AN EVALUATION OF TEACHING TECHNIQUES

AS EVIDENCED BY THE GUILFORD-MARTIN TEMPERAMENT INVENTORY

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AN EVALUATION OF TEACHING TECHNIQUES
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THESIS

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CHAPTER I

INTRODUCTION

The Problem

The primary problem of this study was to evaluate the effectiveness of two teaching techniques in relation to their respective influence on changing behavior by a group process.

Because of the sample, locale, techniques and many other factors, evaluation, or the transferring of evaluative outcomes is difficult. There arises the necessity, therefore, for each newly instituted program to have its own evaluation and interpretation.

The use of a control and experimental group at North Texas State College in Denton, Texas was thought to be desirable to test the effectiveness of the two learning situations in terms of improvement as indicated by the Guilford-Martin Temperament Inventory¹ (three forms, STDCR, GAMIN and 0 Ag Co).

Specific Problem

The specific problem of this study was threefold: (1) To compare the test and re-test scores of the control group, (2) To compare the test and re-test scores of the experimental group, and (3) To compare and evaluate the critical ratios of the control and experimental groups.

¹Cf. Appendix, p. 60.
Significance and Origin of the Problem

Recent trends have been away from a matter of simple counseling of individuals to a complex program of interrelated services which are concerned with personal relationships and internal adjustment. Progress has been made in the direction toward a more dynamic concern with stimulation to growth in self-decision and emotional maturity.

Freshman orientation is now an accepted procedure in almost every college personnel program. A study made by Kamm and Wrenn in 1946 indicated that one hundred per cent of the four-year colleges and universities of the North Central Association now have orientation programs.² Seventy per cent have orientation or introductory education courses extending throughout the first semester of the first year. This was not the case twenty years ago. The "freshman week" idea, wherein it was assumed that all a new student needed could be presented to him in three or four days, is unrealistic and has been recognized as such.

The terms teaching and guidance cover an unlimited number of activities in which one or several persons are assisted in learning new behavior patterns. Used by psychologists, however, guidance usually denotes specific counseling situations conducted by certain technical workers with specialized psychological training. Guidance is essentially a learning situation and, in a sense, all teaching

is guidance. It can reasonably be assumed, therefore, that teaching and group guidance should not exist as separate activities of an effective educational program. The guidance and counseling of youth should inhere in the teaching methods themselves.

It is from the educational philosophy of teaching as guidance that the problem of this thesis evolved. Can a teaching program so organized as to utilize basic psychological principles produce more favorable results in the individual's personal adjustment than a program in which subject-matter teaching and guidance activities exist as separate entities?

Definition of Terms

COUNSELING - the psychotherapeutic relationship in which an individual receives direct help from an advisor or finds an opportunity to release negative feelings and thus clear the way for positive growth in personality.

NON-DIRECTIVE - a counseling technique which assists the client in finding his own solution for his difficulties and encourages free expression of negative feelings.

DIRECTIVE - a counseling technique which utilizes advice, orders, suggestions, threats, cajoling, and the like, in an inter-personal relationship dominated by the counselor, who asks certain questions and takes the responsibility for assisting the client to formulate the answers, plan a new mode of adjustment, and overcome difficulties.
GUIDANCE - the use of psychological techniques of appraisal for the purpose of assisting the individual, either through directive or non-directive counseling, to make a better adjustment to his environment.

CONTROL - an experiment, or a subject, used in an experiment, which is designed to check or verify the results obtained in another experiment of the same type but involving some additional factor.

EXPERIMENTAL - a situation involving the testing of a certain variable factor which is known to be present in addition to other constant factors in a similar situation.

TRAIT - a distinctive pattern of behavior which is more or less permanent; hence a group of habits, such as persistence, introversion, accuracy, and the like.

Limitations

A number of limitations were encountered in this investigation. One important factor to be considered is that the study continued for only one semester. Also, no follow-up has been made in order to check for fluctuation in the scores. The most important limitation which was encountered was the subjective teaching methods of C and E group instructors. However, every effort was made to obtain the optimum of effectiveness of teaching techniques in the experimental group, details of which will be described later in this chapter.

Paper and pencil tests in general have definite limitations as psychometric instruments. Richards, in his
discussion of personality questionnaires and inventories states: "None of the personality scales of this questionnaire sort so far devised is so foolproof that it cannot be falsified deliberately in ways that may disguise real attitudes and feelings...however, pathological scores on such personality scales, even though sometimes the result of deliberate distortion, are always of interest for they suggest maladjustment even if indirectly."

Nature of the Study

Two groups were utilized for this study. A control group was designated as group C and an experimental group was designated as group E. The C group contained forty-four college freshmen. This group consisted of twenty-nine girls and fifteen boys. The E group contained forty-five college freshmen, of which twenty-seven were girls and eighteen were boys.

Each of the groups contained students from two separate introductory education classes. The professors teaching those members of the control group presented their materials in a strictly traditional "textbook" method. Whereas the same textbook was used in the E group, the manner of presentation was one which allowed for group participation and class discussion. Every effort was made by the professors of the E group to cover the same materials as those of the C Group, but in a non-directive manner. In short, the learning

3T.W. Richards, Modern Clinical Psychology, p. 143.
situation of the C group was teacher-dominated; while in the E group it was one that was student-centered.

The method used in the experimental sections was based upon the concept of group therapy, a belief that major changes can be effected in personality structure, effectiveness of scholarship, and general adjustment by creating a situation in which the individual in a group situation has the opportunity to modify behavior patterns and learn new skills and habit patterns.

The method used can be characterized by the following procedures:

1. The instructor begins the class by developing the idea that subject-matter is not to be stressed. The course is for the development of the individuals in the class and is to be based upon the interests and problems which are real to them.

2. Some time is spent in getting the members of the class acquainted with one another in an informal free situation.

3. One of the objectives of the course is that of knowing oneself. As a means of accomplishing this purpose, diagnostic tests were administered. The tests given were: Nelson-Denny Reading Test, Mooney Problem Check List, College

4Cf. Appendix, pp. 43-66.
Form, Guilford-Martin Temperament Inventory, (three forms, STDCR, GAMIIN, and O Ag Co) and Kuder Vocational Preference Record. *

4. Results of the tests were handed to each student and general interpretation of the tests was made.

5. Problems raised from a study of Mooney Problem Check List were selected for study and action by the group on the basis of class interest and significance as indicated by test results.

6. Groups were formed to study the problems and to carry on activities which were designed to change behavior patterns in group situations of various kinds. As an example: one of the problems generally indicated by freshmen is being ill at ease in social situations. A group would talk over the reasons why a person feels ill at ease, and read some articles related to developing poise. They would then practice introductions and beginning and carrying on conversations. The instructor and the group drew generalizations from the activities in the changing of behavior patterns and learning of social and communicative skills.

A number of sections of this course other than those chosen for this experiment were offered during this particular semester. There was nothing distinctive about any one of the sections which would tend to cause the students to favor one

*The investigator believed it advisable to give a listing of all tests administered to the E group. Although it does not pertain directly to the thesis, it was necessary to give the reader a better understanding of the E group methods.
over another. Since it was desirable to obtain a random sampling, and the highest possible validity throughout the semester, the students were unaware of the fact that any of the classes were participating in an experiment. By virtue of the fact that one of the requirements for registration in any section of this course is that a student be a beginning freshman, the possible factor of choice of a particular teacher because of previous acquaintance was negligible.

The Guilford-Martin Temperament Inventory (factors STDCR, GAMIN, O Ag Co), was administered to both C and E groups during the regular class periods. The initial test was administered during November of 1948 and re-test was made in January of 1949. The C group was then left to continue with its traditional textbook procedures.

Treatmen of the Data

All data utilized in this study were obtained from eighty-nine college freshman students at North Texas State College in Denton during the fall semester of 1948. The Guilford-Martin Temperament Inventory (factors STDCR, GAMIN, and O Ag Co) was administered to both experimental and control groups of an introductory education course in November, 1948. Re-test was made in January, 1949. A critical analysis of these thirteen factors will be made and comparisons drawn by utilizing the following methods of treatment: (1) Determining critical ratios between the various factors on
test and re-test, (2) Comparison of critical ratios of control and experimental groups to evaluate any differences which may have evolved. Statisticians usually evaluate the reliability of a difference by obtaining the ratio of difference to the standard error of the differences. It is customary to consider a difference as thoroughly reliable if this ratio is 3.0 (meaning that the difference is three times the standard error of the difference, and the chances are 99 out of 100 that the true difference is not more than three times the standard error away from the difference.) However, in this study, differences of 95 to 99.9, or from the fifth to the first level of significance, will be considered statistically significant.

Method of Procedure

The data collected to determine the significance of this experiment were results of scores obtained from the administration of the Guilford-Martin Temperament Inventory (factors STDGR, GAMIN and O Ag Co) to both C and E groups. Both groups, as mentioned in Chapter One, were given the test early in November and again in January.

The letters STDCR, GAMIN and O Ag Co are used to designate the various personality traits in lieu of actual trait names and accompanying interpretations, for the obvious utility value of time and space saving.

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The investigator believed it advisable, therefore, to clarify the aforementioned by listing each of the code letters and its respective interpretation. These are as follows:

**GUILFORD'S INVENTORY OF FACTORS S T D C R**

**S - Social Introversion-Extraversion.** A high C-score indicates a tendency to seek social contacts and to enjoy the company of others. A low C-score indicates shyness, a tendency to withdraw from social situations and to be seclusive. A high C-score is more desirable for mental health than is a low C-score. A very low C-score on S indicates a need for guidance directed toward increased social participation.

**T - Thinking Introversion-Extraversion.** A high C-Score indicates a lack of introspectiveness and an extrovertive orientation of the thinking processes. A low C-score indicates an inclination to meditative thinking, philosophizing, analyzing one's self and others, and an introspective disposition. The middle range of C-score is more desirable for mental health than either extreme on trait T. Each extreme, however, may have its value for certain types of occupation.

**D - Depression.** A high C-score indicates freedom from depression, a cheerful, optimistic disposition. A low C-score indicates a chronically depressed mood including feelings of unworthiness and guilt. The higher the C-score on trait D, the better is
likely to be the emotional adjustment of the individual.

C - Cycloid Disposition. — A high C-score indicates stable emotional reactions and moods, and freedom from cycloid tendencies as shown in strong emotional reactions, fluctuations in mood, and a disposition toward flightiness and instability. The higher the C-score on trait C, the better will be the emotional adjustment of the individual, except that scores that are too high may indicate a colorless, inert individual.

R - Rhathymia. — A high C-score indicates a happy-go-lucky or carefree disposition, liveliness, and impulsiveness. A low C-score indicates an inhibited disposition and an overcontrol of the impulses. Both extremes of the C-scores may represent psychological maladjustments and a C-score in the middle range is desirable for mental health.

GUlfORD-MARTIN INVENTORY OF FACTORS G A M I N

G - General Activity. — A high C-score indicates a tendency to engage in vigorous overt action. A low C-score indicates a tendency to inertness and a disinclination for motor activity. An extremely high C-score on trait G may represent a manic tendency while an extremely low C-score may be an indication of a hypothyroid condition or other causes of inactivity. Thus, for good mental health
a C-score on G in the middle range is usually most desirable.

A - Ascendence-Submission. -- A high C-score indicates social leadership and a low C-score social passiveness. The C-score of a person on trait A must be interpreted in the light of his other characteristics of temperament as shown on the profile chart, and no general rule can be set forth as to what C-scores on trait A are most desirable for mental health. However, there is emphasis in our culture on the general desirability of a high C-score on trait A. Females tend to have distinctly lower C-scores on A than do males.

M - Masculinity-Femininity. -- A high C-score on this trait indicates masculinity of emotional and temperamental make-up and a low C-score indicates femininity. The C-scores of the majority of males are above 5 and the majority of females have C-scores below 5. Males whose C-scores are very low are sometimes found either to lack their full quota of male hormones or to have an oversupply of female hormones.

I - Inferiority-Feelings. -- A high C-score indicates self-confidence and a lack of inferiority feelings. A low C-score indicates a lack of confidence, under-evaluation of one's self, and feelings of inadequacy and inferiority. The higher the C-score on trait I, the better for mental health, with the exception
of extremely high cases in which clinical investigation may reveal a superiority compensation for hidden inferiority feelings. Many psychoneurotics have very low C-scores on trait I.

N - Nervousness. -- A high C-score indicates a tendency to be calm, unruffled, and relaxed; a low C-score indicates jumpiness, jitteriness, and a tendency to be easily distracted, irritated, and annoyed. The higher the C-score on trait N, the better for mental health unless there are clinical indications that an overly sluggish and torpid condition is the basis for an extremely high C-score. Extremely low C-scores in some cases may involve a lack of calcium in the blood. In many cases, a mental conflict may be the basis for the emotional tension expressed in jitteriness and irritability.

GUILFORD-MARTIN PERSONNEL INVENTORY I

O - Objectivity. -- A high C-score on this trait indicates a tendency to view one's self and surroundings objectively and dispassionately. A low C-score indicates a tendency to take everything personally and subjectively and to be hypersensitive. The higher the C-score on trait O, the better for mental health. Pathological cases may develop paranoid ideas of reference and delusions of persecution.
Co - Cooperativeness. -- A high C-score indicates a willingness to accept things and people as they are and a generally tolerant attitude. A low C-score indicates an overcriticalness of people and things and an intolerant attitude. The higher the C-score on trait Co, the better for mental health unless the C-score on G or clinical signs indicate a torpid and sluggish condition to be the basis of the lack of criticalness. Over-criticalness is often a compensation for hidden feelings of inadequacy. Pathological cases may exhibit a paranoid projection of their conflicts and impulses.

Ag - Agreeableness. -- A high C-score indicates an agreeable lack of quarrelsomeness and a lack of domineering qualities. A low C-score indicates a beligerent, domineering attitude and an overreadiness to fight over trifles. Very low scores on trait Ag indicate an extreme craving for superiority as an end in itself developed as a compensation for some chronic frustration and in pathological cases may lead to paranoid delusions of grandeur. It is possible that a sadistic component may occur in some of the pathological cases. Further investigation should be made of the psychological structure of extremely low C-scores on traits O, Co, and Ag, as the paranoid area of temperament which they cover is predisposing toward troublemaking behavior in industry, marriage, and other social situations.
Statistical Procedures Used in Securing Data

Results from the Guilford-Martin Temperament Inventory were tabulated into two master charts. These figures served only as a point of reference for doing further analysis. The data were presented on charts showing the mean averages of the test and re-test of both the C and E groups.

The test and re-test means were processed through a series of steps which revealed the standard error of the mean, the standard error of the difference of the mean, and difference between the two means, or critical ratios for the two tests in the C group and the two tests in the E group. The critical ratios were then compared by tables.

In computing the test scores, the raw scores were added and the arithmetic mean was determined. The arithmetic mean was used throughout since it is a more accurate measure of central tendency than either the median or the mode. The mean is a point on the scale where the sum of the deviations above a selected point is exactly equal to the sum of the deviations below the point. The formula for the arithmetic mean for grouped data is:

\[ M = \frac{\sum X^2}{N} \]

The standard error of the various means was computed by dividing the standard deviation by the square root of the number. The purpose of the standard error of the mean is to show the fluctuation of variability from the true mean.
formula for the standard error of the mean is:

$$\sigma_M = \frac{\sigma}{\sqrt{N}}$$

Whatever the value of the true mean, it can reasonably be assumed that two out of three sample means would fall within (plus or minus) one standard error of the mean.

The standard error of the difference between the means is computed by securing the standard error of the mean for the two means to be compared. These are then squared and added, and the square root of this sum gives the standard error of the difference between the means. The formula is:

$$\sigma_d = \sqrt{(\sigma_{M_1})^2 + (\sigma_{M_2})^2}$$

The critical ratios are found by subtracting the arithmetic mean of the two samples to be compared, and dividing the results by the standard error of the difference between the means of the two samples. The formula is:

$$\frac{\text{difference between means}}{\sigma_d}$$
CHAPTER II

RELATED READINGS

Nathaniel Cantor, of the University of Buffalo, has been an advocate of the non-directive group instruction and therapy as a method for developing social sensitivity and self-insight in his students.¹

During one of the summer sessions a partially standardized scale for measuring self-insight was given to one group of students who registered for Cantor's course in "The Dynamics of Learning" and to another group of students who registered for John Doe's course in "Principles of Economics." Both groups were believed to be comparable as to age, level of education and socio-economic status, although it was impossible to match students in accordance with a rigorous experimental design. At the end of the five weeks the scale was given again to both groups in order to measure the relative change in scores between the two groups during the interim.

The correlation of the test and re-test of the scale lent weight to the interpretation that Cantor's method does encourage the development of self-insight on the part of a majority of the students, though it may fail to reach a certain minority of the class.

Florence Brumbaugh, Hunter College Elementary School, New York City, found in an experiment conducted with small grade school children that age is not of prime importance in group instruction. From her observation she found that individual needs can be recognized and cared for better if groups are formed. More interest is stimulated and maintained and there is greater cooperation. Social skills and new behavior patterns were in evidence after a few weeks of group instruction. Lastly, better academic achievement resulted for individuals of the lower academic level.\(^2\)

Eisever, in his report presented to the American Educational Research Association, listed many of the implications of non-directive counseling for classroom teaching. The high school that participated in an experiment conducted an in-service training program for the teachers who were to carry out the program. Academic achievement began to increase early in the classes. Interest and motivation were also increased. New social skills were developed, but on a slower schedule than the others. Several of the teachers reported uncovering severe emotional problems and expressed their appreciation for the therapy involved in this technique.\(^3\)


Bettis, in New York City, compiled all statistically significant studies on group relations and published a summary of the results that may be expected for group instruction, whether for educational or therapeutic purposes. They are as follows:

(1) Developing insight into human relations depends more upon changing attitudes than merely transitory facts.

(2) Group discussions are likely to be more effective than lectures in changing deep-seated attitudes toward oneself and others.

(3) Group discussions are especially effective when they grow out of commonly shared experiences such as movies, psychodramas or recordings.

(4) The ease with which a group gains insight is closely related to its consciously felt need for acquiring such insight.

(5) The likelihood of no attitude change is heightened if the group feels itself under attack.

(6) The likelihood of attitude changes is heightened if the group feels free to express the very attitudes to be changed.

(7) When the group itself arrives at insightful attitudes, these attitudes are likely to be more lasting and influential in affecting behavior.

Frances Mauck, previously a faculty member in the School of Home Economics at Ohio State University, states that the idea back of the group discussion method outlined below was threefold:

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5Ibid, p. 140.

First, we wanted to interest each student enough to make her want to talk. Second, we hoped to provide a spur that would overcome her hesitation, if she belonged to the non-talkative group. Third, we gave each an opportunity for independent library research so that she could establish an opinion; then we gave her an opportunity to defend her opinion when it was challenged.7

The author made twelve trials of this method, utilizing groups of twenty to fifty members. Her conclusions were as follows:

We believe it provides the soil for growth of the ability to read thoroughly, to formulate an opinion, and to express thoughts clearly. It presents a procedure easily recognized and understood by class members, and one by which each student becomes a semi-authority on a phase of subject material because she has done more reference reading than the class as a whole. We believe that it provides proper and sufficient stimulus to the timid and non-expressive student and proper restraint for the assured and talkative student.8

Albrecht, an associate of Nathaniel Cantor, non-directive teaching's chief exponent, developed a set of psychological principles for learning and described the classroom procedure. The author has had approximately two years' teaching experience in using the method. Like most of the studies thus far presented, there has been little actual statistical evaluation made. The following conclusions are noted from observation and study. He found:9

7_Ibid., p. 454.
8 Ibid., p. 455.
(1) Non-directive method of instruction seems in certain respects to meet problems logically and appropriately.

