	9
12	14	14	0	0	13	15	2	4
13	13	12	-1	1	12	14	2	4
14	14	10	-4	16	12	14	2	4
15	14	13	-1	1	13	14	1	1
16	14	12	-2	4	13	12	-1	1
17	14	15	1	1	13	11	-2	4
18	9	9	0	0	4	8	4	16
19	11	7	-4	16	11	9	-2	4
20	9	3	-6	36	10	5	-5	25
21	8	7	-1	1	7	11	4	16
22	13	11	-2	4	14	14	0	0
23	12	11	-1	1	12	15	3	9
24	13	10	-3	9	14	14	0	0
25	9	9	0	0	11	9	-2	4
26	10	12	2	4	8	10	2	4
Total	288	250	-38	202	287	292	5	169
Mean	11.076	9.615	1.462	7.769	11.038	11.230	.192	6.500
D	2.3732				2.5422			
MD	1.126				0.5084			
t	1.2984				0.37765			

TABLE IX--Continued

Case	Section II-E				Section II-F			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	8	8	0	0	10	8	-2	4
2	9	5	-4	16	12	8	-4	16
3	9	7	-2	4	12	8	-4	16
4	11	11	0	0	10	10	0	0
5	8	11	3	9	8	9	1	1
6	9	5	-4	16	9	7	-2	4
7	8	6	-2	4	6	8	2	4
8	11	12	1	1	13	11	-2	4
9	9	10	1	1	12	10	-2	4
10	10	9	-1	1	10	9	-1	1
11	9	7	-2	4	14	13	-1	1
12	11	13	2	4	10	10	0	0
13	11	11	0	0	6	15	9	81
14	9	12	3	9	9	13	4	16
15	9	7	-2	4	10	13	3	9
16	8	9	1	1	8	8	0	0
17	9	10	1	1	8	14	6	36
18	12	7	-5	25	11	6	-5	25
19	7	7	0	0	8	7	-1	1
20	8	6	-2	4	9	8	-1	1
21	6	8	2	4	11	10	-1	1
22	7	11	4	16	11	10	-1	1
23	6	13	7	49	9	13	4	16
24	5	10	5	25	4	13	9	81
25	9	8	-1	1	11	9	-2	4
26	7	11	4	16	13	12	-1	1
Total	225	234	9	215	254	262	8	328
Mean	8.654	9.000	.346	8.269	9.769	10.076	.308	12.615
D		2.8548				3.5397		
MD		0.5709				0.7079		
t		0.60606				0.43508		

TABLE IX--Continued

Case.	Total Social Adjustment				Total Adjustment			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	55	52	-3	9	108	107	-1	1
2	46	45	-1	1	98	95	-3	9
3	60	56	-4	16	104	109	5	25
4	60	74	14	196	110	140	30	900
5	61	66	5	25	120	130	10	100
6	69	52	-17	289	122	104	-18	324
7	58	57	-1	1	122	120	-2	4
8	77	68	-9	81	140	124	-16	256
9	73	73	0	0	136	149	13	169
10	69	63	-6	36	132	123	-9	81
11	60	62	2	4	126	117	-9	81
12	75	77	2	4	144	152	8	64
13	70	74	4	16	143	147	4	16
14	73	79	6	36	143	152	9	81
15	72	71	-1	1	137	142	5	25
16	66	65	-1	1	130	121	-9	81
17	64	76	12	144	131	154	23	529
18	62	51	-11	121	127	120	-7	49
19	57	51	-6	36	115	115	0	0
20	56	42	-14	196	108	99	-9	81
21	42	51	9	81	89	101	12	144
22	74	76	2	4	147	158	11	121
23	66	76	10	100	129	153	24	576
24	61	72	11	121	136	149	13	169
25	61	57	-4	16	104	117	13	169
26	52	73	21	441	112	133	21	441
Total	1639	1659	20	1976	3213	3331	118	4496
Mean	63.038	63.807	.769	76.000	123.577	128.115	4.538	172.538
D	8.6837				12.342			
MD	1.736				2.468			
t	000.4429				1.8387			

TABLE X
 STATISTICAL TREATMENT OF RAW SCORES FROM
 FIRST AND SECOND ADMINISTRATION
 OF SRA YOUTH INVENTORY

Case	My School				Looking Ahead			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	21	16	-5	25	31	31	0	0
2	24	24	0	0	36	35	-1	1
3	17	13	-4	16	34	32	-2	4
4	7	11	4	16	30	36	6	36
5	9	17	8	64	35	34	-1	1
6	6	8	2	4	21	32	11	121
7	13	16	3	9	32	28	-4	16
8	13	14	1	1	34	37	3	9
9	12	14	2	4	34	32	-2	4
10	16	10	-6	36	35	35	0	0
11	18	16	-2	4	33	36	3	9
12	16	9	-7	49	33	29	-4	16
13	13	15	2	4	31	34	3	9
14	11	13	2	4	32	37	5	25
15	14	11	-3	9	35	33	-2	4
16	15	15	0	0	37	31	-6	36
17	10	15	5	25	27	33	6	36
18	14	15	1	1	36	30	-6	36
19	8	8	0	0	36	30	-2	4
20	12	16	4	16	31	29	-2	4
21	19	13	-6	36	30	29	-1	1
22	9	10	1	1	19	28	9	81
23	13	12	-1	1	35	26	-9	81
24	12	16	4	16	35	34	-1	1
25	16	24	8	64	34	36	2	4
26	18	21	3	9	29	34	-5	25
Total	356	372	16	414	828	839	11	561
Mean	13.692	14.307	.615	15.923	31.846	32.269	.423	21.192
D	3.942				4.6256			
MD	0.7885				0.9251			
t	0.7799				0.4572			