(2) The non-directive method minimizes memorization of facts in absolute, or permanent or fixed bits of knowledge, but emphasizes learning as a continuous process of discovery and renunciation, of appraisal, integration and creation.

(3) There is a great need for more study on this subject. Evidence is favorable, but not enough is accurately known to form reliable conclusions. Aside from common standards of "success," students taught by non-directive methods show greater emotional stability and insight and demonstrate greater social responsibility than do students who remain oriented with traditional methods.10

10 Ibid., p. 878.
CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

The Guilford-Martin Temperament Inventory (factors STDCR, GAMIN and O Ag Co) was administered to groups C and E and the results were tabulated into nine tables. The investigator believed it advisable to compare the November tests for C and E groups in order to determine whether or not there was any significant statistical difference between the respective groups. As mentioned in Chapter One, every effort was made to obtain a random sampling. A number of sections other than those chosen for this experiment were offered during this particular semester. There was nothing distinctive about any one of the sections which would tend to cause the students to favor one over another. Since it was desirable to obtain a random sampling, and the highest possible validity throughout the semester, the students were unaware of the fact that any of the classes were participating in an experiment. By virtue of the fact that one of the requirements for registration in any section of this course is that a student be a beginning freshman, the possible factor of choice of a particular teacher because of a previous acquaintance was negligible. There arose the obvious necessity of showing the critical relationships between groups C and E in order to determine the actual validity of the samples.
In order for the sample to be considered statistically valid, the critical relationship between the November tests of groups C and E should not show a critical ratio of statistical significance.¹ This is necessary in order to be able to assume that both C and E groups were approximately the same at the beginning of the experiment. It may be concluded, therefore, if this be true, that any change that is shown in the comparison between the test and re-test scores, with regard to specific traits, may be considered basically reliable.

Table 1 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of the first tests of groups C and E on the STDCR factors.

The mean score for S-Social-Introversion-Extraversion on the first test for group C was .18. Group E had a mean score of 18.71. The critical ratio was .18, or 57 chances in 100 of indicating a true difference, which is probably not significant.

The mean score for T-Thinking-Introversion-Extraversion on the first test for group C was 35.45. Group E had a mean score of 33.86. The critical ratio was 1.1, or 86 chances in 100 of indicating a true difference. This is probably not significant.

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<th>STANDARD ERROR OF THE DIFFERENCE</th>
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**Factors:**
- S-Social Introversive Extraversion
- T-Thinking Introversive Extraversion
- D-Depression
- C-Cycloid Disposition
- R-Rhachyma
The mean score for C-Cycloid Disposition on the first test for group C was 33.18. Group E had a mean score of 33.57. The critical ratio was .15, or 56 chances in 100 of indicating a true difference, and is probably not significant.

The mean score for R-Tachymia on the first test for group C was 44.75. Group E had a mean score of 45.13. The critical ratio was .18, or 57 chances in 100 of indicating a true difference, and is probably not significant.

Table 2 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of the first tests of groups C and E on the GAMIN factors.

The mean score for C-General Activity on the first test for group C was 12.75. Group E had a mean score of 13.31. The critical ratio was .40, or 65 chances in 100 of indicating a true difference. This is probably not significant.

The mean score for A-Ascendance-Submission on the first test for group C was 18.75. Group E had a mean score of 19.04. The critical ratio was .32, or 63 chances in 100 of indicating a true difference. This is probably not significant.

The mean score for M-Masculinity-Femininity on the first test for group C was 16.09. Group E had a mean score of 14.02. The critical ratio was 1.00, or 84 chances in 100 of indicating a true difference. This is probably not significant.
TABLE 2


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<tr>
<td>I-Inferiority</td>
<td>29.45</td>
<td>30.02</td>
<td>9.44</td>
<td>8.52</td>
<td>1.40</td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-Nervousness</td>
<td>22.65</td>
<td>21.15</td>
<td>7.48</td>
<td>6.95</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The mean score for I-Inferiority Feelings on the first test for group C was 29.45. Group E had a mean score of 30.05. The critical ratio was .51, or 62 chances in 100 of indicating a true difference, and is not significant.

The mean score for N-Nervousness on the first test for group G was 22.65. Group E had a mean score of 21.15. The critical ratio was 1.00, or 34 chances in 100 of indicating a true difference. This is probably not significant.

Table 3 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of the first tests of groups C and E on the 0 Ag Co factors.

The mean score for O-Objectivity on the first test for group C was 41.93. Group E had a mean score of 39.28. The critical ratio was 1.00, or 84 chances in 100 of indicating a true difference, which is probably not significant.

The mean score for Ag-Agreeableness on the first test for group C was 31.22. Group E had a mean score of 31.86. The critical ratio was .29, or 62 chances in 100 of indicating a true difference. This is probably not significant.

The mean score for Co-Cooperativeness on the first test for group C was 54.56. Group E had a mean score of 50.40. The critical ratio was 1.40, or 92 chances in 100 of indicating a true difference. This may be significant.
<table>
<thead>
<tr>
<th>FACTORS O Ag Co</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error of the Mean</th>
<th>Standard Error of the Difference</th>
<th>Critical Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
</tr>
<tr>
<td>C</td>
<td>E</td>
<td>C</td>
<td>E</td>
<td>C</td>
<td>E</td>
</tr>
<tr>
<td>C-Objectivity</td>
<td>41.93</td>
<td>39.26</td>
<td>14.44</td>
<td>10.13</td>
<td>2.10</td>
</tr>
<tr>
<td>Ag-Agreeableness</td>
<td>31.22</td>
<td>31.86</td>
<td>11.67</td>
<td>9.39</td>
<td>1.76</td>
</tr>
<tr>
<td>Co-Cooperativeness</td>
<td>54.56</td>
<td>50.40</td>
<td>20.35</td>
<td>12.79</td>
<td>3.00</td>
</tr>
</tbody>
</table>
The data presented in Tables 1, 2 and 3 showing results of the November tests for C and E groups indicate that at the beginning of the experiment differences between the two groups were not of sufficient statistical significance to be considered a true difference.

Table 4 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of the test and re-test of group C on the STDCR factors.

The mean score for S-Social-Introversion-Extraversion on the first test for group C was 18.00. The mean score of the C group on re-test was 17.34. The critical ratio was .32, or 63 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for T-Thinking-Introversion-Extraversion on the first test for group C was 35.43. The mean score of the C group on re-test was 33.29. The critical ratio was .92, or 82 chances in 100 of indicating a true difference in favor of the re-test, which probably is not significant.

The mean score for D-Depression on the first test for group C was 24.02. The mean score of the C group on re-test was 22.84. The critical ratio was .43, or 66 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for C-Cycloid Disposition on the first test for group C was 33.18. The mean score of the C group on re-test was 30.36. The critical ratio was .94, or 83
# TABLE 4

**THE MEAN, STANDARD DEVIATION, STANDARD ERROR OF THE MEAN, STANDARD ERROR OF THE DIFFERENCE, AND CRITICAL RATIOS OF THE TEST AND RE-TEST OF GROUP C ON THE STDCR FACTORS**

<table>
<thead>
<tr>
<th>FACTORS STDCR</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error of the Mean</th>
<th>Standard Error of the Difference</th>
<th>Critical Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>S-Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introversion</td>
<td>18.00</td>
<td>17.34</td>
<td>8.95 10.02</td>
<td>1.34 1.51</td>
<td>2.01</td>
</tr>
<tr>
<td>Extraversion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-Thinking</td>
<td>35.43</td>
<td>33.29</td>
<td>9.15 12.34</td>
<td>1.37 1.89</td>
<td>2.33</td>
</tr>
<tr>
<td>Introversion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-Depression</td>
<td>24.02</td>
<td>22.84</td>
<td>13.10 12.67</td>
<td>1.96 1.90</td>
<td>2.74</td>
</tr>
<tr>
<td>C-Cycloid</td>
<td>33.18</td>
<td>30.36</td>
<td>13.37 14.95</td>
<td>2.00 2.24</td>
<td>3.00</td>
</tr>
<tr>
<td>Disposition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R-Rhythymia</td>
<td>44.75</td>
<td>46.77</td>
<td>11.64 14.43</td>
<td>1.78 2.19</td>
<td>2.82</td>
</tr>
</tbody>
</table>
The mean score for \textit{R-Rhythmia} on the first test for group C was 44.75. The mean score of the C group on re-test was 46.77. The critical ratio was 71, or 76 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

Table 5 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of test and re-test of group C on the \textit{GAMIN} factor.

The mean score for \textit{G-General Activity} on the first test for group C was 12.75. The mean score of the C group on re-test was 12.90. The critical ratio was .07, or 53 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for \textit{A-Ascendance-Submission} on the first test for group C was 18.75. The mean score of the C group on re-test was 18.68. The critical ratio was .05, or 52 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for \textit{M-Masculinity-Femininity} on the first test for group C was 16.09. The mean score of the C group on re-test was 14.68. The critical ratio was .70, or 76 chances in 100 of indicating a true difference in favor of re-test, which is not significant.

The mean score for \textit{I-Inferiority Feelings} on the first test for group C was 29.45. The mean score of the C group
TABLE 5


<table>
<thead>
<tr>
<th>FACTORS GAIMIN</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error of the Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
</tr>
<tr>
<td>G-General Activity</td>
<td>12.75</td>
<td>12.90</td>
<td>7.64</td>
</tr>
<tr>
<td>A-Ascendance Submission</td>
<td>18.75</td>
<td>18.68</td>
<td>5.74</td>
</tr>
<tr>
<td>M-Masculinity</td>
<td>16.09</td>
<td>14.68</td>
<td>11.41</td>
</tr>
<tr>
<td>Femininity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-Inferiority</td>
<td>29.45</td>
<td>30.02</td>
<td>9.44</td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-Nervousness</td>
<td>22.65</td>
<td>23.52</td>
<td>7.48</td>
</tr>
</tbody>
</table>
The mean score for N-Nervousness on the first test for group G was 22.65. The mean score of the G group on re-test was 23.52. The critical ratio was .54, or 71 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

Table 6 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of test and re-test of group C on the O Ag Co factors.

The mean score for O-Objectivity on the first test for group C was 41.93. The mean score of the G group on re-test was 43.86. The critical ratio was .60, or 73 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for Ag-Agreeableness on the first test for group C was 31.22. The mean score of the G group on re-test was 32.65. The critical ratio was .69, or 76 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for Co-Cooperativeness on the first test for group C was 54.56. The mean score of the C group on re-test was 57.26. The critical ratio was .69, or 76 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.
### TABLE 6

The mean, standard deviation, standard error of the mean, standard error of the difference, and critical ratios of the test and re-test of group C on the 0 Ag Co factors

<table>
<thead>
<tr>
<th>FACTORS 0 Ag Co</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error of the Mean</th>
<th>Standard Error of the Difference</th>
<th>Critical Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>0-Objectivity</td>
<td>41.93</td>
<td>43.86</td>
<td>14.40</td>
<td>16.20</td>
<td>2.10</td>
</tr>
<tr>
<td>Ag-Agreeableness</td>
<td>31.22</td>
<td>32.65</td>
<td>11.67</td>
<td>10.92</td>
<td>1.76</td>
</tr>
<tr>
<td>Co-Cooperativeness</td>
<td>54.56</td>
<td>57.26</td>
<td>20.35</td>
<td>17.58</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Table 7 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of test and re-test of group E on the STDCR factors.

The mean score for **S-Social-Introversion-Extraversion** on the first test for group E was 18.71. The mean score of the E group on re-test was 15.02. The critical ratio was .70, or 76 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for **T-Thinking-Introversion-Extraversion** on the first test for group E was 33.86. The mean score of the E group on re-test was 33.11. The critical ratio was .33, or 63 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for **D-Depression** on the first test for group E was 25.04. The mean score of the E group on re-test was 21.28. The critical ratio was 1.70, or 95 chances in 100 of indicating a true difference in favor of the re-test, which is significant to the fifth level.

The mean score for **C-Cycloid Disposition** on the first test for group E was 33.57. The mean score of the E group on re-test was 28.40. The critical ratio was 2.10, or 98 chances in 100 of indicating a true difference in favor of the re-test, which is significant to the second level.

The mean score for **R-Rhathymia** on the first test for group E was 45.13. The mean score of the E group on re-test was 47.37. The critical ratio was .94, or 83 chances in
<table>
<thead>
<tr>
<th>FACTORS STD</th>
<th>Mean Group</th>
<th>Standard Deviation Group</th>
<th>Standard Error of the Mean Group</th>
<th>Standard Error of the Difference</th>
<th>Critical Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-Social Introversion Extraversion</td>
<td>18.71 15.02</td>
<td>24.94 23.62</td>
<td>3.71 3.52</td>
<td>5.09</td>
<td>.70</td>
</tr>
<tr>
<td>T-Thinking Introversion Extraversion</td>
<td>33.86 33.11</td>
<td>10.02 9.76</td>
<td>1.49 1.45</td>
<td>2.10</td>
<td>.33</td>
</tr>
<tr>
<td>D-Depression</td>
<td>25.04 21.28</td>
<td>9.96 11.10</td>
<td>1.48 1.65</td>
<td>2.20</td>
<td>1.70</td>
</tr>
<tr>
<td>C-Cycloid Disposition</td>
<td>33.57 28.40</td>
<td>10.82 12.26</td>
<td>1.61 1.82</td>
<td>2.43</td>
<td>2.10</td>
</tr>
<tr>
<td>R-Rhythmia</td>
<td>45.13 47.37</td>
<td>12.86 9.47</td>
<td>1.91 1.41</td>
<td>2.37</td>
<td>.94</td>
</tr>
</tbody>
</table>
100 of indicating a true difference in favor of the re-test, which is probably not significant.

Table 8 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of the test and re-test of group E on the GAIM factors.

The mean score for G-General Activity on the first test for group E was 13.31. The mean score of the E group on re-test was 13.31. The critical ratio was .00, or 50 chances in 100 of being different. There was no significant change.

The mean score for A-Ascendence-Submission on the first test for group E was 19.04. The mean score of the E group on re-test was 21.62. The critical ratio was 2.35, or 99 chances in 100 of indicating a true difference in favor of the re-test, which is significant to the second level.

The mean score for M-Masculinity-Femininity on the first test for group E was 14.02. The mean score of the E group on re-test was 14.80. The critical ratio was .61, or 73 chances in 100 of indicating a true difference in favor of the re-test, which is not significant.

The mean score for I-Inferiority Feelings on the first test for group E was 30.02. The mean score of the E group on re-test was 35.53. The critical ratio was 2.10, or 98 chances in 100 of indicating a true difference in favor of the re-test, which is significant to the second level.
### TABLE 8

<table>
<thead>
<tr>
<th>FACTORS GAMSIN</th>
<th>Mean Group</th>
<th>Standard Deviation Group</th>
<th>Standard Error of the Mean Group</th>
<th>Standard Error of the Difference</th>
<th>Critical Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>G-General Activity</td>
<td>13.31</td>
<td>13.31</td>
<td>5.00</td>
<td>4.00</td>
<td>.80</td>
</tr>
<tr>
<td>A-Ascendence Submission</td>
<td>19.04</td>
<td>21.62</td>
<td>6.17</td>
<td>4.83</td>
<td>.91</td>
</tr>
<tr>
<td>M-Masculinity Femininity</td>
<td>14.02</td>
<td>14.30</td>
<td>7.31</td>
<td>4.63</td>
<td>1.08</td>
</tr>
<tr>
<td>I- Inferiority Feelings</td>
<td>30.02</td>
<td>33.53</td>
<td>8.52</td>
<td>7.28</td>
<td>1.26</td>
</tr>
<tr>
<td>N-Nervousness</td>
<td>21.15</td>
<td>24.22</td>
<td>6.95</td>
<td>8.42</td>
<td>1.03</td>
</tr>
</tbody>
</table>
The mean score for N-Nervousness on the first test for group E was 21.15. The mean score of the E group on re-test was 24.22. The critical ratio was 1.80, or 96 chances in 100 of indicating a true difference in favor of the re-test, which is significant to the fourth level.

Table 9 shows the mean, standard deviation, standard error of the mean, standard error of the difference and critical ratios of the test and re-test of group E on the 0 Ag Co factors.

The mean score for O-Objectivity on the first test for group E was 39.26. The mean score of the E group on re-test was 45.66. The critical ratio was 3.00, or 99.9 chances in 100 of indicating a true difference in favor of the re-test, which is significant to the first level.

The mean score for Ag-Agreeableness on the first test for group E was 31.86. The mean score of the E group on re-test was 33.84. The critical ratio was .97, or 83 chances in 100 of indicating a true difference in favor of the re-test, which probably is not significant.

The mean score for Co-Cooperativeness on the first test for group E was 50.40. The mean score of the E group on re-test was 59.73. The critical ratio was 3.00, or 99 chances in 100 of indicating a true difference in favor of the re-test, which is significant to the first level.
### Table 9

The mean, standard deviation, standard error of the mean, standard error of the difference, and critical ratios of the test and re-test of Group E on the 0 Ag Co factors.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>O-Objectivity</td>
<td>39.26</td>
<td>46.66</td>
<td>10.13</td>
<td>12.98</td>
<td>1.51</td>
<td>1.90</td>
<td>2.40</td>
<td>3.00</td>
</tr>
<tr>
<td>Ag-Agreeableness</td>
<td>31.36</td>
<td>33.84</td>
<td>9.39</td>
<td>10.17</td>
<td>1.39</td>
<td>1.51</td>
<td>2.05</td>
<td>0.97</td>
</tr>
<tr>
<td>Co-Cooperativeness</td>
<td>50.40</td>
<td>59.73</td>
<td>12.79</td>
<td>15.90</td>
<td>1.90</td>
<td>2.30</td>
<td>3.06</td>
<td>3.00</td>
</tr>
</tbody>
</table>
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study presented an investigation and analysis of the effectiveness of two teaching techniques in relation to their respective influence on the changing of behavior patterns. This study was made during the Fall semester of 1948. In order to determine their relative importance in modifying behavior patterns and learning new skills and habits the Guilford-Martin Temperament Traits (factors STDCR, GAMIN, and C Ag Co) was administered in early November and the re-test late in January of the same semester.

The following conclusions appear to be warranted by this investigation:

1. The C group showed no statistically significant improvement on re-test.

2. The E group showed statistically significant improvement on re-test. Improvement was shown on the seven traits listed below:

   a. There was shown an increased freedom from depression, a cheerful, optimistic disposition.

   b. On the trait Cycloid Disposition there was an increase in freedom from cycloid tendencies, and indicates stable emotional reactions and moods.
c. Social leadership in the Ascendence-Submission trait was increased.

d. There was shown an increasing freedom from inferiority feelings.

e. There was an increased freedom from nervousness.

f. A tendency to view oneself and ones surroundings objectively and dispassionately, as indicated by the Objectivity trait, was also increased.

g. The Agreeableness trait, lack of quarrelsome-ness and dominating qualities, shows improvement.

Recommendations

Several recommendations are made as a result of the foregoing study:

1. In future research of this nature there should be a greater length of time designated for the experiment.

2. Educators should try to utilize this experimental teaching technique with trained instructors who are well qualified to carry out this program in an effort to determine what are the most effective methods of guiding youth.

3. Since this study has shown that the H group teaching techniques prove to be effective as an aid in the building of better behavior patterns, they should be applied in more than one course, and should possibly be extended over a longer period of time. However, before broad generalizations are made, it is recommended that more studies of this nature be made in many different localities.
APPENDIX

THE CLAPP-YOUNG SELF-MARKING TESTS
Patented March 16, 1929. Also Licensed under U.S. Patent 1,586,628

Edited by Frank L. Clapp, Professor of Education, University of Wisconsin

THE NELSON-DENNY READING TEST
FOR COLLEGES AND SENIOR HIGH SCHOOLS

VOCABULARY AND PARAGRAPH. FORM A.

By M. J. Nelson, Ph.D., Dean of the Faculty, and E. C. Denny, M.A., Professor of Education, both of Iowa State Teachers College, Cedar Falls, Iowa.

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TEST FOLDER
To be used with a special Answer Booklet

DIRECTIONS TO STUDENTS

A. Do not open this Test Folder or turn it over until directed to do so. During the test, do not put any marks of any kind in it.

B. Your Answer Booklet is sealed and under no circumstances are you to open it during the test.

C. How to adjust the Test Folder to the Answer Booklet: (Follow each step as the Examiner reads.)

a. Lay your Answer Booklet on the desk with the title-page up. Lay the Test Folder on top of the Answer Booklet so that the right-hand edge comes just along the short column of squares in the Answer Booklet headed "Sample Exercises." Move the Test Folder up or down until each of the three arrows on the right-hand edge of this page points directly towards an arrow in the Answer Booklet, like this ▶️ ◀️ ▶️. Read the Sample Exercises, including the "Note" below.

SAMPLE EXERCISES

1. A linguist is trained in 1. art 2. law 3. language 4. writing 5. history

Note. — In the exercise above, "language" is the correct word. This is indicated, as you see, by placing a mark "x" in the square which is numbered "3" in the Answer Booklet. This is the way you indicate your answers in the test. If you find you have marked in a wrong square, do not erase it, but simply draw a circle around it and mark in the square that you think is the right one. Bear firmly on your pencil when you make the marks. Note Exercises 2 and 3 below.

2. A dog is 1. a reptile 2. a plant 3. a stone 4. an animal 5. a book

3. Bread is to 1. eat 2. wear 3. play with 4. read 5. write with

b. Turn this leaf of your Test Folder clear back and under your answer Booklet, creasing it at the fold so that it will lie flat.

C. Note that you have Page 1 of the test before you. Move the Test Folder to the right until its right-hand edge comes just along the column of squares in the Answer Booklet headed "For Page 1." Move the Answer Booklet up or down until the arrows point toward each other. Wait for the signal to begin.

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43
VOCABULARY TEST (beginning)

1. A detestable person is 1. dangerous 2. carefree 3. hateful 4. delightful 5. anxious
2. An impenetrable shield cannot be 1. worn 2. seen 3. described 4. felled 5. carried
3. To gain eminence means to gain 1. wealth 2. weight 3. distinction 4. happiness 5. knowledge
4. Ecstasy generally refers to excessive 1. appetite 2. grief 3. joy 4. drinking 5. care
5. An illiterate person is 1. untidy 2. unwary 3. unskilled 4. unwise 5. unschooled
6. Idolatry involves 1. worship 2. masonry 3. laziness 4. thieving 5. preaching
7. A pudgy man is 1. dirty 2. handsome 3. powerful 4. amiable 5. short and fat
8. A falcon is a 1. part 2. pennant 3. hawk 4. horn 5. mammal
9. When fruit maturates it becomes 1. spoiled 2. wormy 3. greenish 4. poisonous 5. ripe
10. A felon is a 1. tramp 2. juvenile 3. keeper 4. follower 5. criminal
11. A decrepit article is 1. treacherous 2. firm 3. worn out 4. deep 5. changing
12. A conflagration is a 1. disease 2. gathering 3. religious ceremony 4. conclusion 5. fire
13. An indictment is a 1. charge 2. statute 3. commission 4. warning 5. proclamation
14. A penitent person is 1. inconstant 2. embittered 3. sorry 4. unlearned 5. awestruck
15. Omnipotent means 1. all-wise 2. forgiving 3. tolerant 4. avenging 5. all-powerful
16. Forbearance is 1. vexation 2. disapproval 3. disgust 4. restraint 5. transportation
17. To harass is to 1. annoy 2. defame 3. locate 4. appease 5. salute
18. To feign is to 1. fret 2. faint 3. molest 4. pretend 5. portend
19. A commodious box is 1. strong 2. watertight 3. tricky 4. porous 5. roomy
20. A brazen person is 1. shameless 2. strong 3. impatient 4. timid 5. opinionated
21. A heinous act is 1. timely 2. altruistic 3. impulsive 4. sincere 5. outrageous
22. To consecrate is to 1. publish 2. proclaim 3. hallow 4. free 5. pardon
23. A casualty is an 1. expedition 2. accident 3. effect 4. insurance 5. accusation
24. An ominous cloud is 1. high 2. fleecy 3. black 4. threatening 5. stationary
25. A metropolitan person is 1. city-minded 2. polite 3. cultured 4. boorish 5. rural-minded
26. To predominate means to 1. withdraw 2. prevail 3. disdain 4. preside 5. corrupt
27. One who is amenable is 1. irresponsible 2. submissive 3. unruly 4. saucy 5. envious
28. A frugal person is 1. homely 2. profane 3. saving 4. gallant 5. ill-mannered
29. Dogma is a system of 1. mathematics 2. psychology 3. faith 4. biology 5. marriage
30. When fears are allayed they are 1. calmed 2. increased 3. expressed 4. ignored 5. united
31. Concatenated objects are 1. opened 2. sharpened 3. linked together 4. separated 5. gilded
32. The phlox is an 1. apple 2. onion 3. animal 4. herb 5. enclosure
33. To mangle is to 1. mend 2. mix 3. crush 4. disgorge 5. weave
34. Desultory study is 1. rambling 2. sincere 3. rapid 4. strenuous 5. concentrated

Without waiting for directions continue this same test on Page 2. Turn this page just as you did the first one.
Move Answer Booklet over to the column headed "For Page 2." Be sure the arrows point toward each other.

35. An innovation is something 1. unlawful 2. complicated 3. imported 4. new 5. silly

36. To relinquish is to 1. droop 2. forsake 3. demand 4. relive 5. lengthen

37. Juniper is a 1. fern 2. tree 3. creeper 4. resin 5. weed

38. To parley is to 1. surrender 2. skirmish 3. overflow 4. converse 5. exchange


40. To prate is to make a foolish 1. calculation 2. vow 3. boast 4. experiment 5. inquiry

41. A parable is a 1. dialogue 2. fable 3. playlet 4. doctrine 5. miracle

42. A baroscope is used in 1. botany 2. photography 3. metal work 4. hauling 5. weather forecasting

43. Alabaster is a variety of 1. plant 2. rock 3. coal 4. fowl 5. sea-weed

44. A verdant plant is 1. wilted 2. decayed 3. injurious 4. fresh 5. woody

45. To pervert is to 1. corrupt 2. employ 3. enlist 4. disfranchise 5. return

46. To emboss is to 1. command 2. inspect 3. urge 4. paint 5. decorate

47. A rampart is a 1. ramrod 2. tower 3. ditch 4. barricade 5. dungeon

48. An adze is used by a 1. teacher 2. carpenter 3. mathematician 4. decorator 5. musician

49. A gradation of colors refers to 1. arrangement 2. lack of harmony 3. washed-out appearance 4. symbolic meaning 5. production by sunlight

50. To decoy is to 1. estrange 2. tease 3. entice 4. defy 5. bluff

51. A loquacious person is 1. silent 2. talkative 3. dull 4. ill 5. out of place

52. A seraph is an 1. imp 2. unbeliever 3. outcast 4. automaton 5. angel

53. Dissension involves 1. freedom 2. forgiveness 3. flight 4. discord 5. harmony

54. A filigree is a 1. villain 2. hog 3. thief 4. young mare 5. decorative work

55. To supplant is to 1. displace 2. transfer 3. resume 4. reset 5. alternate

56. A prelate is high in the 1. navy 2. church 3. drama 4. government 5. lodge

57. To show clemency is to show 1. wisdom 2. fear 3. leniency 4. revenge 5. tolerance

58. To enhance is to 1. protect 2. enter 3. capture 4. enlarge 5. pursue

59. Impervious materials are 1. imperfect 2. impetuous 3. impenetrable 4. dangerous 5. obstructive

60. A mutable thing is 1. constant 2. rough 3. changeable 4. noiseless 5. destructive

61. A potentate is a 1. slave 2. marine 3. supervisor 4. consul 5. sovereign

62. A filiform object is 1. threadlike 2. opaque 3. incandescent 4. sharp 5. uniform

63. A myriad group is 1. merry 2. misguided 3. angry 4. treacherous 5. innumerable

64. Extraneous materials are 1. weighty 2. useful 3. foreign 4. singular 5. strong

65. To recapitulate is to 1. behead 2. withdraw 3. oppose 4. surrender 5. summarize

66. A grot is a 1. creature 2. metal 3. cave 4. stove 5. race of people

67. Rapine means 1. boxing 2. plundering 3. conspiring 4. betting 5. longing

Without waiting for directions continue this same test on Page 3. Turn this page just as before.
VOCABULARY TEST (cont’d)

Move Answer Booklet over to the column headed “for Page 3.” Be sure the arrows point toward each other.

68. A scorpion is a 1. spider 2. wasp 3. bee 4. larva 5. beetle
69. A moorland is 1. woodland 2. wheatland 3. wasteland 4. highland 5. a homestead
70. A guilder is a 1. fiber 2. coin 3. brush 4. mixer 5. jewel
71. A pterodactyl is a 1. fingernail 2. weapon 3. flying reptile 4. sovereign 5. disease
72. Disepalous is a term used in 1. medicine 2. art 3. music 4. millinery 5. botany
73. A lewd person is 1. shallow 2. stingy 3. sanctimonious 4. depraved 5. shrewd
74. A whelp is an animal that is 1. fierce 2. lazy 3. sly 4. cunning 5. young
75. A lanyard is most often used in 1. ships 2. houses 3. shops 4. butchering 5. surveying
76. A gratuitous assumption is 1. false 2. without proof 3. well-balanced 4. irritating 5. witty
77. A believer in heresy is a 1. dissenter 2. magician 3. pagan 4. idolator 5. scientist
78. A palpable object is 1. injurious 2. obvious 3. ghostly 4. spiritual 5. powerful
79. A seminiferous plant is 1. noxious 2. perennial 3. old 4. seed-bearing 5. disease-carrying
80. A palliative tends to 1. display 2. complete 3. diminish 4. dignify 5. produce
81. To seek sanctuary is to seek 1. independence 2. permission 3. proof 4. salvation 5. shelter
82. A succinct statement is 1. concise 2. satirical 3. muttered 4. secret 5. long
83. Pneumatic pressure is 1. powerful 2. hydraulic 3. uneven 4. gaseous 5. intermittent
84. A vulpine creature is 1. sick 2. slow 3. wounded 4. vulgar 5. crafty
85. Bigotry refers to 1. dual marriage 2. immensity 3. secrecy 4. intolerance 5. drawing
86. Tellurial objects pertain to 1. man 2. animals 3. banking 4. earth 5. worship
87. A salutary effect is 1. speedy 2. snappy 3. perplexing 4. wholesome 5. hesitant
88. An incumbent burden is 1. obligatory 2. hateful 3. annoying 4. bulky 5. bearable
89. One who is astute is 1. severe 2. amazed 3. crafty 4. stupid 5. envious
90. A salubrious climate is 1. damp 2. healthful 3. cold 4. hot 5. changeable
91. Philology is the science of 1. stars 2. races 3. words 4. atoms 5. planting
92. A sanguine attack is 1. hurried 2. feeble 3. desperate 4. abusive 5. inoffensive
93. To crush is to 1. antagonize 2. shun 3. masticate 4. revile 5. attack
94. By scoria is meant 1. slag 2. contempt 3. amount 4. opening 5. marking
95. A sedulous person is 1. unhappy 2. happy 3. quiet 4. alluring 5. diligent
96. Lanugo is a term used in 1. mathematics 2. anatomy 3. farming 4. shipping 5. commerce
97. A lintel is used in making 1. dresses 2. quilts 3. auto-polish 4. butter 5. buildings
98. Minute means 1. smooth 2. sympathetic 3. ugly 4. shaggy 5. mouthy
99. A troglodyte is a 1. cave-dweller 2. crystal formation 3. surveyor’s instrument 4. singer 5. small insect
100. An eschalot is a variety of 1. animal 2. boat 3. weapon 4. bird 5. onion

END OF VOCABULARY TEST
If time has not yet been called, you may look back over your work. Wait for directions.
PARAGRAPH TEST (beginning)

Wait for the signal to begin

I

The night was cloudy, and a drizzling rain, which fell without intermission, added to the obscurity. Steadily, and as noiselessly as possible, the Spaniards held their way along the main street, which had so lately resounded to the tumult of battle. All was now hushed in silence; they were only reminded of the past by the occasional presence of some solitary corpse, or a dark heap of the slain, which too plainly told where the strife had been hottest. As they passed along the lanes and alleys which opened into the great street, they easily fancied they discerned the shadowy forms of their foes lurking in ambush, ready to spring upon them. But it was only fancy; the city slept undisturbed even by the prolonged echoes of the tramp of the horses, and the hoarse rumbling of the artillery and baggage trains. At length, a lighter space beyond the dusky line of buildings showed the van of the army that it was emerging on the open causeway. They might well have congratulated themselves on having thus escaped the dangers of an assault in the city itself, and that a brief time would place them in comparative safety on the opposite shore.

II

The government of Henry the Seventh, of his son, and of his grand-children was, on the whole, more arbitrary than that of the Plantagenets. Personal character may in some degree explain the difference; for courage and force of will were common to all the men and women of the House of Tudor. They exercised their power during a period of one hundred and twenty years, always with vigour, often with violence, sometimes with cruelty. They occasionally invaded the rights of the subject, occasionally exacted taxes under the name of loans and gifts, and occasionally dispensed with penal statutes; Nay, though they never presumed to enact any permanent law by their own authority, they occasionally took upon themselves, when Parliament was not sitting, to meet temporary exigencies by temporary edicts. At length, a lighter space beyond the dusky line of buildings showed the van of the army that it was emerging on the open causeway. They might well have congratulated themselves on having thus escaped the dangers of an assault in the city itself, and that a brief time would place them in comparative safety on the opposite shore.

III

The poet, in shabby finery, holding a manuscript, was earnestly endeavoring to persuade the club to hear him read a poem which he had composed. But against this all the members warmly objected. They insisted that the law should be observed where reading in company was expressly noticed. It was in vain that the poet pleaded the pecuniary merit of his piece; he spoke to an assembly insensible to all his remonstrances; the book of laws was opened, and read by the secretary, where it was expressly enacted, "That whatsoever poet, schoolmaster, critic, or historian should presume to engage the company by reading his own works, he was to lay down six-pence previous to opening the manuscript, and should be charged one shilling an hour while he continued reading: the said shilling to be equally distributed among the company as a recompense for their trouble." Our poet seemed at first to shrink at the penalty, hesitating for some time whether he should deposit the fine, or shut up the poem; but looking round, and perceiving two strangers in the room, his love of fame outweighed his prudence, and, laying down the sum by law established, he insisted on his prerogative.

Without waiting for directions continue this same test on Page 5. Turn this page just as before.
IV

The countries of the temperate zone are especially fit for the development of manufacturing industry; for the temperate zone is the region of intellectual and physical effort. If the countries of the torrid zone are little favored in reference to manufactures, they possess, on the other hand, the natural monopoly of many precious commodities which the inhabitants of the temperate climates greatly prize. A country of the torrid zone would make a very fatal mistake should it try to become a manufacturing country. Having received no invitation to that vocation from nature, it will progress more rapidly in riches and civilization if it continues to exchange its agricultural productions for the manufactured products of the temperate zone. It is true that tropical countries sink thus into dependence upon those of the temperate zone, but that dependence will not be without compensation if competition arises among the nations of temperate climes in their manufacturing industry, in their trade with the former, and in their exercise of political power. This competition not only insures a full supply of manufactures at low prices, but will prevent any one nation from taking advantage of its superiority over the weaker nations of the torrid zone.

V

Man grew in the temperate zone, was born in the Tropics. That first crude human product of Nature's Pliocene workshop turned out in the steaming lowland of Java, and now known to us as the Pithanthropus erectus, found about him the climatic conditions generally conceded to have been necessary for man in his helpless, futile infancy. Though his initial progress depended upon the gifts which Nature put into his hands, his later evolution depended far more upon the powers which she developed within him. These have no limit, so far as our experience shows; but their growth is painful, reluctant. Therefore they develop only where Nature subjects man to compulsion, forces him to earn his daily bread, and thereby something more than bread. This compulsion is found in less luxurious but more salutary geographic conditions than the Tropics afford, in an environment that exacts a tribute of labor and invention in return for the boon of life, but offers a reward certain and generous enough to insure the accumulation of wealth which marks the beginning of civilization.
VI

On one hand, the masses of the people in this country are preparing to take a much more active part than formerly in controlling its destinies; on the other hand, the aristocracy, using this word in the widest sense, to include not only the nobility, but also those reinforcements from the classes bordering upon itself, which this class constantly attracts and assimilates, while it is threatened with losing its hold on the rudder of government, its power to give to public affairs its own bias and direction, is losing also that influence on the spirit and character of the people which it long exercised. This will be warmly denied by some persons. Those who have grown up amidst a certain state of things, those whose habits, and interests, and affections, are closely concerned with its continuance, are slow to believe that it is not a part of the order of nature, or that it can ever come to an end. But what is here laid down, will not appear doubtful either to the most competent and friendly foreign observers of this country, or to those Englishmen who have applied themselves to see the tendencies of their nation as they are.

VII

The only banking system in which a guaranty-fund provision is actually incorporated at the present time is that of Canada. According to the terms of the banking law of 1890, the notes of the bank are made a first charge upon all the assets of the issuing bank; also each stockholder may be forced to contribute his shares and a like amount in cash. In addition to this, banks are required to keep on deposit with the Minister of Finance a sum equal to 5 per cent of the average amount of their notes outstanding during the fiscal year preceding. In case of the suspension of any bank, its notes outstanding draw interest at 6 per cent from the date of suspension until the date set for their redemption. If such a day is not fixed by the directors of the defunct bank within two months from suspension, the Minister of Finance is authorized to appoint a date upon and after which they will be redeemed from the redemption fund. Until the fund is made good from the assets of the failed bank, all the banks of the system are required to contribute in their due proportion at a rate not exceeding 1 per cent on their circulation each year.