TABLE X--Continued

Case	About Myself				Getting Along With Others			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	30	27	-3	9	32	31	-1	1
2	28	29	1	1	36	34	-2	4
3	28	29	1	1	25	31	6	36
4	15	11	-4	16	18	24	6	36
5	12	20	8	64	34	35	1	1
6	13	25	12	144	16	27	11	121
7	23	18	-5	25	27	30	3	9
8	21	17	-4	16	35	37	2	4
9	19	18	-1	1	23	26	3	9
10	14	18	4	16	31	29	-2	4
11	24	25	1	1	32	37	5	25
12	17	9	-8	64	31	35	4	16
13	24	22	-2	4	28	34	6	36
14	20	20	0	0	24	44	20	400
15	17	14	-3	9	30	34	4	16
16	10	23	13	169	30	29	-1	1
17	18	24	6	36	23	36	13	169
18	22	19	-3	9	33	24	-9	81
19	17	9	-8	64	25	30	5	25
20	21	33	12	144	11	26	15	225
21	17	26	9	81	22	33	11	121
22	7	8	1	1	7	16	9	81
23	11	17	6	36	17	25	8	64
24	16	21	5	25	15	21	6	36
25	23	24	1	1	28	33	5	25
26	25	24	-1	1	35	36	1	1
Total	492	530	38	938	668	797	129	1567
Mean	18.923	20.384	1.461	36.076	25.692	30.653	4.961	60.269
D	5.8258				5.9713			
MD	1.1651				1.1942			
t	1.253				4.1542			

TABLE X--Continued

Case	My Home and Family				Boy Meets Girl			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	35	28	-7	49	20	17	-3	9
2	30	28	-2	4	23	19	-4	16
3	24	27	3	9	21	22	1	1
4	21	23	2	4	19	12	-7	49
5	16	21	5	25	16	18	2	4
6	18	16	-2	4	12	16	4	16
7	24	25	1	1	23	15	-8	64
8	25	21	-4	16	23	21	-2	4
9	19	27	8	64	17	14	-3	9
10	22	22	0	0	21	14	-7	49
11	25	26	1	1	23	24	1	1
12	15	23	8	64	14	23	9	81
13	16	16	0	0	13	20	7	49
14	16	19	3	9	16	23	7	49
15	16	17	1	1	13	18	5	25
16	23	26	3	9	11	19	8	64
17	16	32	16	256	17	23	6	36
18	23	14	-9	81	14	21	7	49
19	28	25	-3	9	14	22	8	64
20	36	38	2	4	13	18	5	25
21	14	19	5	25	14	15	1	1
22	4	14	10	100	7	13	6	36
23	16	15	-1	1	13	16	3	9
24	12	16	4	16	11	12	1	1
25	28	22	-6	36	17	15	-2	4
26	25	21	-4	16	19	22	3	9
Total	547	581	34	804	424	472	48	724
Mean	21.038	22.346	1.308	30.923	16.307	18.153	1.846	27.846
D		5.4140				4.9333		
MD		1.0828				0.9866		
t		1.2079				1.871		

TABLE X--Continued

Case	Health				Things in General			
	1st Test	2nd Test	D	D ²	1st Test	2nd Test	D	D ²
1	17	15	-2	4	23	26	3	9
2	21	18	-3	9	30	26	-4	16
3	12	8	-4	16	28	25	-3	9
4	10	14	4	16	19	24	5	25
5	15	21	6	36	18	22	4	16
6	11	16	5	25	19	25	6	36
7	13	10	-3	9	27	22	-5	25
8	16	15	-1	1	25	25	0	0
9	12	16	4	16	23	19	-4	16
10	15	17	2	4	27	26	-1	1
11	18	17	-1	1	29	28	-1	1
12	11	18	7	49	12	29	17	289
13	10	11	1	1	14	22	8	64
14	9	12	3	9	19	30	11	121
15	10	13	3	9	13	19	6	36
16	14	12	-2	4	17	19	2	4
17	7	15	8	64	22	28	6	36
18	14	13	-1	1	22	27	5	25
19	11	15	4	16	14	28	14	196
20	9	8	-1	1	13	17	4	16
21	11	16	5	25	14	19	5	25
22	8	11	3	9	7	11	4	16
23	10	9	-1	1	14	16	2	4
24	7	9	2	4	29	13	-16	256
25	11	9	-2	4	20	11	-9	81
26	18	19	1	1	24	27	3	9
Total	320	357	37	335	522	584	62	1332
Mean	12.307	13.730	1.423	12.884	20.077	22.462	2.385	51.230
D	3.2954				6.7484			
MD	0.6590				1.3496			
t	2.1593				1.7671			