VI

1. What does the author think about the power of the aristocracy? It is 1. More actively in control. 2. Gaining power. 3. Entirely lost. 4. Gradually diminishing. 5. Entrenched.
2. Who are the slowest to realize the change which is taking place? 1. The masses. 2. Foreign observers. 3. The aristocrats. 4. Government officials. 5. Students.
3. What other class does the author link with the nobility? 1. The masses. 2. Competent foreigners. 3. The educated. 4. The students. 5. The upper middle class.
4. The author compares his own views with those held by: 1. The masses. 2. Able and kind foreigners. 3. The aristocracy. 4. The middle class. 5. The nobility.

VII

1. What results in case the assets of a failed Canadian bank are not sufficient to redeem its outstanding notes? 1. The notes are paid as presented as long as the assets last. 2. All note-holders suffer a pro rata loss. 3. The Canadian Government makes good the loss. 4. Other Canadian banks make good the loss. 5. The bank's directors make the loss good.
2. In case the officials of a failed bank do not set a date for redeeming its notes, how is such a date established? 1. The Minister of Finance appoints the date. 2. The date is set by law as two months after suspension. 3. The stockholders fix a date. 4. The creditors fix a date after two months. 5. There is no provision for specifying a date.
3. What is the largest amount a stockholder of a failed bank can be forced to contribute? 1. Five per cent of his shares. 2. An amount fixed by the directors. 3. An amount fixed by the Minister of Finance. 4. His shares plus their face value in cash. 5. To the full extent of his assets.
4. Why are banks required to keep a sum on deposit with the Minister of Finance? 1. As insurance on their assets. 2. To protect holders of their notes. 3. To guarantee a 6 per cent rate of interest. 4. To assist banks that may fail. 5. To protect stockholders of the bank.
PARAGRAPH TEST (cont'd)

Move Answer Booklet over to the column headed "For Page 7." Be sure the arrows point toward each other.

VIII

Assuming that the physical and moral well-being and the stable social order, which are the indispensable conditions of permanent industrial development, are secured, there remains for consideration the means of attaining that knowledge and skill, without which the battle of competition cannot be successfully fought. A vast system of elementary education has now been in operation among us for sixteen years, and has reached all but a very small fraction of the population. I do not think that there is any room for doubt that, on the whole, it has worked well, and that its benefits have been immense. But, as might be expected, it exhibits the defects of all our educational systems — fashioned as they were to meet the wants of a bygone condition of society. There is a widespread and I think well justified complaint that it has too much to do with books and too little to do with things. I am not disposed to make the primary school a mere annex of the shop. It is not so much in the interests of industry as in that of broad culture that I echo the common complaint against the bookish and theoretical character of our primary instruction.

1. How many of the people are reached by the present system of elementary education? 1. Almost all. 2. A very few. 3. About half. 4. About one in sixteen. 5. Everyone.

2. What criticism is made of the present school system? It is: 1. Too old. 2. Limited to a few. 3. Too much like a shop. 4. Too much concerned with books. 5. Too widespread.

3. What does the author seem to consider the chief function of the school? To provide for: 1. Help to industry. 2. Theoretical reasoning. 3. General refinement. 4. Universal education. 5. Bookish training.

4. What is cited as one of the basic conditions necessary for permanent industrial development? 1. Universal education. 2. Industrial education. 3. Primary education. 4. Proper educational theory. 5. Established society.

IX

A complex device used in two or more parts of the world suggests a connection between them in very proportion to its complexity. A combination of two or even three elements might conceivably have been repeated independently. A combination of five or even ten parts serving an identical purpose in an identical manner must necessarily appeal as impossible of having been hit upon more than once. One thinks almost under compulsion, in such a case, of historical connection, of a transference of the idea or machine from one people to the other. If the resemblance includes any inessential or arbitrary parts, such as an ornament, a proportion that so far as utility is concerned might be considerably varied but is not, a randomly chosen number, or a name, the possibility of independent development is wholly ruled out. Such extrinsic features would not recur together once in a million times. Their association forces an assumption of common origin, even though it be difficult to account for the historical connection involved. Therefore, in the degree that the form as well as the substance of such culture traits coincide, does the probability of an independent evolution diminish in favor of some sort of historical connection.

1. If two tribes living in widely separated parts of the earth each possess a similar tool having several identical elements, what conclusion could safely be drawn respecting the past of these tribes? 1. Each tribe has had a great inventor. 2. They are in very similar stages of civilization. 3. There has been a connection of some sort between the two tribes. 4. They use languages closely related. 5. They have had no relationship.

2. The probability of the independent evolution of two tribes is diminished if: 1. Each tribe has ornamental devices. 2. Each possesses a very similar tool having identical arbitrary parts. 3. Each possesses a tool having extrinsic features. 4. Each possesses a tool having inessential parts. 5. Each has developed complex machines.

3. The probability of separate evolution of two tribes is completely overthrown if the two tribes are using similar machines that are: 1. Complex devices. 2. Alike with respect to use. 3. Highly decorated. 4. Identical in inessential parts. 5. Used in many parts of the world.

4. What conclusion is drawn if two tribes each possess a machine bearing an identical number selected by chance? 1. Historical connection is firmly established. 2. Independent development is quite possible. 3. The number is regarded as an ornament. 4. Separate evolution is confirmed. 5. There is but small likelihood of transference of ideas.

END OF ALL THE TESTS
THE CLAPP-YOUNG SELF-MARKING TESTS
Patented March 19, 1829. Also Licensed under U.S. Patent 1,586,038
Edited by Frank L. Clapp, Professor of Education, University of Wisconsin

THE NELSON-DENNY READING TEST
FOR COLLEGES AND SENIOR HIGH SCHOOLS
VOCABULARY AND PARAGRAPH. FORM B.

By M. J. Nelson, Ph.D., Dean of the Faculty, and E. C. Denny, M.A., Professor of Education, both of Iowa State Teachers College, Cedar Falls, Iowa
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TEST FOLDER
To be used with a special Answer Booklet

DIRECTIONS TO STUDENTS
A. Do not open this Test Folder or turn it over until directed to do so. During the test, do not put any marks of any kind in it.

B. Your Answer Booklet is sealed and under no circumstances are you to open it during the test.

C. How to adjust the Test Folder to the Answer Booklet: (Follow each step as the Examiner reads.)

a. Lay your Answer Booklet on the desk with the title-page up. Lay the Test Folder on top of the Answer Booklet so that the right-hand edge comes just along the short column of squares in the Answer Booklet headed “Sample Exercises.” Move the Test Folder up or down until each of the three arrows on the right-hand edge of this page points directly towards an arrow in the Answer Booklet, like this ⇒←⇒. Read the Sample Exercises, including the “Note” below.

SAMPLE EXERCISES

1. A linguist is trained in 1. art 2. law 3. language 4. writing 5. history. Note. — In the exercise above, “language” is the correct word. This is indicated, as you see, by placing a mark “x” in the square which is numbered “3” in the Answer Booklet. This is the way you indicate your answers in the test. If you find you have marked in a wrong square, do not erase it, but simply draw a circle around it and mark in the square that you think is the right one. Bear firmly on your pencil when you make the marks. Note Exercises 2 and 3 below.

2. A dog is 1. a reptile 2. a plant 3. a stone 4. an animal 5. a book.

3. Bread is to 1. eat 2. wear 3. play with 4. read 5. write with.

b. Turn this leaf of your Test Folder clear back and under your Answer Booklet, creasing it at the fold so that it will lie flat.

c. Note that you have Page 1 of the test before you. Move the Test Folder to the right until its right-hand edge comes just along the column of squares in the Answer Booklet headed “For Page 1.” Move the Answer Booklet up or down until the arrows point toward each other. Wait for the signal to begin.
VOCABULARY TEST (beginning)

1. A miniature portrait is 1. defaced  2. small  3. ancient  4. imperfect  5. obtrusive.
2. An incompetent person is 1. young  2. selfish  3. unable  4. stingy  5. boastful.
3. An inexhaustible supply is one that cannot be 1. burned  2. uncovered  3. used up  4. found  5. opened.
4. An epitaph is an 1. inscription  2. oath  3. officer  4. event  5. irritation.
5. Primitive art is 1. lost  2. classic  3. vulgar  4. ancient  5. enduring.
6. An arrogant person is one who is 1. haughty  2. wealthy  3. subdued  4. unsuccessful  5. arrested.
7. An irksome task is 1. lengthy  2. filthy  3. profitable  4. pleasant  5. wearisome.
8. To insinuate is to 1. devise  2. err  3. convict  4. hint  5. officiate.
9. A punctilious person is one who is 1. precise  2. puny  3. punished  4. witty  5. pugilistic.
11. One who is morose is usually 1. harmless  2. gloomy  3. jealous  4. inferior  5. happy.
12. To interpose means to 1. write  2. intrude  3. weaken  4. remain fixed  5. secede.
13. An acrid taste is one which is 1. sweet  2. milky  3. soothing  4. bitter  5. neutral.
15. A spontaneous reply is 1. embarrassing  2. unconsidered  3. fierce  4. provoking  5. erroneous.
16. To infuse is to 1. enhance  2. contend  3. summon  4. instill  5. temper.
18. One who has fortitude has 1. courage  2. good luck  3. fear  4. frankness  5. prophetic powers.
19. A cymbal is used in 1. gardening  2. surgery  3. painting  4. sculpture  5. music.
21. To dilate means to cause to 1. expand  2. die  3. be tardy  4. grow dim  5. grow thin.
23. An indolent person is 1. unfaithful  2. inquisitive  3. coarse  4. crooked  5. lazy.
24. To grant immunity means to give 1. permission  2. trust  3. reward  4. exemption  5. parole.
25. To outstrip is to 1. disinter  2. dismantle  3. disrobe  4. register  5. outrun.
26. A tendril is part of a 1. game  2. joint  3. plant  4. muscle  5. tent.
29. To envion is to 1. arrest  2. surround  3. pestle  4. envy  5. dissemble.
30. A caustic remark is 1. flattering  2. sharp  3. pleasing  4. subdued  5. inadequate.
31. A garrulous person is 1. talkative  2. homely  3. sedate  4. poor  5. huge.
32. Inveterate hatred is 1. unmerited  2. deep-rooted  3. inherited  4. nationalistic  5. legalistic.
34. An odious deed is 1. brave  2. helpful  3. generous  4. skillful  5. repulsive.

Without waiting for directions continue this same test on Page 2. Turn this page just as you did the first one.
35. When two statements are congruous they are 1. in accord 2. both correct 3. ambiguous 4. contradictory 5. foolish.

36. A person of prowess is 1. large 2. exacting 3. fierce 4. strong 5. irritable.

37. The turret of a ship is its 1. tower 2. derrick 3. propeller 4. stern 5. prow.

38. A prerogative is a right that is 1. unearned 2. unwanted 3. unmerited 4. unknown 5. unquestionable.

39. One who is discreet is 1. deceitful 2. ambitious 3. prudent 4. sincere 5. greedy.

40. A variegated article is 1. green 2. hashed 3. party-colored 4. ill-fitting 5. dirty.

41. A sylvan place is 1. wet 2. shady 3. haunted 4. artistic 5. level.

42. A cowl is generally worn by a 1. mason 2. miner 3. woman 4. boy 5. monk.

43. An authentic document is 1. false 2. old 3. worn 4. genuine 5. sanctioned.

44. Tendinous material is 1. tender 2. soft 3. sinewy 4. jointed 5. strained.

45. To revile is to 1. gloat 2. frolic 3. infect 4. beweep 5. slander.

46. A jut is a 1. tool 2. road 3. depression 4. projection 5. law.


48. A suppliant person is 1. defiant 2. entreating 3. active 4. aged 5. dis eased.

49. Infinitesimal objects are 1. awkward 2. ponderous 3. disagreeable 4. everlasting 5. very small.

50. Iniquity is 1. harshness 2. insult 3. inquiry 4. blasphemy 5. wickedness.

51. An ogre is a 1. fish 2. demon 3. deserter 4. heathen 5. sorcerer.

52. Terrestrial objects are 1. satanic 2. earthly 3. heavenly 4. sacred 5. lordly.

53. An officious person is 1. meddlesome 2. thoughtful 3. queer 4. faithful 5. democratic.

54. To satiate is to 1. glut 2. fast 3. slay 4. pose 5. defame.

55. Homeopathy is a branch of 1. domestic science 2. physics 3. sociology 4. religion 5. medicine.

56. Usury is a form of 1. bankruptcy 2. embezzlement 3. interest 4. counterfeit 5. dower.


58. A sallim is 1. a lizard 2. a fish 3. an insult 4. a salutation 5. a snake.

59. An igneous appearance is 1. ugly 2. beautiful 3. hopeful 4. unworthy 5. firelike.

60. To tether is to 1. worry 2. limit 3. ridicule 4. agitate 5. mow.

Without waiting for directions continue this same test on Page 3. Turn this page just as before.
VOCABULARY TEST (cont’d)

Move Answer Booklet over to the column headed “for Page 3.” Be sure the arrows point toward each other.

68. If a government is nugatory it is 1. ruled by experts 2. autocratic 3. ineffectual 4. severe 5. a monarchy.

69. A virile person is 1. sickly 2. old 3. showy 4. hateful 5. manly.

70. When a person is recalcitrant he shows 1. opposition 2. good taste 3. inertia 4. honesty 5. fear.

71. To issue a reprieve is to grant a 1. pardon 2. meeting 3. trial 4. delay 5. payment.

72. To inter means to 1. break open 2. hinder 3. enter 4. seek 5. bury.

73. A nave is a part of a 1. palace 2. theater 3. church 4. factory 5. museum.

74. A pusillanimous person is 1. war-like 2. weak-spirited 3. sincere 4. hopeful 5. ignorant.

75. Propensity means an 1. intuition 2. opportunity 3. effort 4. inclination 5. aspiration.

76. A litigious matter is 1. disputable 2. transparent 3. flexible 4. settled 5. painted.

77. To perpetrate means to 1. delay 2. check 3. commit 4. disdain 5. favor.

78. An agnostic is one who professes 1. religion 2. knowledge 3. sincerity 4. ignorance 5. helplessness.

79. To express opprobrium means to express 1. love 2. fear 3. gratitude 4. sympathy 5. reproachful disdain.

80. A sententious person is 1. stealthy 2. poor 3. mechanical 4. frank 5. wicked.

81. A barouche is a type of 1. ornament 2. carriage 3. weapon 4. disinfectant 5. ruler.

82. A laconic reply is 1. false 2. quick 3. flattering 4. concise 5. wordy.

83. A maudlin person is 1. ignorant 2. dirty 3. tearful 4. insane 5. criminal.

84. A serranoid is a type of 1. plant 2. overture 3. fish 4. noise 5. diseased condition.

85. An arrant villain is 1. half-hearted 2. thorough 3. cowardly 4. easy-going 5. ragged.

86. To issue a reprieve is to grant a 1. pardon 2. meeting 3. trial 4. delay 5. payment.

87. To inter means to 1. break open 2. hinder 3. enter 4. seek 5. bury.

88. An ingenuous person is 1. stealthy 2. poor 3. mechanical 4. frank 5. wicked.

89. A liege is a 1. citizen 2. vassal 3. thief 4. savant 5. soldier.

90. To accost means to 1. assist 2. defy 3. greet 4. identify 5. arrest.

91. A nave is a part of a 1. palace 2. theater 3. church 4. factory 5. museum.

92. A barouche is a type of 1. ornament 2. carriage 3. weapon 4. disinfectant 5. ruler.

93. A barouche is a type of 1. ornament 2. carriage 3. weapon 4. disinfectant 5. ruler.

94. A nascent germ is 1. just beginning to grow 2. dying 3. dead 4. foul-smelling 5. decayed.

95. A sellable business is 1. unexhausted 2. expanding 3. bankrupt 4. unprofitable 5. large.

96. A lanuginous substance is 1. hard 2. sticky 3. downy 4. long 5. slow-moving.

97. An arrant villain is 1. half-hearted 2. thorough 3. cowardly 4. easy-going 5. ragged.

98. A maudlin person is 1. ignorant 2. dirty 3. tearful 4. insane 5. criminal.

99. A maudlin person is 1. ignorant 2. dirty 3. tearful 4. insane 5. criminal.

100. A serranoid is a type of 1. plant 2. overture 3. fish 4. noise 5. diseased condition.

END OF VOCABULARY TEST

If time has not yet been called, you may look back over your work. Wait for directions.
PARAGRAPH TEST (beginning)

Wait for the signal to begin.

I

In each class are born a certain number of natures with a curiosity about their best selves, with a bent for seeing things as they are, for detangling themselves from machinery, for simply concerning themselves with reason and the will of God, and doing their best to make these prevail; for the pursuit, in a word, of perfection. To certain manifestations of this love for perfection mankind have accustomed themselves to give the name of genius; implying by this name, something original and heaven-beslowed in the passion. But the passion is to be found far beyond these manifestations of it to which the world usually gives the name of genius, and in which there is, for the most part, a talent of some kind or other, a special and striking faculty of execution, informed by the heaven bestowed ardent, or genius. It is to be found in many manifestations besides these, and may best be called the love and pursuit of perfection; culture being the true nurse of the pursuing love, and sweetness and light the true character of the pursued perfection. Natures with this bent emerge in all classes—among the Barbarians, among the Philistines, among the Populace.

II

It now became evident that the city must be abandoned at once. There was some difference of opinion in respect to the hour of departure. The daylight, it was argued by some, would be preferable, since it would enable them to see the nature and extent of their danger, and to provide against it. Darkness would be much more likely to embarrass their own movements than those of the enemy, who were familiar with the ground. A thousand impediments would occur in the night, which might prevent their acting in concert, or obeying the orders of the commander. But, on the other hand, it was urged that the night presented no such obstacles as would handicap them as a body, and that speed would be the means of enabling them to see the nature and extent of their danger, and to provide against it. Darkness would be much more likely to embarrass their own movements than those of the enemy, who were familiar with the ground.

III

The blue of the sky and the red of the setting sun are due to selective scattering of the constituents of white solar light by small particles, such as dust and cloud-drops. Such particles, if not too large, scatter light of short wave-length more than that of longer wave-length. As the sun sets, the blue of the sky is more noticeable because there is less of the atmosphere above, and so less scattered light reaches the eye. The sun itself seems redder because of the blue light removed by scattering, and this effect increases as the sun sinks, owing to the increase of length of path through the atmosphere. The same explanation applies to the blueness of the smoke from the burning end of a cigar, as compared with the smoke when the mouth and the wind blow the smoke away from the sun, so that it is not affected by the scattering process. The blue color of the smoke is due to the blue light scattered by the particles in the air, and the red color of the smoke is due to the red light scattered by the particles in the air.

1. One finds people with curiosity about their best self: 1. Or among the aristocrats. 2. Only among poor people. 3. Or among the poets. 4. In all classes. 5. Only among the Barbarians.


3. To certain aspects of the desire to be perfect, men have given the name: 1. Ability. 2. Courage. 3. Initiative. 4. Genius. 5. Common sense.


7. The reason that smoke mixed with water vapor appears whiter than the: 1. Vapor is white. 2. Smoke will not mix with water. 3. Particles of vapor are too large to cause selective scattering. 4. Red waves cannot be refracted. 5. Smoke is so near the ground.

8. The sky ordinarily appears blue instead of red because: 1. Small particles scatter the short wave-lengths more than the longer ones. 2. The red waves are too short. 3. T particles in the air are so large. 4. Only a portion of the atmosphere is affected. 5. There are not enough small particles in the air.
IV

Because trusts are monopolies, they are less likely to adopt new inventions or improvements. Competition means the introduction of improved methods, but monopoly means stagnation. John Stuart Mill gave a classic indictment when he declared that protection against competition was protection in mental dullness. Trusts, to be sure, have made improvements, but they have encountered much opposition in maintaining their position save where they were protected by patents or enjoyed the control of natural resources. Again, trusts are subjected to financial outlays which individual enterprises or combinations have in lesser degree. Trusts generally own a number of scattered plants necessitating an extensive and costly supervising force. Some trusts are burdened with old and inefficient plants which were bought to stave off competition. If they were paid for in stock, the profits were naturally reduced; if bonds or cash were used, they formed a permanent drain on the revenues. Some trusts have been forced to buy up competitors almost continuously and this has acted as an added drain on the resources, no matter whether the competing concern was bought outright at a high figure or after a price war. Authorities dislike change, and enthusiasm and initiative in subordinate officials are, therefore, frequently checked.

2. Which one of the following is a cause of lowered net earnings of trusts? 1. Lack of initiative in subordinate officials. 2. Purchase of rival businesses. 3. Monopolies. 4. Inventions. 5. Poor business management.

3. Which one of the following represents Mill's opposition to trusts? 1. They own scattered plants. 2. They buy up competitors. 3. They discourage mental alertness. 4. They control natural resources. 5. They possess vast capital.

4. Which one of the following is listed as an effect of buying up rivals? 1. A better product is produced. 2. Articles are sold for less money. 3. Articles are sold for more money. 4. Net earnings are increased. 5. Net earnings are diminished.

Great statesmen who looked far behind them and far before them were at the head of the House of Commons. They played their part with keenness, coolness, dexterity and perseverance. They were resolved to place the King in such a situation that either he must conduct the administration in conformity with the wishes of Parliament, or make outrageous attacks on the most sacred principles of the constitution. They accordingly doled out supplies to him very sparingly. He found that he must govern either in harmony with the House of Commons, or in defiance of all law. His choice was soon made. He dissolved his first Parliament, and levied taxes by his own authority. He convoked a second Parliament, and found it more intractable than the first. He again resorted to the expedient of dissolution, raised fresh taxes without any show of legal right, and threw the chiefs of the opposition into prison. At the same time a new grievance, which the peculiar feelings and habits of the English people made insupportably painful, excited general discontent and alarm. Companies of soldiers were billeted on the people; and martial law was, in some places, substituted for the ancient jurisprudence of the realm.

1. What is the chief topic treated in this paragraph? 1. Attempt to establish a constitution. 2. The levying of taxes. 3. Right to billet soldiers. 4. The break between King and Parliament. 5. The use of martial law.


3. What trait of the King's character is revealed? 1. Military ability. 2. Power of decision. 3. Tendency to compromise. 4. Cowardice. 5. Legislative ability.

4. Why did Parliament grant supplies sparingly to the King? 1. Taxes were too high. 2. Because the King billeted soldiers on the people. 3. To maintain the power of Parliament. 4. Because certain chiefs were in prison. 5. To ensure re-election.
VI

The fundamental principle of the true arch is the integration of its elements. Such an arch is nothing until it is completed; but from that moment its constituents fuse their strength. This integration is made possible by the taper of the sides of the blocks and by the keystone, the last stone placed, which locks itself and all the others. A true arch in the process of erection would instantly collapse if it were not held up; it can be built only over a scaffold. Once, however, the keystone has wedged its parts together, it not only stands by itself but will support an enormous weight. The greater the pressure from above, the more tightly are the blocks forced together. Instability in a true arch is not due to the bending stress coming from the superimposed mass, as in the corbelled arch or a horizontal roofing. The blocks are subjected only to crushing pressure, which stone and brick are specially adapted to withstand. The weakness of the arch is that it turns vertical into horizontal thrust. With more weight piled on top, the sidewise thrust, the inclination to spread apart, becomes greater, and must be resisted by buttressing.


3. Why does the arch have a tendency to collapse? 1. Keystone is easily dislodged. 2. Lateral pressure is produced. 3. Lack of overhead pressure. 4. Too much buttressing used. 5. It is due to the bending stress of the superimposed mass.

4. What is the basic principle of an arch? 1. Proper support. 2. Use of great pressure. 3. Use of an adhesive substance. 4. Fusing of its units. 5. Perpendicular thrust.

VII

That unique and most English class of gentlemen, not of the landed class, or of the nobility, but cultivated and refined, are a very seemly product of the energy and of the power to rise in our race. Without, in general, rank and splendour and wealth and luxury to polish them, they have made their own the high standard of life and manners of an aristocratic and refined class. Not having all the dissipations and distractions of this class, they are much more seriously alive to the power of intellect and knowledge, and the power of beauty. The sense of conduct, too, meets with fewer trials in this class. To some extent, however, their contiguity to the aristocratic class has now the effect of materializing them, as it does the class of newly enriched people. The most palpable action is on the young amongst them, and on their standard of life and enjoyment. But in general, for this whole class, established facts, the materialism which they see regnant, too much block their mental horizon, and limit the possibilities of things to them. They are deficient in openness and flexibility of mind, in free play of ideas, in faith and ardour.

1. With what class of people is this paragraph concerned? 1. Class of cultured land owners. 2. A refined wealthy class. 3. A cultured and refined landless class. 4. The royal. 5. A class possessing splendour and luxury.

2. What has produced the refinement found in this class? 1. Noble birth. 2. Inherited splendour. 3. Rank. 4. Wealth. 5. Their own efforts.

3. What serious defect does the author see at present in this class? 1. They are without sufficient wealth. 2. Their rank are not readily adaptable. 3. Their intellect is insufficient. 4. Their families do not possess rank. 5. They lack opportunity for cultivation.

4. To what does the author attribute their material until? 1. Their nearness to the aristocracy. 2. Their newly acquired wealth. 3. Too much attention to the power of beauty. 4. Their emphasis on the intellect. 5. Their faith and ardour.

Without waiting for directions continue this same test on Page 7. Turn this page just as before.
Wherever there is universal agreement that a stage of development was Neolithic, pottery is present. And conversely, wherever pottery occurs, no one has yet doubted that a true Neolithic stage existed. Second in importance is the bow, which in general appeared contemporaneously with pottery. The evidence for its existence is sometimes less clear. Pottery is imperishable and unmistakable. The bow and arrow are made of materials that decay in a few years. Only the stone or bone point preserves, and this cannot always be distinguished with positiveness from the head of a light spear. These two culture elements, pottery and the bow, signalized an enormous advance over the past. Both required definite technical skill to manufacture; both were of the greatest service. Whole lines of foods could now be utilized that had formerly been passed by: soups, stews, porridges. Plants whose seeds or parts were inedible were added to the diet. The bow made possible long range fighting, the pursuit of large game, and the capture of many small mammals and birds previously difficult to take. The harpoon had been developed chiefly for fishing. It had proved to be of little help in killing birds, rabbits, etc., or large and dangerous animals like wild cattle.

We still feel it necessary to retain capital letters, especially for proper names. A suggestion to begin those also with small letters would be met with the objection that a loss of clearness would be entailed. In reality, the cases in which ambiguity between a common and proper noun might ensue would be exceedingly few; the occasional inconvenience so caused would be more than compensated for by increased simplicity of writing and printing. Children would learn their letters in about half the time, the printer would operate with half as many characters, and typewriters could dispense with a shift key. Spanish designates proper adjectives without capitals and encounters no misunderstanding. English telegrams are sent in a code that makes no distinction. When we read the newspapers and think that the mixture of capital and small letters is necessary for our easy comprehension, we forget that this same news came over the wire without capitals. We have become so habituated to the existing method that a departure from it might temporarily be a bit disconcerting. We rationalize our cumbersome habit, explaining that this custom is logically best; although a moment's objective reflection shows that the system costs us time, energy, and money without adequate compensation.

1. Which one of the following was an effect of the introduction of pottery? 1. Urged the capture of large game. 2. Neolithic age was ushered in. 3. For many years the effect was scarcely noticeable. 4. Porridges were added to the diet. 5. It led to the invention of the bow and arrow.

2. How can the investigator determine that a tribe had entered the Neolithic Age? 1. By their possession of cattle. 2. Their having possessed pottery. 3. By their having possessed weapons. 4. By their use of fish as a food. 5. By their having left records or picturegrams.

3. Which one of the following resulted from the invention of the bow? 1. The taking of rabbits. 2. A harpoon was placed. 3. Pottery was invented. 4. The dog was domesticated. 5. The use of the light spear was discontinued.

4. What probably was the relationship between the development of the bow and the harpoon? 1. The bow was developed after the harpoon. 2. The harpoon was useless for killing birds. 3. The harpoon had no relation to the Neolithic Age. 4. One of these displaced the other. 5. The bow was developed after the harpoon.

1. What is the writer's attitude with respect to the use of capital letters? 1. They are needed to distinguish proper from common nouns. 2. They should be used to avoid errors in translation. 3. The telegraphic code is often responsible for mistakes in newspapers. 4. We should cease using capital letters for proper nouns. 5. We should be governed by tradition.

2. What habit do we excuse to ourselves? 1. Mistaking a common for a proper noun. 2. Taking too much time to learn the alphabet. 3. Using capital letters. 4. Reading ch newspapers. 5. Using a code in telegrams.

3. Which one of the following would result from eliminating capitals? 1. Greater clearness would result. 2. It would be easier to translate Spanish. 3. Cost of printing would be reduced. 4. Telegrams could no longer be sent in capital letters. 5. It would be overthrowing a logical custom.

4. If we were to discontinue the use of capitals for proper names what gain would be made to compensate in part for the loss of clearness? 1. It would be temporarily disconcerting. 2. Writing would be a simpler process. 3. There would be a wider use of the telegraphic code. 4. Rationalization would cease. 5. It would be easier to avoid ambiguity between common and proper nouns.
Please fill out these blanks:

Date of birth ....................................................... Sex ........................................

Class in college ...................................................(Freshman, Sophomore, etc.)

College in which you are enrolled ......................... (Arts, Education, etc.)

Name of the person to whom you are to turn in this paper ........................................

Your name or other identification, if desired ...............

Date .................................................................

DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is not a test. It is a list of troublesome problems which often face students in college—problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps:

1. Read the list slowly, pause at each item, and if it suggests something which is troubling you, underline it, thus “34. Sickness in the family.” Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

2. After completing the first step, look back over the items you have underlined and circle the numbers in front of the items which are of most concern to you, thus, “34. Sickness in the family.”

3. After completing the first and second steps, answer the summarizing questions on pages 5 and 6.
First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Tiring very easily
2. Being underweight
3. Being overweight
4. Not enough exercise
5. Not enough sleep
6. Not enough suitable clothes to wear
7. Too little money for clothes
8. Having less money than friends have
9. Managing my finances poorly
10. Needing a part-time job now
11. Not enough time for recreation
12. In too few student activities
13. Lacking a place to entertain friends
14. Wanting to learn how to entertain
15. Being ill at ease at social affairs
16. Shyness
17. Being slow in making friends
18. No real friends in college
19. Being called "high-hat"
20. Feelings too easily hurt
21. Too self-centered
22. Taking things too seriously
23. Nervousness
24. Getting too excited
25. Not having any fun
26. Too few dates
27. Not mixing well with the opposite sex
28. Lack of sex attractiveness
29. "Going steady"
30. Being in love with someone I can't marry
31. Being criticized by my parents
32. Mother
33. Father
34. Sickness in the family
35. Parents sacrificing too much for me
36. Belonging to a minority religious group
37. Belonging to a minority racial group
38. Affected by religious or racial prejudice
39. Missing spiritual elements in college life
40. Bothered by vulgarity in college talk
41. Feeling lost in college
42. Purpose in going to college not clear
43. Disliking college
44. Don't know how to study effectively
45. Attending college on insistence of family
46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Being told I will fail in chosen vocation
50. Doubting economic value of college degree
51. College too indifferent to students' needs
52. Dull classes
53. Too many poor teachers
54. Teachers lacking grasp of subject matter
55. Teachers lacking personality
56. Not as robust as I should be
57. Not enough outdoor air and sunshine
58. Frequent illnesses
59. Threatened with a serious ailment
60. Afraid I may need an operation
61. Going in debt for college expenses
62. Graduation threatened by lack of funds
63. Needing money for education beyond college
64. Going through school on too little money
65. Doubting college is worth my financial struggle
66. Boring week ends
67. Too little social life
68. Awkward in meeting people
69. Slow in getting acquainted with people
70. Unskilled in conversation
71. Unpopular
72. Being made fun of
73. Being talked about
74. Being watched by other people
75. Feeling inferior
76. Moodiness, having the "blues"
77. Failing to get ahead
78. Not doing anything well
79. Too easily discouraged
80. Sometimes wishing I'd never been born
81. Too inhibited in sex relations
82. Uninterested in opposite sex
83. Doubting sexual virility
84. Disturbed by ideas of sexual acts
85. Wondering if I'll ever get married
86. Parents separated or divorced
87. Death in the family
88. Father not living
89. Mother not living
90. Feeling I don't really have a home
91. Wanting communion with God
92. Too little chance to develop my own religion
93. Wanting more chances for religious worship
94. Confused in my religious beliefs
95. Confused on some moral questions
96. Getting low grades
97. Fearing failure in college
98. Enrolled in wrong courses
99. Wanting to change to another college
100. Wanting to leave college
101. Unable to enter desired vocation
102. Not physically fit for desired vocation
103. Not interested in any vocation
104. Dreading to think of a life of hard work
105. Doubting college prepares me for working
106. Hard to study in living quarters
107. No suitable place to study on campus
108. Too few books in the library
109. Textbooks hard to understand
110. Inadequate high-school training
Poor posture
Poor complexion
Too short
Too tall
Not very attractive physically
Needing money for better health care
Having to watch every penny I spend
Poor living quarters
Family worried about finances
Disliking financial dependence on family
Living outside the stream of life
Nothing interesting to do in spare time
Having no hobby
Not enjoying many things others enjoy
Wanting to learn how to dance
Being left out of things
Being regarded as queer
Being criticized by others
Hurting people's feelings
Losing friends
Unhappy too much of the time
Worrying about unimportant things
Daydreaming
Forgetting things
Afraid when left alone
Embarrassed in discussions of sex
Insufficient knowledge about sex matters
Venereal disease
Afraid of close contact with opposite sex
Wondering if I'll find a suitable mate
Friends not welcomed at home
Home life unhappy
Family quarrels
Not getting along with brother or sister
Not getting along with a step-parent
Failing to go to church
Disliking church services
Being forced to go to church
Rejecting earlier religious beliefs
Doubting value of worship and prayer
Carrying too heavy a class load
Absent from classes too often
Not enough time for study
Poor memory
Not fundamentally interested in books
Wondering if I'll be successful in life
Nearing to plan ahead for the future
Not knowing what I really want
Trying to combine marriage and career
Concerned about military service
Being without a good college adviser
Having no friends on the faculty
Teachers lacking interest in students
Teachers lacking understanding of youth
Too little freedom in classes
Frequent sore throat
Frequent colds
Nose or sinus trouble
Speech handicap (stammering, etc.)
Weak eyes
Living in an inconvenient location
Lacking privacy in living quarters
Too little money for room rent
Having financial dependents
Too many financial problems
Unsure of my social etiquette
Awkward in making a date
Not knowing what to do on a date
Not knowing how to select clothes
Not fitting in the group with which I live
Not getting along well with other people
Disliking certain persons
Being disliked by certain persons
Getting into arguments
Being jealous
Losing my temper
Stubbornness
Carelessness
Laziness
Not taking things seriously enough
Going with a person my family won't accept
Being in love
Deciding whether I'm in love
Thinking too much about sex matters
Finding it hard to control sex urges
Heavy home responsibilities
Parents expecting too much of me
Clash of opinions between me and parents
Talking back to my parents
Parents' drinking
Failing to see relation of religion to life
Doubting existence of God
Losing faith in religion
Science conflicting with my religion
Never having had a religion
Slow in mathematics
Slow with theories and abstractions
Weak in logical reasoning
Not smart enough in scholastic ways
Unable to express myself in words
Not knowing the kind of person I want to be
Not knowing where I belong in the world
Not knowing how to decide on an occupation
Need for information about occupations
Need to know my vocational abilities
Not enough chances to talk to teachers
Classes too large
Teachers doing too much of the talking
Teachers too theoretical
Teachers not practicing what they preach
Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Circle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent headaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menstrual disorders</td>
<td></td>
<td></td>
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<tr>
<td>Lack of appetite</td>
<td></td>
<td></td>
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<tr>
<td>Digestive troubles</td>
<td></td>
<td></td>
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<tr>
<td>Not getting proper diet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiring of same meals all the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too little money for board</td>
<td></td>
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<tr>
<td>No regular source of income</td>
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<tr>
<td>Needing a job in vacations</td>
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<tr>
<td>Too little money for recreation</td>
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<tr>
<td>Not enough time to myself</td>
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<tr>
<td>Too little time for sports</td>
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<tr>
<td>Too little chance to enjoy art or music</td>
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<tr>
<td>Too little chance to listen to the radio</td>
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<tr>
<td>Too little chance to go to shows</td>
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<tr>
<td>Wanting a more pleasing personality</td>
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<tr>
<td>Lacking leadership ability</td>
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<tr>
<td>Too easily led by other people</td>
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<tr>
<td>Being a poor judge of people</td>
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<tr>
<td>Picking the wrong kind of friends</td>
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<tr>
<td>Afraid of making mistakes</td>
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<tr>
<td>Can't make up my mind about things</td>
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<tr>
<td>Lacking self-confidence</td>
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<tr>
<td>Lost—no sense of direction in my life</td>
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<tr>
<td>Can't see the value of daily things I do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl friend</td>
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<tr>
<td>Boy friend</td>
<td></td>
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<tr>
<td>Engagement</td>
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<tr>
<td>Marriage</td>
<td></td>
<td></td>
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<tr>
<td>Putting off marriage</td>
<td></td>
<td></td>
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<tr>
<td>Not telling parents everything</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents not trusting me</td>
<td></td>
<td></td>
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<tr>
<td>Being treated like a child at home</td>
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<tr>
<td>Being an only child</td>
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<tr>
<td>Wanting more freedom at home</td>
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<tr>
<td>Bothered by ideas of heaven and hell</td>
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<td>Having a guilty conscience</td>
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<tr>
<td>Yielding to temptations</td>
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<tr>
<td>Can't forget some mistakes I've made</td>
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<tr>
<td>Getting a bad reputation</td>
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<td>Worrying about examinations</td>
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<tr>
<td>Not getting studies done on time</td>
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<tr>
<td>Unable to concentrate well</td>
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<td>Trouble in outlining or note-taking</td>
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<td>Trouble in using the library</td>
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<tr>
<td>Needing vocational training beyond college</td>
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<tr>
<td>Doubting I can get a job in chosen vocation</td>
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<tr>
<td>Wanting advice on next steps after college</td>
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<tr>
<td>Choosing courses to take next term</td>
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<tr>
<td>Choosing best courses to prepare for a job</td>
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<tr>
<td>Wanting courses not offered by the school</td>
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<tr>
<td>Wanting courses I'm not allowed to take</td>
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<tr>
<td>Courses too unrelated to each other</td>
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<td>Having an unfair teacher</td>
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<td>Not getting along with a teacher</td>
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<td>Poor teeth</td>
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<td>Poor hearing</td>
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<tr>
<td>Physical handicap</td>
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<tr>
<td>Being clumsy and awkward</td>
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<tr>
<td>Doing more outside work than is good for me</td>
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<tr>
<td>Working late at night on a job</td>
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<tr>
<td>Working for all my expenses</td>
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<td>Getting low wages</td>
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<tr>
<td>Dissatisfied with my present job</td>
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<tr>
<td>Unable to lead a well-rounded life</td>
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<tr>
<td>Too little chance to do what I want to do</td>
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<td>Too much social life</td>
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<tr>
<td>In too many student activities</td>
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<tr>
<td>Too little chance to read what I like</td>
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<tr>
<td>Failing to get the confidence of people</td>
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<td>Being snubbed</td>
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<tr>
<td>Feeling that nobody understands me</td>
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<tr>
<td>Having no one to tell my troubles to</td>
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<tr>
<td>Dislike talking about personal affairs</td>
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<tr>
<td>Too many personal problems</td>
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<td>Unwilling to face a serious problem now</td>
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<td>Bad dreams</td>
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<td>Insanity</td>
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<td>Thoughts of suicide</td>
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<td>Disappointment in a love affair</td>
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<tr>
<td>Breaking up a love affair</td>
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<td>Petting and necking</td>
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<td>Going too far in sex relations</td>
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<td>Wanting love and affection</td>
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<td>Getting home too seldom</td>
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<tr>
<td>Living at home, or too close to home</td>
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<tr>
<td>Wishing I had a better family background</td>
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<td>Relatives interfering with family affairs</td>
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<td>Afraid of someone in the family</td>
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<td>Moral code weakening</td>
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<td>Trying to break off a bad habit</td>
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<td>Sometimes being dishonest</td>
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<td>Drinking</td>
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<tr>
<td>Cheating in classes</td>
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<tr>
<td>Afraid to speak up in class discussions</td>
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<tr>
<td>Vocabulary too limited</td>
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<td>Weak in writing</td>
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<td>Weak in spelling or grammar</td>
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<tr>
<td>Slow in reading</td>
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<td>Afraid of unemployment after graduation</td>
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<tr>
<td>Don't know how to look for a job</td>
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<td>College of little help in getting a job</td>
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<tr>
<td>Lacking work experience to get a job</td>
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<td>Doubting ability to handle a good job</td>
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<td>College system too arbitrary</td>
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<tr>
<td>Forced to take courses I don't like</td>
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<td>Too much work required in some courses</td>
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<td>Grades unfair as measures of ability</td>
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<tr>
<td>Having unfair tests</td>
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Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? ______ Yes. ______ No. If any additional items or explanations are desired, please indicate them here.