TABLE XI
 STATISTICAL TREATMENT OF RAW SCORES FROM
 SECOND AND THIRD ADMINISTRATION
 OF SRA YOUTH INVENTORY

Case	My School				Looking Ahead			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	16	18	2	4	31	30	-1	1
2	24	28	4	16	35	34	-1	1
3	17	13	-4	16	32	32	0	0
4	11	10	-1	1	36	16	-20	400
5	17	18	1	1	34	36	2	4
6	8	18	10	100	32	36	4	16
7	16	16	0	0	28	31	3	9
8	14	14	0	0	37	37	0	0
9	14	6	-8	64	32	33	1	1
10	10	24	14	196	35	32	-3	9
11	16	12	-4	16	36	36	0	0
12	9	14	5	25	29	37	8	64
13	15	17	2	4	34	36	2	4
14	13	10	-3	9	37	35	-2	4
15	11	12	1	1	33	33	0	0
16	15	9	-6	36	31	33	2	4
17	15	13	-2	4	33	35	2	4
18	15	11	-4	16	30	36	6	36
19	8	12	4	16	29	30	1	1
20	16	18	2	4	29	36	7	49
21	13	14	1	1	28	13	-15	225
22	10	11	1	1	26	32	6	36
23	12	21	9	81	34	37	3	9
24	16	14	-2	4	36	32	-4	16
25	24	17	-7	49	28	22	-6	36
26	21	20	-1	1	34	35	1	1
Total	376	390	14	666	839	835	4	930
Mean	14.461	15.00	.538	25.615	32.269	32.115	.1538	35.769
D		1.802				5.978		
MD		0.364				1.195		
t		0.1478				0.1287		

TABLE XI--Continued

Case	About Myself				Getting Along With Others			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	27	25	-2	4	31	33	2	4
2	29	24	-5	25	34	36	2	4
3	29	18	-11	121	31	22	-9	81
4	11	36	25	625	24	21	-3	9
5	20	19	-1	1	35	37	2	4
6	25	31	6	36	27	36	9	81
7	18	15	-3	9	30	28	-2	4
8	17	22	5	25	37	30	-7	49
9	18	8	-10	100	26	5	-21	441
10	18	27	9	81	29	34	5	25
11	25	22	-3	9	37	34	-3	9
12	9	17	8	64	35	26	-9	81
13	22	25	3	9	34	36	2	4
14	20	18	-2	4	44	26	-18	324
15	14	8	-6	36	34	19	-15	225
16	23	15	-8	64	29	14	-15	225
17	24	24	0	0	36	27	-9	81
18	19	15	-4	16	24	33	9	81
19	8	16	8	64	30	35	5	25
20	33	21	-12	144	26	15	-11	121
21	26	21	-5	25	33	13	-20	400
22	8	7	-1	1	16	13	-3	9
23	17	26	9	81	25	22	-3	9
24	21	23	2	4	21	20	-1	1
25	24	20	-4	16	33	30	-3	9
26	24	21	-3	9	36	36	0	0
Total	529	524	5	1573	797	681	116	2306
Mean	20.346	21.538	.1923	6.050	30.653	26.192	4.4615	88.592
D		3.222				8.2935		
MD		0.6444				1.6587		
t		0.2984				2.6894		

TABLE XI--Continued

Case	My Home and Family				Boy Meets Girl			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	28	25	-3	9	17	18	1	1
2	28	24	-4	16	19	23	4	16
3	27	20	-7	49	22	14	-8	64
4	23	19	-4	16	12	18	6	36
5	21	15	-6	36	18	20	2	4
6	16	28	12	144	16	22	6	36
7	25	24	-1	1	15	20	5	25
8	21	15	-6	36	21	18	-3	9
9	27	2	-25	625	14	0	-14	196
10	22	27	5	25	14	21	7	49
11	26	31	5	25	24	20	-4	16
12	23	11	-12	144	23	14	-9	81
13	16	19	3	9	20	20	0	0
14	19	8	-11	121	23	24	1	1
15	17	14	-3	9	18	17	-1	1
16	26	13	-13	169	19	5	-14	196
17	32	16	-16	256	23	21	-2	4
18	14	13	-1	1	21	24	3	9
19	25	17	-8	64	15	11	-4	16
20	38	17	-21	441	18	15	-3	9
21	19	13	-6	36	15	11	-4	16
22	14	14	0	0	13	14	1	1
23	15	18	3	9	16	19	3	9
24	16	11	-5	25	12	3	-9	81
25	22	12	-10	100	15	3	-12	144
26	21	18	-3	9	22	22	0	0
Total	581	444	137	2375	465	417	48	1020
Mean	22.344	17.076	5.269	91.346	17.884	16.038	1.846	38.461
D	7.9739				0.2271			
MD	1.5947				4.064			
t	3.3038				4.064			

TABLE XI--Continued

Case	Health				Things in General			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	15	14	-1	1	26	18	-8	64
2	18	21	3	9	26	28	2	4
3	8	8	0	0	25	27	2	4
4	14	14	0	0	24	28	4	16
5	21	18	-3	9	22	24	2	4
6	16	19	3	9	25	33	8	64
7	10	14	4	16	22	26	4	16
8	15	12	-3	9	25	28	3	9
9	16	8	-8	64	19	7	-12	144
10	17	18	1	1	26	25	-1	1
11	17	21	4	16	28	27	-1	1
12	18	7	-11	121	29	21	-8	64
13	11	10	-1	1	22	26	4	16
14	12	11	-1	1	30	28	-2	4
15	13	14	1	1	19	11	-8	64
16	12	4	-8	64	19	10	-9	81
17	15	11	-4	16	28	26	-2	4
18	13	18	5	25	27	26	-1	1
19	15	11	-4	16	28	19	-9	81
20	8	5	-3	9	17	21	4	16
21	16	10	-6	36	19	22	3	9
22	11	11	0	0	11	18	7	49
23	9	10	1	1	16	19	3	9
24	9	8	-1	1	13	4	-9	81
25	9	14	5	25	11	6	-5	25
26	19	18	-1	1	27	28	1	1
Total	357	329	28	452	584	556	28	832
Mean	13.730	12.653	1.077	17.384	22.461	21.384	1.076	32.000
D		4.027				5.6428		
MD		0.805				1.1285		
t		1.3378				0.9534		