2. How would you summarize your chief problems in your own words? Write a brief summary.

(Questions are continued on next page →)
3. Have you enjoyed filling out the list? Yes. No.

4. Whether you have or have not enjoyed filling out the list, do you think it has been worthwhile doing? Yes. No. Could you explain your reaction?

5. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff? Yes. No. If so, do you know the particular person(s) with whom you would like to have these talks? Yes. No.

Note to Counselors: Normally the statistical summary is to be made by the counselor. In some situations, however, the counselor may want students to make their own summaries. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the check list.

Instructions for Making a Statistical Summary

For convenience in summarizing results on an individual case or on groups of students, the 330 problems are classified in eleven areas:

1. Health and Physical Development (HPD)
2. Finances, Living Conditions, and Employment (FLE)
3. Social and Recreational Activities (SRA)
4. Social-Psychological Relations (SPR)
5. Personal-Psychological Relations (PPR)
6. Courtship, Sex, and Marriage (CSM)
7. Home and Family (H)F)
8. Morals and Religion (MR)
9. Adjustment to College Work (ACW)
10. The Future: Vocational and Educational (FVE)
11. Curriculum and Teaching Procedures (CTP)

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group, is a box in which to record the count of problems marked in each area. In the left half of the box put the number of items circled as important; in the right half, put the total number marked in the area (including the circled items as well as those underlined only). At the bottom of the page enter the totals for the list. If desired, the area totals can be recopied to the first page for greater convenience in later reference.
Interpretation of the Scores on the 13 Temperament Traits

From Guilford's Inventory of Factors STDCR

S — Social Introversion-Extroversion.—A high C-score indicates sociability, a tendency to seek social contacts and to enjoy the company of others. A low C-score indicates shyness, a tendency to withdraw from social situations and to be seclusive. A high C-score is more desirable for mental health than is a low C-score. A very low C-score on S indicates a need for guidance directed toward increased social participation.

T — Thinking Introversion-Extroversion.—A high C-score indicates a lack of introspectiveness and an extrovertive orientation of the thinking processes. A low C-score indicates an inclination to meditative thinking, philosophizing, analyzing one's self and others, and an introspective disposition. The middle range of C-score is more desirable for mental health than either extreme on trait T. Each extreme, however, may have its value for certain types of occupation.

D — Depression.—A high C-score indicates freedom from depression, a cheerful, optimistic disposition. A low C-score indicates a chronically depressed mood including feelings of unworthiness and guilt. The higher the C-score on trait D, the better is likely to be the emotional adjustment of the individual.

C — Cycloid Disposition.—A high C-score indicates stable emotional reactions and moods, and freedom from cycloid tendencies. A low C-score means the presence of cycloid tendencies as shown in strong emotional reactions, fluctuations in mood, and a disposition toward flightiness and instability. The higher the C-score on trait C, the better will be the emotional adjustment of the individual, except that scores that are too high may indicate a coldness, inert individual.

R — Rhathymia.—A high C-score indicates a happy-go-lucky or carefree disposition, liveliness, and impulsiveness. A low C-score indicates an inhibited disposition and an overcontrol of the impulses. Both extremes of C-scores may represent psychological maladjustments and a C-score in the middle range is desirable for mental health.

From the Guilford-Martin Inventory of Factors GAMIN

G — General Activity.—A high C-score indicates a tendency to engage in vigorous overt action. A low C-score indicates a tendency to inactivity and a disinclination for motor activity. An extremely high C-score on trait G may represent a manic tendency while an extremely low C-score may be an indication of a hypothyroid condition or other causes of inactivity. Thus, for good mental health a C-score on G in the middle range is usually most desirable.

A — Ascendance-Submission.—A high C-score indicates social leadership and a low C-score social passiveness. The C-score of a person on trait A must be interpreted in the light of his other characteristics of temperament as shown on the profile chart, and no general rule can be set forth as to what C-scores on trait A are most desirable for mental health. However, there is emphasis in our culture on the general desirability of a high C-score on trait A. Females tend to have distinctly lower C-scores on A than do males.

M — Masculinity-Femininity.—A high C-score on this trait indicates masculinity of emotional and temperamental make-up and a low C-score indicates femininity. The C-scores of the majority of males are above 5 and the majority of females have C-scores below 5. Males whose C-scores are very low are sometimes found either to lack their full quota of male hormones or to have an oversupply of female hormones.

I — Inferiority Feelings.—A high C-score indicates self-confidence and a lack of inferiority feelings. A low C-score indicates a lack of confidence, under-evaluation of one's self, and feelings of inadequacy and inferiority. The higher the C-score on trait I, the better for mental health, with the exception of extremely high cases in which clinical investigation may reveal a superiority compensation for hidden inferiority feelings. Many psychoneurotics have very low C-scores on trait I.

N — Nervousness.—A high C-score indicates a tendency to be calm, unruffled, and relaxed; a low C-score indicates jumpyness, jitteriness, and a tendency to be easily distracted, irritated, and annoyed. The higher the C-score on trait N, the better for mental health unless there are clinical indications that an overly sluggish and torpid condition is the basis for an extremely high C-score. Extremely low C-scores in some cases may involve a lack of calcium in the blood. In many cases, a mental conflict may be the basis for the emotional tension expressed in jitteriness and irritability.

From the Guilford-Martin Personal Inventory

O — Objectivity.—A high C-score on this trait indicates a tendency to view one's self and surroundings objectively and dispassionately. A low C-score indicates a tendency to take everything personally and subjectively and to be hypersensitive. The higher the C-score on trait O, the better for mental health. Pathological cases may develop paranoid ideas and delusions of persecution.

Co — Cooperativeness.—A high C-score indicates a willingness to accept things and people as they are and a generally tolerant attitude. A low C-score indicates overcriticalness of people and things and an intolerant attitude. The higher the C-score on trait Co, the better for mental health unless the C-score on G or clinical signs indicate a torpid and sluggish condition to be the basis of the lack of criticalness. Overcriticalness often is a compensation for hidden feelings of inadequacy. Pathological cases may exhibit a paranoid projection of their conflicts and impulses.

Ag — Aggressiveness.—A high C-score indicates an agreeable lack of quarrelsomeness and a lack of dominating qualities. A low C-score indicates a belligerent, domineering attitude and an overreadiness to fight over trifles. Very low scores on trait Ag indicate an extreme craving for superiority as an end in itself developed as a compensation for chronic frustration and in pathological cases may lead to paranoid delusions of grandeur. It is possible that a sadistic component may occur in some of the pathological cases. Further investigation should be made of the psychological structure of extremely low C-scores on traits O, Co, and Ag, as the paranoid area of temperament which they cover is predisposing toward troublemaking behavior in industry, marriage, and other social situations.
AN INVENTORY OF FACTORS S T D C R

DO NOT WRITE ON THIS TEST

Name........................................Sex........................................Date...........................................


INSTRUCTIONS: Below you will find some questions which are to be answered by encircling either "Yes," "?," or "No." Read each question in turn, think what your behavior has usually been, and draw a circle around the answer that describes your behavior best. Encircle the "?" only when you are unable to decide between the "Yes" and the "No." BE SURE TO ANSWER EVERY QUESTION. There is no implication of right or wrong in any of these questions.

1. Do you express yourself more easily in speech than in writing? Yes ? No 1
2. Are you inclined to limit your acquaintances to a select few? Yes ? No 2
3. Do you generally prefer to take the lead in group activities? Yes ? No 3
4. Are you ordinarily a carefree individual? Yes ? No 4
5. Do you like work that requires considerable attention to details? Yes ? No 5
6. Are you inclined to be moody? Yes ? No 6
7. Do you usually have difficulty in starting conversations with strangers? Yes ? No 7
8. Are you inclined to act on the spur of the moment without thinking things over? Yes ? No 8
9. Do you work much better when you are praised? Yes ? No 9
10. Do you like to change from one type of work to another frequently? Yes ? No 10
11. Are you self-conscious in the presence of your superiors? Yes ? No 11
12. Do you daydream frequently? Yes ? No 12
13. Do you subscribe to the philosophy of "Eat, drink, and be merry, for tomorrow we die?" Yes ? No 13
14. Are you inclined to worry over possible misfortunes? Yes ? No 14
15. Are you frequently somewhat absent-minded? Yes ? No 15
16. Are you relatively unconcerned about what others think of your actions? Yes ? No 16
17. Are you inclined to keep in the background on social occasions? Yes ? No 17
18. Are you more interested in athletics than in intellectual things? Yes ? No 18
19. Are you inclined to be slow and deliberate in movement? Yes ? No 19
20. Are you inclined to be impatient when waiting for a member of your family or for friends? Yes ? No 20
21. Are you inclined to live in the present, leaving the past and the future out of your thoughts? Yes ? No 21
22. Do you have frequent ups and downs in mood, either with or without apparent cause? Yes ? No 22
23. Are you inclined to be slow and deliberate in movement? Yes ? No 23
25. Do you enjoy getting acquainted with most people? Yes ? No 25
26. Are you inclined to keep quiet when out in a social group? Yes ? No 26
27. Do you adapt yourself easily to new conditions, that is, new places, situations, surroundings, etc. Yes ? No 27
28. Do you express such emotions as delight, sorrow, anger, and the like, readily? Yes ? No 28
29. Are you inclined to think about yourself much of the time? Yes ? No 29
30. Are you inclined to analyze the motives of others? Yes ? No 30
31. Do you usually keep in close touch with things going on around you? Yes ? No 31
32. Do you often have the "blues"? Yes ? No 32
33. Do you "get rattled" easily at critical moments? Yes ? No 33

(Publisher: Sheridan Supply Co., Beverly Hills, Calif.)
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34. Is it usually difficult for you to make decisions? ................................................................. Yes ? No 34
35. Do you ever feel that the world is distant and unreal to you? .................................................. Yes ? No 35
36. Is it difficult to 'lose yourself' even at a lively party? ................................................................. Yes ? No 36
37. Do you shrink from speaking in public? ....................................................................................... Yes ? No 37
38. Do you have difficulty in making new friends? ........................................................................... Yes ? No 38
39. Would you rate yourself as an impulsive person? ....................................................................... Yes ? No 39
40. Were you ever the "life of the party?" .......................................................................................... Yes ? No 40
41. Are you frequently in low spirit? ................................................................................................ Yes ? No 41
42. Does it bother you to have people watch you at your work? ....................................................... Yes ? No 42
43. Do you frequently find yourself in a meditative state? .............................................................. Yes ? No 43
44. Are your daydreams frequently about things that can never come true? ................................. Yes ? No 44
45. Are you inclined to be shy in the presence of the opposite sex? ............................................... Yes ? No 45
46. Are you inclined to be overconscientious? .................................................................................. Yes ? No 46
47. Do you often crave excitement? .................................................................................................. Yes ? No 47
48. Do your interests change very quickly? ....................................................................................... Yes ? No 48
49. Are you inclined to ponder over your past? .................................................................................. Yes ? No 49
50. Do you ever feel "just miserable" for no good reason at all? ........................................................ Yes ? No 50
51. Are you often troubled about feelings of guilt? ............................................................................ Yes ? No 51
52. Do you often experience periods of loneliness? .......................................................................... Yes ? No 52
53. Are you much depressed when others criticize you? ................................................................. Yes ? No 53
54. Are you worried about being shy? .............................................................................................. Yes ? No 54
55. Would you rather spend an evening reading at home than to attend a large party? ............... Yes ? No 55
56. Do you worry over humiliating experiences longer than the average person? ....................... Yes ? No 56
57. Would you like a position in which you changed from one kind of task to another frequently during the day? ................................................................. Yes ? No 57
58. Do you often find that you have made up your mind too late? .................................................... Yes ? No 58
59. Would you rate yourself as a tense or "high-strung" individual? ................................................ Yes ? No 59
60. Does your mind often wander while you are trying to concentrate? ....................................... Yes ? No 60
61. Do you nearly always have a "ready answer" for remarks directed to you? .............................. Yes ? No 61
62. Are you inclined to "jump at conclusions"? ................................................................................ Yes ? No 62
63. Do you usually prefer to let someone else take the lead on social occasions? ......................... Yes ? No 63
64. Do you ever daydream? ............................................................................................................. Yes ? No 64
65. Do you ever change from happiness to sadness, or vice versa, without good reason? .......... Yes ? No 65
66. Do you usually derive pleasure from being "in the limelight" on social occasions? ............... Yes ? No 66
67. Is it difficult to hurt your feelings, even when the joke is on you? .......................................... Yes ? No 67
68. Do you often try to find the underlying motives for the actions of other people? .................. Yes ? No 68
69. Are you inclined to stop and think things over before acting? ................................................ Yes ? No 69
70. Do you generally feel uncomfortable when you are the center of attention on a social occasion? Yes ? No 70
71. Do you consider yourself less emotional than the average person, that is, less easily upset? Yes ? No 71
72. After a critical moment is over, do you usually think of something you should have done but failed to do? ......................................................................................... Yes ? No 72
73. Would you rate yourself as a lively individual? .......................................................................... Yes ? No 73
74. Are you philosophically inclined? ............................................................................................... Yes ? No 74
75. Do you often have a feeling of unworthiness? ............................................................................ Yes ? No 75
76. Can you usually keep cheerful in spite of troubles? ................................................................ Yes ? No 76
77. Do you like to play pranks upon others? .................................................................................... Yes ? No 77
78. Do you often feel that people are observing you on the street? ................................................. Yes ? No 78
79. Do you feel lonesome even when with other people? .............................................................. Yes ? No 79
80. Are you troubled with feelings of inferiority? ............................................................................. Yes ? No 80
81. Would you rather be a scientist than a politician? ................................................................... Yes ? No 81
82. Are you inclined to take life too seriously? ................................................................................ Yes ? No 82
83. In social conversations, are you usually a listener rather than a talker?............Yes ? No 83
84. Do you frequently feel that people around you are talking about you?...............Yes ? No 84
85. Do you like to have time to be alone with your thoughts?.........................Yes ? No 85
86. Do you find it difficult to go to sleep at night because experiences of the day keep running through your head?............Yes ? No 86
87. Are you inclined to take your work casually, that is, as a matter of course?.........Yes ? No 87
88. Are you inclined to avoid meeting certain people on the street (bill collectors and the like not included)?.............Yes ? No 88
89. Do you find it easy, as a rule, to make new acquaintances?.........................Yes ? No 89
90. Are you inclined to be quick and sure in your actions?............................Yes ? No 90
91. Are you troubled about being self-conscious?........................................Yes ? No 91
92. Do you often feel restless while listening to a lecture?..............................Yes ? No 92
93. Do you believe that people often misunderstand what you say?....................Yes ? No 93
94. Do you limit your friendships mostly to members of your own sex?.................Yes ? No 94
95. Does your mind wander badly so you lose track of what you are doing?...........Yes ? No 95
96. Are you often in a state of excitement?................................................Yes ? No 96
97. Do you dislike to talk about yourself, even to close friends?.......................Yes ? No 97
98. Do you prefer to be conservative in the matter of dress and personal appearance?Yes ? No 98
99. Do you like to discuss the more serious questions of life with your friends?......Yes ? No 99
100. Are you inclined to keep your opinions to yourself during group discussions (not class discussions)?.................................Yes ? No 100
101. Do you enjoy thinking out complicated problems?.....................................Yes ? No 101
102. Are you inclined to be introspective, that is, to analyze yourself?..............Yes ? No 102
103. Are there times when you seek to be alone and you cannot bear the company of anyone?.........................................................Yes ? No 103
104. Are you much concerned over the morals of others?................................Yes ? No 104
105. Do you frequently take time out just to meditate about things in general?.......Yes ? No 105
106. Are you usually unconcerned about the future?.....................................Yes ? No 106
107. Do you usually become so absorbed in watching an athletic contest that you completely forget yourself?.........................Yes ? No 107
108. Can you relax yourself easily when sitting down?.....................................Yes ? No 108
109. Are you usually a "good mixer"?..........................................................Yes ? No 109
110. Do you usually prefer a "slapstick" comedy to a serious drama at the movies? Yes ? No 110
111. Do you frequently find it difficult to go to sleep at night, even though you are tired?Yes ? No 111
112. Would you rate yourself as a happy-go-lucky individual?..........................Yes ? No 112
113. Do you ever take your work as if it were a matter of life or death?..............Yes ? No 113
114. Do you often "have the time of your life" at social affairs?.........................Yes ? No 114
115. Do you think there is a great deal more happiness in the world than misery? Yes ? No 115
116. Are you frequently "lost in thought"?..................................................Yes ? No 116
117. Have you often lost sleep over your worries?.........................................Yes ? No 117
118. Do you like to mix socially with people?................................................Yes ? No 118
119. Do you believe that the morals of modern youth are generally superior to those of former generations?.............................Yes ? No 119
120. Are you inclined to think over your failures long after they are past?...........Yes ? No 120
121. Are there times when your mind seems to work very slowly and other times when it works very rapidly?.........................Yes ? No 121
122. Are you inclined to avoid all people whenever possible?............................Yes ? No 122
123. Do you enjoy participating in a showing of "Rah Rah" enthusiasm?..............Yes ? No 123
124. Do you usually feel disappointments so keenly that you cannot get them out of your mind?....................................................Yes ? No 124
125. Do you derive more real satisfaction from social activities than from anything else?Yes ? No 125
126. When you stop to consider your future, does it usually seem very optimistic? Yes ? No 126
127. Are you sometimes so "blue" that life seems hardly worth living?..............Yes ? No 127
128. Do you usually take the initiative in making new friends?  
129. Do you spend a great deal of time in thinking over past mistakes?  
130. Would you be very unhappy if you were prevented from making numerous social contacts?  
131. Do you often feel that there are very few things in life worth living for?  
132. Do you often run over in your mind the events of the day before going to sleep at night?  
133. Do you often feel that social affairs are a waste of time?  
134. Do you frequently feel grumpy?  
135. Are you annoyed when a boisterous person attracts attention to himself in public?  
136. Are you frequently bored with people?  
137. When failing to have your own way, do you often resort to resentful thinking?  
138. Do you usually keep in fairly uniform spirits?  
139. Do you usually prefer to take your recreations with companions rather than alone?  
140. Are you usually in good spirits?  
141. Have you ever been bothered by having a useless thought come into your mind repeatedly?  
142. Are you usually well-poised in your social contacts?  
143. Does it upset you much to lose in a competitive game?  
144. Do you spend much time in thinking over good times you have had in the past?  
145. Are you often hesitant about meeting important people?  
146. Do you feel tired most of the time?  
147. Do you ever have a queer feeling that you are not your old self?  
148. Is it easy for you to act naturally at a party?  
149. Do you get tired of people rather quickly?  
150. Do you like to have many social engagements?  
151. Do you ever have to fight against bashfulness?  
152. Are you frequently "lost in thought" even when supposed to be taking part in a conversation?  
153. Do people find fault with you more than you deserve?  
154. Do you often feel conspicuous in a group of people?  
155. Are you sometimes bubbling over with energy and sometimes very sluggish?  
156. Do you often speculate about why people behave as they do?  
157. Do you find it almost impossible to take another person fully into your confidence?  
158. Have you found books more interesting than people?  
159. Have you often felt listless and tired for no good reason?  
160. Do you prefer action to planning for action?  
161. Do you often philosophize about the purpose of human existence?  
162. Do you become angry very quickly and also recover very quickly?  
163. Do you often think or dream of what you will be doing five years from now?  
164. When you are bored do you feel like stirring up some excitement?  
165. Do you usually feel well and strong?  
166. Do you enjoy entertaining people?  
167. Is your own mood very easily influenced by people around you, that is, by happy people or sad people?  
168. Does it embarrass you a great deal to say or do the wrong thing in a social group?  
169. Do you like to indulge in a reverie (daydreaming)?  
170. Do you believe that "every cloud has a silver lining"?  
171. Do you often feel ill at ease with other people?  
172. Can you usually let yourself go and have a hilariously good time at a gay party?  
173. Do you dislike to stop and analyze your own thoughts and feelings?  
174. Are you inclined to avoid all complicated problems of any sort?  
175. Do you think such questionnaires as this one are "silly"?
DIRECTIONS: Below you will find some questions which are to be answered by enclosing either "Yes" or "No." Read each question in turn, think what your opinion or your behavior has usually been, and draw a circle around the answer that best describes your behavior or opinion. Encircle the "?" only when you are unable to decide between the "Yes" and "No." BE SURE TO ANSWER EVERY QUESTION. There is no right answer to any of these questions except the answer that tells how you think or feel about it.