TABLE XII

STATISTICAL TREATMENT OF RAW SCORES FROM SECOND
AND THIRD ADMINISTRATION OF CALIFORNIA
TEST OF PERSONALITY

Case	Section I-A				Section I-B			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	8	11	3	9	11	4	-7	49
2	9	4	-5	25	12	12	0	0
3	10	13	3	9	11	13	2	4
4	10	10	0	0	14	14	0	0
5	7	8	1	1	14	15	1	1
6	12	8	-4	16	10	8	-2	4
7	10	8	-2	4	11	9	-2	4
8	6	6	0	0	14	9	-5	25
9	11	9	-2	4	11	11	0	0
10	9	7	-2	4	13	13	0	0
11	12	10	-2	4	11	15	4	16
12	13	11	-2	4	13	14	1	1
13	14	15	1	1	10	12	2	4
14	10	5	-5	25	13	14	1	1
15	11	13	2	4	12	12	0	0
16	9	9	0	0	14	13	-1	1
17	11	5	-6	36	14	15	1	1
18	14	12	-2	4	14	14	0	0
19	11	7	-4	16	12	12	0	0
20	5	8	3	9	11	10	-1	1
21	8	10	2	4	10	10	0	0
22	14	14	0	0	14	13	-1	1
23	10	9	-1	1	13	5	-8	64
24	10	12	2	4	12	15	3	9
25	9	5	-4	16	11	5	-6	36
26	8	10	2	4	9	13	4	16
Total	261	239	22	204	314	300	14	238
Mean	10.038	9.192	.846	7.807	12.076	11.538	.538	9.1154
D	2.670				2.977			
MD	0.534				0.595			
t	1.584				0.904			

TABLE XII--Continued

Case	Section I-C				Section I-D			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	10	7	-3	9	11	7	-4	16
2	14	13	-1	1	11	13	2	4
3	9	13	4	16	14	15	1	1
4	8	11	3	9	12	15	3	9
5	13	13	0	0	13	13	0	0
6	8	8	0	0	9	13	4	16
7	10	10	0	0	15	15	0	0
8	10	13	3	9	11	13	2	4
9	13	12	-1	1	15	14	-1	1
10	10	11	1	1	12	13	1	1
11	11	11	0	0	10	9	-1	1
12	14	14	0	0	14	14	0	0
13	12	12	0	0	14	15	1	1
14	13	14	1	1	15	13	-2	4
15	10	13	3	9	12	15	3	9
16	8	11	3	9	13	13	0	0
17	13	14	1	1	14	14	0	0
18	11	13	2	4	12	15	3	9
19	11	12	1	1	12	15	3	9
20	4	6	2	4	11	9	-2	4
21	7	14	7	49	12	12	0	0
22	12	14	2	4	15	15	0	0
23	14	9	-5	25	15	12	-3	9
24	13	15	2	4	14	15	1	1
25	10	12	2	4	11	7	-4	16
26	14	15	1	1	12	15	3	9
Total	282	310	28	162	329	339	10	124
Mean	10.846	11.923	1.077	.623	12.654	13.046	.384	4.769
D	2:252				2.240			
MD	0.450				0.448			
t	2.3933				0.8571			

TABLE XII--Continued

Case	Section I-E				Section I-F			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	7	8	1	1	8	7	-1	1
2	1	8	7	49	3	6	3	9
3	4	6	2	4	5	10	5	25
4	9	13	4	16	13	12	-1	1
5	10	13	3	9	7	9	2	4
6	6	5	-1	1	7	4	-3	9
7	5	7	2	4	12	7	-5	25
8	7	10	3	9	8	5	-3	9
9	13	13	0	0	13	12	-1	1
10	5	8	3	9	11	5	-6	36
11	7	7	0	0	4	9	5	25
12	11	11	0	0	10	7	-3	9
13	11	12	1	1	12	13	1	1
14	11	6	-5	25	11	12	1	1
15	14	14	0	0	12	11	-1	1
16	10	11	1	1	12	10	-2	4
17	13	5	-8	64	13	11	-2	4
18	9	12	3	9	9	7	-2	4
19	8	6	-2	4	10	8	-2	4
20	11	2	-9	81	15	6	-9	81
21	4	13	9	81	9	8	-1	1
22	13	14	1	1	14	11	-3	9
23	12	7	-5	25	13	8	-5	25
24	14	15	1	1	14	15	1	1
25	10	6	-4	16	9	5	-4	16
26	10	11	1	1	7	4	-3	9
Total	235	243	8	412	261	222	39	312
Mean	9.038	9.346	.308	15.846	10.038	8.538	1.500	12.00
D	3.859				3.1224			
MD	0.770				0.6244			
t	0.4000				2.4023			

TABLE XII--Continued

Case	Total Personal Adjustment			
	2nd Test	3rd Test	D	D2
1	55	44	-11	121
2	50	56	6	36
3	53	70	17	289
4	66	75	9	81
5	64	71	7	49
6	52	46	-6	36
7	63	46	-17	289
8	56	56	0	0
9	76	71	-5	25
10	60	55	-5	25
11	55	61	6	36
12	75	71	-4	16
13	73	79	6	36
14	73	64	-9	81
15	71	78	7	49
16	56	67	11	121
17	78	64	-14	196
18	69	73	4	16
19	64	60	-4	16
20	57	41	-16	256
21	50	67	17	289
22	82	81	-1	1
23	77	50	-27	729
24	77	87	10	100
25	60	40	-20	400
26	60	68	8	64
Total	1672	1641	-31	3357
Mean	64.308	63.115	1.192	129.115
D			11.301	
MD			2.260	
t			0.5274	

TABLE XII--Continued

Case	Section II-A				Section II-B			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	10	7	-3	9	11	8	-3	9
2	9	12	3	9	11	10	-1	1
3	13	12	-1	1	11	13	2	4
4	14	15	1	1	12	10	-2	4
5	13	14	1	1	12	10	-2	4
6	14	14	0	0	11	10	-1	1
7	14	14	0	0	10	8	-2	4
8	10	12	2	4	11	11	0	0
9	15	9	-6	36	12	10	-2	4
10	12	14	2	4	12	7	-5	25
11	15	15	0	0	9	13	4	16
12	12	13	1	1	13	11	-2	4
13	11	12	1	1	11	12	1	1
14	15	15	0	0	15	14	-1	1
15	12	11	-1	1	12	11	-1	1
16	13	11	-2	4	11	7	-4	16
17	13	15	2	4	13	13	0	0
18	10	13	3	9	11	13	2	4
19	13	14	1	1	8	11	3	9
20	9	13	4	16	11	4	-7	49
21	10	13	3	9	5	5	0	0
22	15	15	0	0	15	12	-3	9
23	12	13	1	1	12	6	-6	36
24	13	13	0	0	12	14	2	4
25	10	7	-3	9	12	4	-8	64
26	14	14	0	0	14	12	-2	4
Total	321	330	9	121	297	259	38	260
Mean	12.346	12.692	.346	4.654	11.423	9.961	1.461	10.00
D	2.351				2.977			
MD	0.470				0.595			
t	0.7361				2.455			

TABLE XII--Continued

Case	Section II-C				Section II-D			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	7	7	0	0	8	6	-2	4
2	2	4	2	4	8	10	2	4
3	5	10	5	25	12	14	2	4
4	13	14	1	1	14	15	1	1
5	9	12	3	9	12	14	2	4
6	7	6	-1	1	8	10	2	4
7	8	8	0	0	11	9	-2	4
8	10	12	2	4	14	13	-1	1
9	13	14	1	1	13	15	2	4
10	11	9	-2	4	10	13	3	9
11	11	14	3	9	7	4	-3	9
12	14	13	-1	1	15	13	-2	4
13	12	14	2	4	14	15	1	1
14	10	13	3	9	14	13	-1	1
15	13	14	1	1	14	15	1	1
16	12	10	-2	4	12	11	-1	1
17	15	14	-1	1	11	14	3	9
18	9	13	4	16	8	15	7	49
19	7	9	2	4	9	8	-1	1
20	3	8	5	25	5	5	0	0
21	7	13	6	36	11	8	-3	9
22	11	13	2	4	14	14	0	0
23	11	12	1	1	15	6	-9	81
24	10	13	3	9	14	13	-1	1
25	9	6	-3	9	9	8	-1	1
26	12	15	3	9	10	14	4	16
Total	251	290	39	191	292	295	3	223
Mean	9.653	11.153	1.500	7.346	11.231	11.346	.1153	.8577
D		2.257				2.906		
MD		0.451				0.581		
t		3.325				0.19845		

TABLE XII-Continued

Case	Section II-E				Section II-F			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	8	9	1	1	8	7	-1	1
2	5	6	1	1	8	11	3	9
3	7	9	2	4	8	11	3	9
4	11	11	0	0	10	11	1	1
5	11	9	-2	4	9	10	1	1
6	5	5	0	0	7	9	2	4
7	6	8	2	4	8	7	-1	1
8	12	12	0	0	11	12	1	1
9	10	13	3	9	10	14	4	16
10	9	10	1	1	9	7	-2	4
11	7	8	1	1	13	14	1	1
12	13	10	-3	9	10	12	2	4
13	11	10	-1	1	15	17	2	4
14	12	12	0	0	13	12	-1	1
15	7	13	6	36	13	12	-1	1
16	9	9	0	0	8	7	-1	1
17	10	13	3	9	14	14	0	0
18	7	13	6	36	6	11	5	25
19	7	9	2	4	7	3	-4	16
20	6	4	-2	4	8	3	-5	25
21	8	10	2	4	10	9	-1	1
22	11	12	1	1	10	12	2	4
23	13	7	-6	36	13	13	0	0
24	10	13	3	9	13	13	0	0
25	8	8	0	0	9	8	-1	1
26	11	11	0	0	12	11	-1	1
Total	234	254	20	174	262	270	8	132
Mean	9.000	9.769	.7692	6.692	10.0769	10.3846	.3077	5.076
D	2.470				2.2321			
MD	0.494				0.4464			
t	1.5570				0.6892			