1. Do you believe that you know your own characteristics about as well as most people know theirs? ................................................................. Yes ? No 1
2. Does your personality stand out as being quite different from that of other people? Yes ? No 2
3. When climbing stairs do you often take the steps two at a time? Yes ? No 3
4. Do you often feel the need for a rest during the day? Yes ? No 4
5. When you think you recognize someone you see in a public place, do you inquire of him whether you have met him before? Yes ? No 5
6. Do you have one or more abilities in which you believe you are superior to most other people? Yes ? No 6
7. Do you express such emotions as delight, sorrow, anger, and the like, readily? Yes ? No 7
8. Do you feel that people almost always treat you right? Yes ? No 8
9. Do you become very annoyed when you find a window stuck when you want to open it? Yes ? No 9
10. Do you find it difficult to get rid of a salesman to whom you do not care to listen or give your time? Yes ? No 10
11. Have you ever kept a personal diary of your own accord? Yes ? No 11
12. When going somewhere in an automobile, do you bother you considerably to get caught in slow-moving traffic? Yes ? No 12
14. Are you inclined to be quick in your actions? Yes ? No 14
15. Do you frequently feel thwarted because you cannot do as you want to? Yes ? No 15
16. Do you usually hesitate to take a seat in the front of a lecture room or church if you do so makes you appear conspicuous? Yes ? No 16
17. Do you cry rather easily? Yes ? No 17
18. Do you believe you have been bossed too much for your own good? Yes ? No 18
19. Do there ever times when you feel so jumpy you could throw things at people if you did not control yourself? Yes ? No 19
20. Do you always know what to do next? Yes ? No 20
21. At work or at play, do other people find it hard to keep up with the pace you set? Yes ? No 21
22. Do you often wish you were stronger so you could "smash" some one who is stronger than you? Yes ? No 22
23. Do you (or would you) ever haggle over a price with a tradesman or dealer? Yes ? No 23
24. Do you often find that you can think of smart things to say only after it is too late? Yes ? No 24
25. Do you find it easy to start a conversation with a stranger? Yes ? No 25
26. Do you often become irritated over little annoyances? Yes ? No 26
27. If an acquaintance of yours has been spreading untrue and uncomplimentary stories about you, do you usually "have it out" with the person? Yes ? No 27

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68. Are you very good at making money as compared with others of your own age?........ Yes ? No 28
69. Do you always feel that you can accomplish the things you want to do?........ Yes ? No 29
70. Are you happiest when you get involved in some project that calls for rapid action?..... Yes ? No 30
71. Do you sometimes crave something intensely without knowing what it is you want?..... Yes ? No 31
72. Do you feel bored much of the time?................. Yes ? No 32
73. When a parent, teacher, or boss scolds you, do you ever feel like weeping?.......... Yes ? No 33
74. Are you rather good at blushing when you find yourself in difficulty?........ Yes ? No 34
75. Are you inclined to be slow and deliberate in movement?..................... Yes ? No 35
76. Would you rate yourself as a tense individual?.......................... Yes ? No 36
77. When you are suddenly upset emotionally, does it take much time to recover your composure?........ Yes ? No 37
78. When a clerk in a store waits on others who should come after you, do you usually call his attention to the fact?........ Yes ? No 28
79. Does it annoy you to hear someone make fun of your clothes?................. Yes ? No 29
80. Have you often felt that you are a rather awkward person?............... Yes ? No 30
81. Do you wake up feeling tired in the morning?......................... Yes ? No 31
82. Do you usually eat more rapidly than the average person, even though there is plenty of time?................. Yes ? No 42
83. Do you dislike to have people watching you while you are working?......... Yes ? No 43
84. In a group activity do you often find yourself compelled to play an unimportant part?........ Yes ? No 44
85. When troubled or upset because things go wrong, are you inclined to suffer from indigestion, acid stomach, or other distress?.................. Yes ? No 45
86. Do you like love scenes in a movie or play?......................... Yes ? No 46
87. Do you feel that you are lacking in self-control?......................... Yes ? No 47
88. Have you ever, on your own initiative, organized a club or group of any kind?.. Yes ? No 48
89. Are you ever afraid that you cannot live up to the standards your parents set for you?........ Yes ? No 49
90. Do you feel strongly against kissing a friend of your own sex and age?......... Yes ? No 50
91. Have you ever been afraid of contracting tuberculosis or some other serious disease?..... Yes ? No 51
92. Does it sometimes seem to you that in life's competitions you will meet unexpected obstacles?......... Yes ? No 52
93. Have you ever been hesitant about making application for a job in person?......... Yes ? No 53
94. Do you prefer the study of mathematics and science to that of literature and music?.. Yes ? No 54
95. Do you get angry very easily?......................... Yes ? No 55
96. Do you feel confident that you can cope with almost any situation that you will meet in the future?......................... Yes ? No 56
97. Does it bother you considerably to have your teacher or your boss call upon you unexpectedly in a group?......................... Yes ? No 57
98. Can you go into a dark cellar or basement alone without even the slightest trembly feeling?........ Yes ? No 58
99. When you are walking with others, do they often have difficulty in keeping up with you?......................... Yes ? No 59
100. Does it make you uncomfortable to be "different"?................. Yes ? No 60
101. Is your health generally better than that of most people?................. Yes ? No 61
102. Do you often become tense or excited either at a movie or when listening to the radio?................. Yes ? No 62
103. Would you rather work for a good boss than for yourself?......................... Yes ? No 63
104. Would you rather be a florist than a miner?......................... Yes ? No 64
105. Do you sometimes wish you were in another office (or school or factory) where your companions were more congenial?................. Yes ? No 65
106. Do you feel tired out most of the time?......................... Yes ? No 66
107. Do you (or would you) like to take on new and important responsibilities such as organizing a new business enterprise?......... Yes ? No 67
108. Are you ever afraid that you cannot live up to the standards your parents set for you?........ Yes ? No 68
109. Are you afraid of snakes?......................... Yes ? No 69
110. Are you particularly uneasy when waiting for a slow person to finish either saying or doing what he started?......................... Yes ? No 70
111. Are you oversensitive to criticism of yourself?......................... Yes ? No 71
112. Do you feel sorry for a fish that is caught on a hook?......................... Yes ? No 72
113. Are you the kind of person who is "on the go" all the time he is awake?......... Yes ? No 73
114. Are you easily startled by unexpected stimuli?......................... Yes ? No 74
115. Do you find it difficult to say "No" to a salesman who tries to sell you something you do not really want?................. Yes ? No 75
76. Do you frequently feel self-conscious in the presence of important people?........... Yes ? No 76
77. Would you rather be an artist than a political organizer?......................... Yes ? No 77
78. Do you usually work faster than the average person of your sex and age?.... Yes ? No 78
79. Were you happier when you were younger than you are now?.............. Yes ? No 79
80. Do your interests tend to change quickly?........................................... Yes ? No 80
81. When you are attracted to a person of the opposite sex whom you have not met, do you usually make an active attempt to get acquainted even though the circumstances may make this quite difficult?........ Yes ? No 81
82. Does the sight of large bugs and spiders ever give you a "creepy" feeling? Yes ? No 82
83. Do you suffer keenly from feelings of inferiority?......................... Yes ? No 83
84. Can you relax easily when sitting or lying down?......................... Yes ? No 84
85. Do you find it difficult to solicit funds even in a cause in which you are interested? Yes ? No 85
86. Do you become nervous and tense when competing in a contest, such as tennis, golf, or debating?......................... Yes ? No 86
87. Do younger people have an easier and more enjoyable life than you do?........ Yes ? No 87
88. When you become emotional do you sometimes come to the point of tears?.. Yes ? No 88
89. Do you usually start to work on a new project with a great deal of enthusiasm? Yes ? No 89
90. Does it seem to you that you never do things in a way that wins the attention and approval of others?................................. Yes ? No 90
91. Do you usually speak out in meeting to oppose someone who you feel sure is wrong? Yes ? No 91
92. Do you often find it difficult to sleep at night?............................... Yes ? No 92
93. Do you ever fear that you are getting lost?........................................ Yes ? No 93
94. Are you inclined to keep quiet when out in a social group?................. Yes ? No 94
95. Would you rather be a building contractor than a nurse?...................... Yes ? No 95
96. Do you sometimes want to move to a new town or community because you do not find congenial people where you are?................. Yes ? No 96
97. Do loud noises tend to upset you?.................................................. Yes ? No 97
98. Are you disgusted at the sound of foul language?............................. Yes ? No 98
99. Can you turn out a large amount of work in a short time?................... Yes ? No 99
100. When promotions in rank, salary, or position are being made, does it seem that you are given less attention than others?.............. Yes ? No 100
101. Do you usually shrink from meeting a crisis or emergency?................ Yes ? No 101
102. Do odors of perspiration disgust you?............................................. Yes ? No 102
103. Do you find it difficult to go on with your work if you do not receive enough encouragement?......................................................... Yes ? No 103
104. While not otherwise occupied, are your hands almost always busy in such acts as drumming on the table, twisting a chain or rubber band, etc.? Yes ? No 104
105. Do you often find yourself hurrying to get places even when there is plenty of time? Yes ? No 105
106. Do you let others "run over you" more than you should for your own good? Yes ? No 106
107. Would you rather be a private secretary than an explorer of new geographic territory? Yes ? No 107
108. Do you ever wish you could have been born at a different time or place or in a different family than you were?......................... Yes ? No 108
109. Can you usually sit still without fidgeting?...................................... Yes ? No 109
110. Would you rate yourself as a talkative individual?.......................... Yes ? No 110
111. Have there been many people with whom you have come in contact who did not care to associate with you?............................. Yes ? No 111
112. Are you disgusted at the sight of ragged or soiled fingernails?........ Yes ? No 112
113. Do you usually feel restless when listening to a lecture?.................. Yes ? No 113
114. In being thrown by chance with a stranger, do you usually take the initiative in introducing yourself?.......................... Yes ? No 114
115. Do you ever wish that you were taller or shorter than you are?........ Yes ? No 115
116. Are you frequently in a state of inner excitement or turmoil?........ Yes ? No 116
117. Did you ever feel the urge to tear a tree down when you were a child? Yes ? No 117
118. If you hold an opinion that is radically different from that expressed by a lecturer, do you usually tell him about it either during or after the lecture?.. Yes ? No 118
119. Are you frequently absent-minded?................................................ Yes ? No 119
120. Do you feel deeply sorry for a bird with a broken wing?................. Yes ? No 120
121. Do screeching sounds (like a fingernail scratching on the blackboard) send terrible "chills" up and down your back?........ Yes ? No 121
122. Can you always think of a good excuse when the situation demands it? Yes ? No 122
123. Are you usually confident of your abilities?..................................... Yes ? No 123
124. Would you rate yourself as an impulsive individual?......................... Yes ? No 124
125. Do you feel compelled to change your bodily posture frequently while sitting? Yes ? No 125
126. Do younger people have an easier and more enjoyable life than you do? Yes ? No 126
127. Do you have nervous habits such as chewing your pencil or biting your fingernails?... Yes ? No 127
123. Do you ever take the initiative to enliven a dull party? .................. Yes ? No 128
124. When you were a child were you usually the "goat" by your playmates (such as being forced to be on the unpopular side while playing games)? ............ Yes ? No 129
125. Do you like to speak in public? ........................................ Yes ? No 130
126. Do you feel physically inferior to your associates? ...................... Yes ? No 131
127. Would you rather be a dress designer than a forest ranger? .......... Yes ? No 132
128. Are you able to come back to a state of calm readily after an exciting situation is past? ......................................................... Yes ? No 133
129. Do you like to have responsibilities alone? ........................................ Yes ? No 134
130. Do you (or would you) like to go hunting with a rifle for wild game? Yes ? No 135
131. When present, with others, at the scene of an accident, do you usually take an active part in helping out if needed? ..................... Yes ? No 136
132. When you become angry, do you get over it rather quickly when the cause for anger is past? ..................................... Yes ? No 137
133. Do you tend to prefer quiet rather than exciting amusements? Yes ? No 138
134. Do you often wish your appearance were different than it is? Yes ? No 139
135. Do you often wish that you were more attractive than you are? Yes ? No 140
136. Does it make you jittery to handle a loaded gun? Yes ? No 141
137. Are you frequently afraid that other people will not like you? Yes ? No 142
138. Have you ever been regarded as a daredevil? Yes ? No 143
139. Do you often find that a piece of merchandise you have bought is defective, do you find it easy to demand an exchange or refund? Yes ? No 144
140. Can you stick to a tiresome task for a long time without being prodded or encouraged? Yes ? No 145
141. Do you consider yourself a nervous person? Yes ? No 146
142. Do you tend to prefer to avoid all troublesome situations? Yes ? No 147
143. Do you sometimes wish that you were physically stronger than you are? Yes ? No 148
144. Are you inclined to rush from one activity to another without pausing for rest? Yes ? No 149
145. Does the sight of pus disgust you? Yes ? No 150
146. Is it easy to demand an exchange or refund? Yes ? No 151
147. Are there times when you feel as if your nerves were raw or "on edge"? Yes ? No 152
148. Do long-continued noises "get on your nerves"? Yes ? No 153
149. Are you afraid of the dark? Yes ? No 154
150. Do you ever wish that you were more attractive than you are? Yes ? No 155
151. Do you ever experience a feeling of vague uneasiness without knowing the reasons? Yes ? No 156
152. Are you ever very tense when you see a person crossing his fingers? Yes ? No 157
153. Are you sometimes afraid that other people will not like you? Yes ? No 158
154. Do you always stand up for your rights when you are endangered? Yes ? No 159
155. Are you inclined to rush from one activity to another without pausing for rest? Yes ? No 160
156. Do you feel physically inferior to your associates? Yes ? No 161
157. Are you disinclined to rush from one activity to another without pausing for rest? Yes ? No 162
158. Do you (or would you) like to go hunting with a rifle for wild game? Yes ? No 163
159. Are you able to stick to a tiresome task for a long time without being prodded or encouraged? Yes ? No 164
160. Does it make you jittery to handle a loaded gun? Yes ? No 165
161. Does the sight of pus disgust you? Yes ? No 166
162. Is it easy to demand an exchange or refund? Yes ? No 167
163. Do you ever feel that your nerves were raw or "on edge"? Yes ? No 168
164. Are you afraid of the dark? Yes ? No 169
165. Do you ever feel that your nerves were raw or "on edge"? Yes ? No 170
166. Are you afraid of the dark? Yes ? No 171
167. Do you ever feel that your nerves were raw or "on edge"? Yes ? No 172
168. Are you afraid of the dark? Yes ? No 173
169. Do you prefer going to a theater rather than to a prize-fight? Yes ? No 174
170. Are you afraid of the dark? Yes ? No 175
171. Do you often feel reluctant to meet the most important person at a party or reception? Yes ? No 176
172. Are you afraid of the dark? Yes ? No 177
173. Do you often feel reluctant to meet the most important person at a party or reception? Yes ? No 178
174. Do you feel physically inferior to your associates? Yes ? No 179
175. Are you afraid of the dark? Yes ? No 180
176. Do you often feel that you cannot make up your mind until the time for action is past? Yes ? No 181
177. Do you feel physically inferior to your associates? Yes ? No 182
178. Do you often feel that you cannot make up your mind until the time for action is past? Yes ? No 183
179. Do you often feel that you cannot make up your mind until the time for action is past? Yes ? No 184
180. Do you often feel that you cannot make up your mind until the time for action is past? Yes ? No 185
181. Do you resent being "kidded" about your peculiarities? Yes ? No 186

BE SURE YOU HAVE ANSWERED EVERY QUESTION
THE GUILFORD-MARTIN PERSONNEL INVENTORY

DO NOT WRITE ON THIS TEST

N. T. S. C. Counseling Bureau
No.

Name
N. T. S. C. Counseling Bureau
Date

Sex Nearest age (encircle): 15 20 25 30 35 40 45 50 55 60

Raw Scores: O Ag Co

C-Scores:

DIRECTIONS: Below you will find some questions which are to be answered by encircling either "Yes," "?" or "No." Read each question in turn, think what your opinion or your behavior has usually been, and draw a circle around the answer that best describes your behavior or opinion. Encircle the "?" only when you are unable to decide between the "Yes" and "No." BE SURE TO ANSWER EVERY QUESTION. There is no right answer to any of these questions except the answer that tells how you think or feel about it.