TABLE XII--Continued

Case	Total Social Adjustment				Total Adjustment			
	2nd Test	3rd Test	D	D ²	2nd Test	3rd Test	D	D ²
1	52	44	-8	64	107	88	-19	361
2	45	53	8	64	95	109	14	196
3	56	69	13	169	109	139	30	900
4	74	76	2	4	140	151	11	121
5	66	69	3	9	130	140	10	100
6	52	54	2	4	104	100	-4	8
7	57	54	-3	9	120	100	-20	400
8	68	72	4	16	124	128	4	16
9	73	75	2	4	149	146	-3	9
10	63	60	-3	9	123	115	-8	64
11	62	68	6	36	117	129	12	144
12	77	72	-5	25	152	143	-9	81
13	74	79	5	25	147	158	11	121
14	79	79	0	0	152	143	-9	81
15	71	76	5	25	142	154	12	144
16	65	55	-10	100	121	122	1	1
17	76	83	7	49	154	147	-7	49
18	51	78	27	729	120	151	31	961
19	51	54	3	9	115	114	-1	1
20	42	37	-5	25	99	78	-21	441
21	51	58	7	49	101	125	24	576
22	76	78	2	4	158	159	1	1
23	76	57	-19	361	153	107	-46	1316
24	72	79	7	49	149	166	17	289
25	57	41	-16	256	117	81	-36	1296
26	73	77	4	16	133	145	12	144
Total	1659	1697	38	2110	3331	3338	7	7821
Mean	63.807	65.269	1.462	81.153	128.115	128.384	.269	300.808
D		79.014				17.323		
MD		1.7777				3.464		
t		000.82242				00.077655		

TABLE XIII

FREQUENCY WITH WHICH PROBLEMS IN SRA YOUTH
INVENTORY WERE CHECKED DURING FIRST
AND SECOND ADMINISTRATION

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	1st Test	2nd Test	D		1st Test	2nd Test	D
1	9	6	-3	37	29	22	7
2	22	21	-1	38	31	24	-7
3	28	23	-5	39	28	21	-7
4	9	9		40	30	23	-7
5	22	15	-7	41	31	20	-11
6	23	20	-3	42	31	21	-10
7	1	1		43	31	23	-8
8	26	24	-2	44	28	17	-11
9	2	1	-1	45	30	19	-11
10	3	5	2	46	10	12	2
11		1	1	47	29	21	-8
12	17	14	-3	48	30	21	-9
13	2	3	1	49	26	22	-4
14	1	1		50	30	23	-7
15	1	2	1	51	28	22	-6
16	6	5	-1	52	30	25	-5
17	8	3	-5	53	30	25	-5
18	20	10	-10	54	31	23	-8
19	23	24	1	55	31	22	-9
20	13	8	-5	56	29	23	-6
21	21	15	-6	57	31	22	-9
22	19	17	-2	58	26	20	-6
23	3	1	-2	59	28	23	-5
24	25	18	-7	60	32	24	-8
25	24	17	-7	61	28	24	-4
26	5	5		62	31	24	-6
27	2	4	2	63	32	21	-11
28	4	18	14	64	29	25	-4
29	19	15	-4	65	30	25	-5
30	22	16	-6	66	24	25	1
31	19	13	-6	67	20	17	-3
32	12	14	-2	68	30	21	-9
33	8	6	-2	69	28	20	-8
34	22	20	-2	70	31	21	-10
35	27	21	-6	71	12	10	-2
36	27	24	-3	72	13	6	-7

TABLE XIII--Continued

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	1st Test	2nd Test	D		1st Test	2nd Test	D
73	6	7	1	109	22	18	-4
74	10	7	-3	110	5	5	
75	19	18	-1	111	16	12	-6
76	18	12	-2	112	3	4	1
77	2	4	2	113	28	20	-8
78	19	13	-6	114	30	18	-12
79	22	18	4	115	30	22	-8
80	10	10		116	25	19	-6
81	12	3	-9	117	29	18	-11
82	15	15		118	25	20	-5
83	22	19	-3	119	19	20	1
84	28	18	-16	120	30	22	-8
85	19	14	-5	121	22	20	-2
86	6	14	8	122	17	18	1
87	15	9	-6	123	14	10	-4
88	18	13	-3	124	24	17	-7
89	7	4	-3	125	13	9	-4
90	10	6	-4	126	18	16	-2
91	26	17	-11	127	27	21	-6
92	11	9	-2	128	28	20	-8
93	16	11	-5	129	20	18	-2
94	15	9	-6	130	18	13	-5
95	12	10	-2	131	24	19	-5
96	28	20	-8	132	24	19	-5
97	19	15	-5	133	28	19	-9
98	18	19	-1	134	24	19	-5
99	12	10	-2	135	17	11	-5
100	5	7	-2	136	25	21	-4
101	8	8		137	12	13	1
102	18	9	-9	138	25	19	-6
103	10	9	-1	139	23	19	-4
104	2	3	1	140	27	18	-9
105	17	8	-9	141	8	11	3
106	9	11	2	142	22	22	
107	13	9	-4	143	22	21	-1
108	16	12	-4	144	17	13	-4

TABLE XIII--Continued

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	1st Test	2nd Test	D		1st Test	2nd Test	D
145	25	15	-10	181	5	3	-2
146	24	21	-3	182	10	7	-3
147	26	21	-5	183	14	20	6
148	24	19	-5	184	1		
149	16	13	-3	185	2	1	-1
150	14	12	-2	186	16	18	2
151	22	19	-3	187	3	4	1
152	17	15	-2	188	3	6	3
153	23	18	-5	189	6	4	-2
154	25	21	-4	190	8	10	2
155	27	20	-7	191	5	8	3
156	29	20	-9	192	2	8	6
157	7	4	-3	193	8	8	
158	4	3	-1	194		2	2
159	5	11	6	195	8	9	1
160	8	11	3	196	19	7	-12
161	4	5	1	197	13	14	1
162	24	16	-8	198	4	4	
163	5	4	-1	199	5	6	1
164	30	22	-8	200	13	2	-11
165	31	20	-11	201	29	22	-7
166	14	11	-3	202	9	9	
167	27	18	-9	203	2	1	-1
168	30	9	-21	204	25	18	-7
169	10	8	-2	205	3	5	2
170	14	11	-3	206	20	16	-4
171	6	7	1	207	18	1	-17
172	10	11	1	208	21	17	-4
173	16	20	4	209	12	3	-9
174	32	21	-11	210	11	16	5
175	24	22	-2	211	5	1	-4
176	18	20	2	212	24	14	-10
177	10	10		213	23	19	-4
178	11	10	-1	214	27	21	-6
179	12	12		215	22	20	-2
180	16	11	-5	216	15	7	-8

TABLE XIII--Continued

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	1st Test	2nd Test	D		1st Test	2nd Test	D
217	24	19	-5	253	12	11	-1
218	21	20	-1	254	25	17	-8
219	12	14	2	255	31	20	-11
220	9	6	-3	256	15	16	1
221	28	20	-8	257	10	6	-4
222	13	10	-3	258	12	14	2
223	13	14	1	259	24	16	-8
224	8	6	-2	260	12	7	-5
225	7	2	-5	261	28	15	-13
226	7	3	-4	262	22	10	-12
227	6	3	-3	263	13	9	-4
228	4	11	7	264	22	19	-3
229	13	29	16	265	31	19	-12
230	10	9	-1	266	19	10	-9
231	23	14	-9	267	17	15	-2
232	21	18	-3	268	19	9	-10
233	13	19	6	269	23	14	-9
234	19	11	-8	270	18	12	-6
235	29	22	-7	271	21	15	-6
236	30	20	-10	272	4	4	
237	30	22	-8	273	20	15	-5
238	29	22	-7	274	22	15	-7
239	17	21	4	275	22	16	-6
240	15	15		276	23	12	-16
241	28	21	-7	277	29	21	-8
242	1	6	5	278	15	18	3
243		1	1	279	10	15	5
244	4	4		280	14	16	2
245	18	18		281	4	13	9
246	29	19	-10	282	19	15	-4
247	7	7		283	16	18	2
248	11	16	5	284	24	18	-6
249	27	16	-11	285	12	12	
250	14	14		286	27	21	-6
251	14	14		287	8	12	4
252	22	16	-6	288	25	11	-14

TABLE XIII--Continued

Prob- lem	Frequency of Occurrence		
	1st Test	2nd Test	D
289	5	11	6
290	24	16	-8
291	19	16	-3
292	29	19	-10
293	20	17	-3
294	24	21	-3
295	30	20	-10
296	23	20	-3
297	18	22	4
298	28	19	-9

TABLE XIV

FREQUENCY WITH WHICH PROBLEMS IN SRA YOUTH
INVENTORY WERE CHECKED DURING SECOND
AND THIRD ADMINISTRATION

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	2nd Test	3rd Test	D		2nd Test	3rd Test	D
1	6	7	1	37	22	23	1
2	21	23	2	38	24	21	-3
3	23	25	2	39	21	21	
4	9	7	-2	40	23	23	
5	15	17	2	41	20	24	4
6	20	19	-1	42	21	26	5
7	1	3	2	43	23	23	
8	24	26	2	44	17	22	5
9	1	2	1	45	19	23	4
10	5	5		46	12	21	9
11	1	2	1	47	21	25	4
12	14	12	-2	48	21	23	2
13	3	3		49	22	22	
14	1	6	5	50	23	24	1
15	2	6	4	51	22	20	-2
16	5	7	2	52	25	26	1
17	3	2	-1	53	25	26	1
18	10	12	2	54	23	25	2
19	24	22	-2	55	22	25	3
20	8	16	8	56	23	23	
21	15	14	-1	57	22	24	2
22	17	8	-9	58	20	19	-1
23	1	15	14	59	23	23	
24	18	13	-5	60	24	24	
25	17	8	-9	61	24	26	2
26	5	8	3	62	24	24	
27	4	16	12	63	21	25	4
28	18	12	-6	64	25	21	-4
29	15	11	-4	65	25	22	-3
30	16	16		66	25	22	-3
31	13	16	3	67	17	14	-3
32	14	14		68	21	25	4
33	6	10	6	69	20	25	5
34	20	22	2	70	21	25	4
35	21	21		71	12	12	
36	24	20	-4	72	13	17	4