1. Do you believe that each person is better fitted to succeed in one kind of job than he is in most other jobs? Yes ? No 1
2. Do you believe it is more important for a person to like his work than it is for him to make a lot of money at it? Yes ? No 2
3. Is a person likely to rise to the top in his kind of work if he is not suited to it? Yes ? No 3
4. Do you believe that almost any kind of person can succeed in almost any kind of job if he tries hard enough? Yes ? No 4
5. Are most people you know well suited to the jobs they hold? Yes ? No 5
6. Do you prefer a supervisor who tells you clearly what to do rather than one who expects you to decide what to do next? Yes ? No 6
7. Does it seem to you that human beings hardly ever learn to avoid making the same mistakes twice? Yes ? No 7
8. Do you feel that there are too many useless laws which hamper an individual's personal freedom? Yes ? No 8
9. Do you lack patience with the "shrinking violet" type of man? Yes ? No 9
10. Are you inclined to be thinking about yourself much of the time? Yes ? No 10
11. Do you think that most people who help others secretly dislike going to the trouble to do so? Yes ? No 11
12. Do you feel disgusted when someone escapes paying the full penalty of the law through some technicality? Yes ? No 12
13. Do you frequently seek the advice of other people? Yes ? No 13
14. When you are criticized does it disturb you badly? Yes ? No 14
15. Do you despise a "yes" man? Yes ? No 15
16. Do you find that very few workmen nowadays do a job as it should be done? Yes ? No 16
17. Does it bother you a lot to see someone else bungling a job that you know perfectly well how to manage? Yes ? No 17
18. Have you found that, in general, people higher up tend to dodge the dirty work, leaving it for others to do? Yes ? No 18
19. Are you annoyed when people tell you how you should do a thing? Yes ? No 19
20. Do you get upset rather easily? Yes ? No 20
21. Are you ever bothered by the idea that someone is reading your thoughts? Yes ? No 21
22. Do you have days in which it seems that everything goes wrong? Yes ? No 22
23. Generally speaking, do you think the head of a firm should have risen through the ranks, that is, having worked his way up in the business? Yes ? No 23
24. Are you inclined to worry too long over humiliating experiences? Yes ? No 24

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25. Do you think that the kind of person who would "turn the other cheek" deserves to get slapped? Yes ☐ No ☐ 25
26. Have you ever had fears about other people that you later found to be without foundation? Yes ☐ No ☐ 26
27. Do you think that large business corporations should be prohibited? Yes ☐ No ☐ 27
28. Do other people often try to take the credit for things you yourself have accomplished? Yes ☐ No ☐ 28
29. At a movie or a play do you often feel that one of the main characters is a bit like you? Yes ☐ No ☐ 29
30. When a person has gone out of his way to be nice to you, do you try to see what his real reasons are? Yes ☐ No ☐ 30
31. Do you usually feel that in group undertakings your own plans are best? Yes ☐ No ☐ 31
32. Do you think that in most places the traffic regulations are seriously in need of improvement? Yes ☐ No ☐ 32
33. Is money necessary for complete happiness? Yes ☐ No ☐ 33
34. Do you think that all secret societies should be done away with? Yes ☐ No ☐ 34
35. Do many men deserve higher pay than their bosses? Yes ☐ No ☐ 35
36. Have you ever been severely punished for something you didn't do? Yes ☐ No ☐ 36
37. Does your conversation tend to center around your own interests and hobbies rather than those of other people? Yes ☐ No ☐ 37
38. Do you sometimes feel sorry for a person who is convicted of a crime even though you realize he is guilty? Yes ☐ No ☐ 38
39. Are you often getting into scrapes which you did not seek to stir up? Yes ☐ No ☐ 39
40. Have certain people talked about you and yet you were unable to prove it? Yes ☐ No ☐ 40
41. Do you sometimes think that most people are stupid? Yes ☐ No ☐ 41
42. Do you frequently unburden your troubles to others? Yes ☐ No ☐ 42
43. Do you know of any people at present who are intentionally trying to avoid you? Yes ☐ No ☐ 43
44. Do some people become so rude that you feel the urge to "sit on them" or to "tell them off"? Yes ☐ No ☐ 44
45. Do you think that most people live far beyond their income? Yes ☐ No ☐ 45
46. Do you believe in the parole system for prisoners? Yes ☐ No ☐ 46
47. Do people sometimes offend you without knowing it because you hide your feelings from them? Yes ☐ No ☐ 47
48. Have you ever felt that someone was hypnotizing you and forcing you to do things you did not want to do? Yes ☐ No ☐ 48
49. Are you inclined to let other people have their own way even when it disturbs your peace and comfort? Yes ☐ No ☐ 49
50. Do other people deliberately say or do things to annoy you? Yes ☐ No ☐ 50
51. When you enter a new group (business or social) do you like to be tipped off as to who are the important people to line up with? Yes ☐ No ☐ 51
52. Do you enjoy taking part in a good fight? Yes ☐ No ☐ 52
53. Do you believe that only people with money can be sure of getting a square deal in courts of law? Yes ☐ No ☐ 53
54. Do you believe that most people will tell a lie now and then in order to get ahead? Yes ☐ No ☐ 54
55. Are there some things about yourself concerning which you are rather touchy? Yes ☐ No ☐ 55
56. Do other people often watch you on the sly? Yes ☐ No ☐ 56
57. On the whole, are your own ideas of how things should be done superior to the plans suggested by others? Yes ☐ No ☐ 57
58. Do you think that an unusually bright person is likely to be physically weak? Yes ☐ No ☐ 58
59. Do you often feel very badly about other people's troubles? Yes ☐ No ☐ 59
60. Were you ever ignored or given a "raw deal" through spite? Yes ☐ No ☐ 60
61. Do most groups of people behave like a bunch of sheep, that is, blindly follow a leader? Yes ☐ No ☐ 61
62. Do you suspect that most people who do you a good turn are really expecting something in return for it? Yes ☐ No ☐ 62
63. Do you often feel that a lecturer is talking about you personally? Yes ☐ No ☐ 63
64. If a person is not playing fair, do you like to see someone beat him at his own game? Yes ☐ No ☐ 64
65. Do you believe that most people shirk their duties whenever they can without appearing to do so? Yes ☐ No ☐ 65
66. Do you hate to lose an argument even when the issue is of little importance? Yes ☐ No ☐ 66
67. Does it seem to you that other people generally "have all the luck"? Yes ☐ No ☐ 67
68. Does it distress you considerably to see another person in pain? Yes ☐ No ☐ 68
69. Do you feel that many young people get ahead today because they have “pull”? Yes ♦ No 69
70. Are most people thoughtless of the rights of others? Yes ♦ No 70
71. Are you continually comparing yourself with other people? Yes ♦ No 71
72. Do a lot of people you have known tend to form “cliques” or closed groups? Yes ♦ No 72
73. Generally speaking, do you believe that the boy who has not learned to defend himself deserves to “take a beating”? Yes ♦ No 73
74. Do you find that generally if you want a thing done right you must do it yourself? Yes ♦ No 74
75. Can a person get ahead by his own efforts if he does not look out for himself at every turn? Yes ♦ No 75
76. Do you consider yourself a rather nervous person? Yes ♦ No 76
77. Do you usually receive criticism of yourself without resenting it? Yes ♦ ! No 77
78. Do other people pay more attention to your comings and goings than they should? Yes ♦ No 78
79. When things become dull do you feel the urge to stir up some excitement? Yes ♦ No 79
80. Do you think the educational system in this country is seriously wrong in many respects? Yes ♦ No 80
81. Do you usually receive criticism of yourself without resenting it? Yes ♦ No 81
82. Have you ever found out that a person who was supposed to be an expert did not know as much as you did about something? Yes ♦ No 82
83. Is there anyone you know personally whom you would like to see behind prison bars? Yes ♦ No 83
84. Are there important changes you would make immediately in your manner of living if you could have a substantial increase in income? Yes ♦ No 84
85. Do you think that most people are overpaid for what they really contribute to society? Yes ♦ No 85
86. In most situations is it all right to conceal the truth when by doing so you give aid to a friend? Yes ♦ No 86
87. Have you very much resented having friends or members of your family give you orders? Yes ♦ No 87
88. Are you as quick as other people to pay compliments when they are deserved? Yes ♦ No 88
89. Do people frequently talk about you behind your back? Yes ♦ No 89
90. Is it almost unbearable for you to see a close friend or relative suffering intense pain? Yes ♦ No 90
91. Is it true that people will generally have contempt for a person who does not assert himself once in a while? Yes ♦ No 91
92. Have you known many “two-faced” individuals personally? Yes ♦ No 92
93. Can most people be trusted completely? Yes ♦ No 93
94. Do you derive considerable satisfaction from making other people do as you want them to? Yes ♦ No 94
95. Do you believe that all public office holders sooner or later look out for their own interests first? Yes ♦ No 95
96. Should the government take over more and more the management of private business? Yes ♦ No 96
97. Are your feelings rather easily hurt? Yes ♦ No 97
98. Generally speaking, do you believe that people use a veneer of politeness to cover up what is usually “cutthroat” competition? Yes ♦ No 98
99. Do you usually get more than your share of the blame when things go wrong? Yes ♦ No 99
100. Are there many kinds of work that you would not consider doing because they are beneath you? Yes ♦ No 100
101. Do you think that a lot of people exaggerate their hard luck in order to gain sympathy from others? Yes ♦ No 101
102. Do people ever accuse you of being selfish, and with some reason? Yes ♦ No 102
103. Have you often felt that certain persons are secretly trying to get the better of you? Yes ♦ No 103
104. Would you prefer a hard job that is very interesting to an easy one that is uninteresting? Yes ♦ No 104
105. Have you frequently wished for enough money or power to impress people who regard you as an inferior? Yes ♦ No 105
106. Have you frequently become involved in conflicts in defense of your friends or members of your family? Yes ♦ No 106
107. Is it difficult for you not to bear a grudge against someone who has injured you? Yes ♦ No 107
108. If you could have your way about it would you change a lot of things about human nature? Yes ♦ No 108
109. Are many of your supposed friends really sincere?.................Yes ! No 109
110. Do many people think you are "hard-boiled"?..........................Yes ! No 110
111. Does everything that happens seem to have a relationship to your own life or experience?.....................Yes ! No 111
112. Do some people become so bossy or domineering that you want to do the opposite of everything they tell you to do?.........Yes ! No 112
113. Do other people often deliberately make things hard for you?........Yes ! No 113
114. Are there times when it seems that everyone is against you?........Yes ! No 114
115. When criminals make a daring escape from prison do you sometimes secretly hope that they will avoid capture?..............Yes ! No 115
116. Do you sometimes feel contempt for the opinions of others?..........Yes ! No 116
117. Does it bother you to have other people tell you what you should do?.............Yes ! No 117
118. Do you often feel that you are left out of things, perhaps unintentionally, in group activities?.................Yes ! No 118
119. Is it difficult for anyone to impose upon you for the reason that you are usually wise to their intentions?...........Yes ! No 119
120. Does the United States Government owe every one of its citizens a decent living?........Yes ! No 120
121. Is the person who carelessly leaves valuable property lying around as much to blame as the person who appropriates it for his own use?........Yes ! No 121
122. Have some people criticized you unjustly to others?.................Yes ! No 122
123. Will most people in business bear close watching when you are dealing with them?.........Yes ! No 123
124. Are you deserving of things far better than is your present lot?........Yes ! No 124
125. Do you think no one would keep to the "straight and narrow path" were it not for the fear of being caught?.........Yes ! No 125
126. When you lose something do you often begin to suspect someone of either having taken it or having misplaced it?........Yes ! No 126
127. Do you think that most people who allow themselves to come under the rule of a dictator are to blame for their plight?........Yes ! No 127
128. Is there any subject on which you would like to hold a public indignation meeting for the purpose of organizing a mass protest?........Yes ! No 128
129. Were you ever seriously double-crossed?..............................Yes ! No 129
130. Do you believe the parole system works more to the advantage of the prisoner than to the advantage of society?.........Yes ! No 130
131. Do you tend to let people run over you more than you should for your own good?........Yes ! No 131
132. Have you frequently felt like telling "noisy" people to mind their own business?........Yes ! No 132
133. Have you often found it necessary to stand up for what you believe to be right?........Yes ! No 133
134. Do you usually seek to become an officer in any organization to which you belong?........Yes ! No 134
135. Were you ever so deeply in debt that you did not know where the money was coming from to pay what you owed?........Yes ! No 135
136. In group undertakings do you usually manage to have your own plans put into effect?........Yes ! No 136
137. Do other people often blame you for things unfairly?.................Yes ! No 137
138. In most cases is it important to get what you want even if you have to come into conflict with other people in order to get it?.........Yes ! No 138
139. Have other people been too ready to accept credit which rightfully belongs to you?........Yes ! No 139
140. Do you sometimes feel sorry for all the people in the world?........Yes ! No 140
141. Have you had more than your share of hard luck?.....................Yes ! No 141
142. Do other people often try to put things over on you when you are not watching?........Yes ! No 142
143. Is there any person whom you would particularly like to "put in his (or her) place"?........Yes ! No 143
144. Do you believe that most people require someone to tell them what to do?........Yes ! No 144
145. Is there any piece of music that usually makes you weep when you hear it?........Yes ! No 145
146. Are people in general out to get more than they give?.................Yes ! No 146
147. Do you often find it necessary to return merchandise to a store because it turns out to be not as represented?........Yes ! No 147
148. Do people near you sometimes whisper or look knowingly at one another when they think you are not noticing them?........Yes ! No 148
149. If someone rudely crowds ahead of you in line, do you tell him where he belongs?........Yes ! No 149
150. Have you marked an answer ("Yes," "!," or "No") for every one of the above questions?........Yes ! No 150
SELF-INTERPRETING
PROFILE SHEET
for the
KUDER PREFERENCE RECORD
VOCATIONAL
Form C

MEN and WOMEN

DIRECTIONS FOR PROFILING
Copy the V-Score from the back page of your answer pad in the box at the right.

If your V-Score is 37 or less, there is some reason for doubting the value of your answers, and your other scores may not be very accurate.

If your V-Score is 45 or more, you may not have understood the directions, since 44 is the highest possible score. If your score is not between 38 and 44, inclusive, you should see your adviser. He will probably recommend that you read the directions again, and then that you fill out the blank a second time, being careful to follow the directions exactly and to give sincere replies.

If your V-Score is between 38 and 44, inclusive, you should see your adviser. He will probably recommend that you read the directions again, and then that you fill out the blank a second time, being careful to follow the directions exactly and to give sincere replies.

Copy the scores 0 through 9 in the spaces at the top of the profile chart. Under "OUTDOOR" find the number which is the same as the score at the top. Use the numbers under M if you are a man and the numbers under F if you are a woman. Draw a line through this number from one side to the other of the entire column under OUTDOOR. Do the same thing for the scores at the top of each of the other columns. If a score is larger than any number in the column, draw a line across the top of the column: if it is smaller, draw a line across the bottom.

With your pencil blacken the entire space between the lines you have drawn and the bottom of the chart. The result is your profile for the Kuder Preference Record—Vocational.

An interpretation of the scores will be found on the other side.
Your INTEREST PROFILE

Your profile on the Kuder Preference Record—Vocational tells you about your interests. You probably know something already about what you like and dislike, but your profile measures your interests in ten important areas and shows how you compare with other people. It, therefore, can help you understand yourself better and plan your future more wisely.

Your profile gives you a picture of your interest in the ten areas listed across the top of the profile. The lines drawn on the profile show your scores.

This is what the ups and downs on the profile mean:

If your score is above the top dotted line, it is a high score and shows that you like activities in that area.

If your score is between the two dotted lines, your interest is about average.

If your score is below the bottom dotted line, it is a low score and shows that you dislike activities in that area.

Like most people, you are probably high in some areas of interest. First look at your highest score. This score shows the area of activities that you probably like best. If you have more than one score above the top dotted line, it shows that you have a combination of high interests.

Look at your low scores, too. They should be considered because they indicate the kinds of activities you probably do not enjoy.

Remember that high interest scores are not better or worse than low scores, nor are some interests better than others. Your own pattern of interests is the important thing.

Here is what your scores on the Preference Record mean:

OUTDOOR interest means that you prefer work that keeps you outside most of the time and usually deals with animals and growing things. Forest rangers, naturalists, and farmers are among those high in outdoor interests.

MECHANICAL interest means you like to work with machines and tools. Jobs in this area include automobile repairmen, watchmakers, drill press operators, and engineers.

MECHANICAL interest means you like to work with numbers. A high score in this area suggests that you might like such jobs as bank teller.

SCIENTIFIC interest means that you like to discover new facts and solve problems. Doctors, chemists, nurses, engineers, radio repairmen, aviators, and dieticians usually have high scientific interests.

PERSUASIVE interest means that you like to meet and deal with people and to promote projects or things to sell. Most actors, politicians, radio announcers, ministers, salesmen, and store clerks have high persuasive interests.

ARTISTIC interest means you like to do creative work with your hands. It is usually work that has “eye appeal” involving attractive design, color, and materials. Painters, sculptors, architects, dress designers, hairdressers, and interior decorators all do “artistic” work.

LITERARY interest shows that you like to read and write. Literary jobs include novelist, historian, teacher, actor, news reporter, editor, drama critic, and book reviewer.

MUSICAL interest shows you like going to concerts, playing instruments, singing, or reading about music and musicians.

SOCIAL SERVICE interest indicates a preference for helping people. Nurses, Boy or Girl Scout leaders, vocational counselors, tutors, ministers, personnel workers, social workers, and hospital attendants spend much of their time helping other people.

CLERICAL interest means you like office work that requires precision and accuracy. Jobs such as bookkeeper, accountant, file clerk, salesclerk, secretary, statistician, and traffic manager fall in this area.

Your scores in these interest areas give you clues to your vocational likes and dislikes. The occupations named in each area are only examples. There are many others. You will also find that many school courses and leisure-time activities fit into your high interest areas.

Often a certain combination of interests points to occupations and school courses that you will want to consider particularly. For help in getting the most out of your profile, consult your vocational counselor.

Interest is important, but there are other things to consider, too. What you can do well depends on a lot of things in addition to interest—particularly your abilities. Try to get all the information you can. The more you know about yourself, the more opportunity you have to make wise plans for your future.
BIBLIOGRAPHY

Books


Articles