TABLE XIV--Continued

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	2nd Test	3rd Test	D		2nd Test	3rd Test	D
73	6	8	2	109	18	17	-1
74	10	11	1	110	5	5	
75	19	4	-5	111	12	10	-2
76	18	10	-8	112	4	6	2
77	2	4	2	113	20	17	-3
78	19	16	-3	114	18	18	
79	22	19	-3	115	22	23	1
80	10	8	-2	116	19	18	-1
81	12	4	-8	117	18	22	4
82	15	13	-2	118	20	22	2
83	22	17	-5	119	20	14	-6
84	28	22	-6	120	22	18	-4
85	19	9	-10	121	20	17	-3
86	6	12	6	122	18	18	
87	15	14	-1	123	10	9	-1
88	18	14	-4	124	17	15	-2
89	7	6	-1	125	9	11	2
90	10	8	-2	126	16	17	1
91	17	20	3	127	21	21	
92	9	7	-2	128	20	17	-3
93	11	9	-2	129	18	14	-4
94	9	10	1	130	13	13	
95	10	12	2	131	19	14	-5
96	20	21	1	132	19	16	-3
97	15	15		133	19	15	-4
98	19	18	-1	134	19	19	
99	10	10		135	11	8	-3
100	7	8	1	136	21	17	4
101	8	9	1	137	13	12	-1
102	9	13	4	138	19	17	-2
103	9	12	3	139	19	15	-4
104	3	4	1	140	18	16	-2
105	8	13	5	141	11	6	-5
106	11	4	-7	142	22	19	-3
107	9	11	2	143	21	18	-3
108	12	12		144	13	12	-1

TABLE XIV--Continued

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	2nd Test	3rd Test	D		2nd Test	3rd Test	D
145	15	17	2	181	3	2	-1
146	21	18	-3	182	7	5	-2
147	21	15	-6	183	20	13	-7
148	19	18	-1	184		4	4
149	13	13		185	1	6	5
150	12	12		186	18	14	-4
151	19	19		187	4	5	1
152	15	21	6	188	6	5	-1
153	18	22	4	189	4	2	-2
154	21	19	-2	190	10	5	-5
155	20	18	-2	191	8	3	-5
156	20	14	-6	192	8	3	-5
157	4	3	-1	193	8	9	1
158	3	3		194	2	6	4
159	11	10	-1	195	9	6	-3
160	11	6	-5	196	7	3	-4
161	5	8	3	197	14	5	-9
162	16	13	-3	198	4	2	-2
163	4	6	2	199	6	7	1
164	22	19	-3	200	2	5	3
165	20	14	-6	201	22	13	-9
166	11	9	-2	202	9	8	-1
167	18	13	-5	203	1	4	3
168	9	11	-2	204	18	12	-6
169	8	7	-1	205	5	8	3
170	11	12	1	206	16	10	-6
171	7	3	-4	207	1	4	3
172	11	13	2	208	17	8	-9
173	20	14	-6	209	3	6	3
174	21	16	-5	210	16	13	-3
175	22	16	-6	211	1	6	5
176	20	18	-2	212	14	16	2
177	10	8	-2	213	19	14	-5
178	10	14	4	214	21	15	-6
179	12	11	-1	215	20	17	-3
180	11	11		216	7	4	-3

TABLE XIV--Continued

Prob- lem	Frequency of Occurrence			Prob- lem	Frequency of Occurrence		
	2nd Test	3rd Test	D		2nd Test	3rd Test	D
217	19	18	-1	253	11	9	-2
218	20	15	-1	254	17	19	2
219	14	9	-5	255	20	20	
220	6	11	5	256	16	11	-5
221	20	18	-2	257	6	9	3
222	10	10		258	14	7	-7
223	14	10	-4	259	16	13	-3
224	6	10	4	260	7	8	1
225	2	5	3	261	15	18	3
226	3	5	2	262	10	14	4
227	3	3		263	9	9	
228	11	8	-3	264	19	19	
229	29	12	-17	265	19	20	1
230	9	10	1	266	10	10	
231	14	18	4	267	15	17	2
232	18	19	1	268	9	15	6
233	19	20	1	269	14	13	-1
234	11	13	2	270	12	15	3
235	22	23	1	271	15	14	-1
236	20	21	1	272	4	6	2
237	22	20	-2	273	15	16	1
238	22	22		274	15	18	3
239	21	21		275	16	20	4
240	15	18	3	276	12	13	1
241	21	22	1	277	21	16	-5
242	6	4	-2	278	18	17	-1
243	1	3	2	279	15	18	3
244	4	6	2	280	16	15	-1
245	18	15	-3	281	13	12	-1
246	19	19		282	15	17	2
247	7	4	-3	283	18	19	1
248	16	13	-3	284	18	19	1
249	16	16		285	12	13	1
250	14	13	-1	286	21	13	-8
251	14	9	-5	287	12	7	-5
252	16	17	1	288	11	15	4

TABLE XIV--Continued

Prob- lem	Frequency of Occurrence		
	2nd Test	3rd Test	D
289	11	11	
290	16	16	
291	16	18	2
292	19	18	-1
293	17	15	-2
294	21	23	-2
295	20	25	5
296	20	20	
297	22	19	-3
298	19	21	2

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