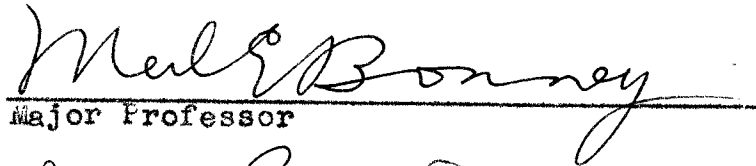


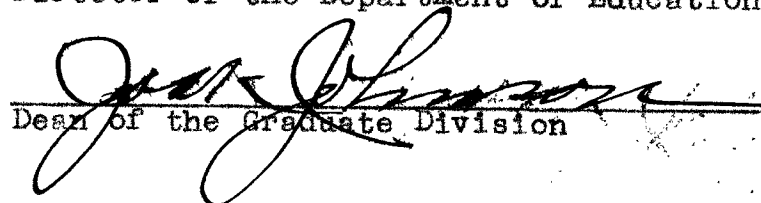
STUDY OF SOME FACTORS RELATED TO MUTUAL  
FRIENDSHIP ON THE HIGH SCHOOL LEVEL

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STUDY OF SOME FACTORS RELATED TO MUTUAL  
FRIENDSHIP ON THE HIGH SCHOOL LEVEL

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

A study of mutual friendships is both intriguing and elusive: intriguing because friendships afford so much personal satisfaction and real pleasure to the individuals involved and because they are such a universal type of association, and elusive because so many of the factors involved in mutual friendships can not be measured by objective methods.

This study has been made for the purpose of determining the similarities and dissimilarities in certain factors related to mutual friendships. The factors which have been considered are vocational interests; personality adjustments in home life, in health, in social life, and in emotions; other general personality traits; abilities; intelligence; and academic records.

#### Definition of Terms

Mutual friendships. -- By mutual friendship we mean that "two-way relationship"<sup>1</sup> engaged in by two people such that

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<sup>1</sup>H. S. Dimock, Rediscovering the Adolescent, p. 94.

each considers the other as a friend.

Some factors. -- Throughout this discussion the references to some factors which are related to mutual friendships will be understood to mean vocational interests, emotional adjustments and personality traits, certain abilities, intelligence, and academic records.

#### Manner of Collecting Data

The data for this study of mutual friendships were gathered from selected students from the Denton Senior High School, Denton, Texas. Thirty pairs of mutual friends were selected by the writer with the assistance of other members of the faculty. Each of the pairs of friends was selected after continued observation of the extent of their association during the periods of the school day at which choice of companions was uncontrolled. These periods included the five-minute intermissions between classes, the noon hour, the weekly assembly periods at which seating arrangements were unrestricted, and school activities such as play nights, dances, and athletic events.

After each pair had been observed long enough to indicate the existence of their mutual friendship, each member of the pair was interviewed and questioned about his friendship for the other member, in order to determine the length of the friendship and whether or not it could be called a

mutual friendship. Also, each person was asked if he would be willing to be paired with the other and furnish data for the investigation.

If either partner showed the least hesitancy in consenting to aid in the study, that pair was replaced by others who were entirely willing. As a result, all the students working on the study were very cooperative and seemed anxious to furnish the data in order to find their similarities and dissimilarities.

The thirty pairs finally selected were of three types: pairs of boys, pairs of girls, and pairs made up of a boy and a girl. The last group of pairs was made up of those "couples" who had been "going together" for the longest periods of time and who seemed most steady in their companionship. The distribution of pairs was fourteen pairs of girls, nine pairs of boys, and seven pairs of boy and girl combinations.

Because the pairs were selected from the entire school rather than from definite classes or small groups, all data were collected on an individual basis, each person supplying his data at his convenience and independently of his partner. Only two of the pieces of information furnished by each member concerned the other partner, all the others being of a personal nature; hence, each person could work alone, the only restriction being that the questionnaires be answered at school and away from home influence.



The additional restriction given for the rating of one's partner and the writing of a character sketch of him was that these papers should not be shown to the partner.

#### Description of Tests Used

The information used as the basis for this investigation was obtained through a series of tests and questionnaires.

Vocational interests tests. -- The Preference Record<sup>2</sup> was used in studying vocational interests. These tests are so constructed that they indicate preferences in vocations related to each of these general divisions: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The test presents a series of choices by the individual, selecting the things he likes most and least of three things given. Scores are counted and tabulated on a profile sheet which indicates at a glance the vocational preference of the person taking the test. This profile sheet shows both the raw score and the percentile rank for each vocational group.

Personality tests. -- In studying personality traits, two types of investigations were made. First, the Adjustment Inventory<sup>3</sup> was given to each person. This inventory,

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<sup>2</sup>G. F. Kuder, Preference Record, BB Form.

<sup>3</sup>Hugh M. Bell, The Adjustment Inventory, Student Form.

by means of a series of 140 questions answered by "Yes," "No," or "?," tests the individual on four factors; namely, home adjustment, health adjustment, social adjustment, and emotional adjustment.

Second, each person filled out two mimeographed forms entitled "Scale for Measuring Capacity to Win Friends,"<sup>4</sup> one for himself and one on which he rated his partner. The questionnaires provided ratings on the following personality traits: (1) praising and complimenting others, (2) initiating discussions about topics of general interest and about the particular interests of individuals, (3) tolerance and adaptability, (4) group association and group participation, (5) stimulating people to higher levels of behavior, (6) dependence upon others, (7) dependability -- sense of personal and group obligation, (8) being a source of new experience to others, (9) emotional control, (10) helpfulness and social service motive, (11) health and vigor, (12) personal appearance, (13) abiding by group customs and modes, and (14) attitude toward one's self. Under each of these traits on the questionnaire, there were statements which described a person who rated poor, average, or excellent. All ratings were done on the basis of ten, higher numbers indicating a more satisfactory rating. In doing the rating, the rater

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<sup>4</sup>Prepared by Merl E. Bonney, Department of Education, North Texas State Teachers College, Denton, Texas.

circled one of the numbers from zero through ten at the top of each division.

Character sketches. -- Each person was asked to write a character sketch of his partner. He was asked to answer such questions as what do you like most about him, how would you describe his personality traits to your parents if they should ask about him, if he should move away what characteristic of his would you miss most, and what do you enjoy most about your association? Only forty of these sketches were obtained because of the impossibility of arranging interviews with each person.

Abilities. -- The form used in determining the athletic and social abilities of the partners was a "Check-list of Abilities."<sup>5</sup> On this form each child checked the abilities or activities in which he participated at all on the basis of the degree of participation and the degree of ability. Each of these bases varied through five degrees. The degrees of participation were (1) a few times a year, (2) about once a month, (3) several times a month, (4) several times weekly, and (5) daily or almost. The degrees of ability were (1) one of the poorest, (2) below average, (3) about average, (4) above average, and (5) one of the best. Seasonal sports were checked on the basis of the season only, and any abilities not listed were written in by the checker.

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<sup>5</sup>Prepared by Merl E. Bonney, Department of Education, North Texas State Teachers College, Denton, Texas.

In scoring these abilities, checks were assigned the values of the columns in which they were placed. In order to determine the actual abilities, only the activities which had at least a three-three rating in the columns were counted on the activities which required the most training; that is, swimming, driving a car, athletic games, and other games. On the abilities which were more social and less active, as dancing, bridge, singing, and play acting, a two-two rating was necessary before it was called an actual ability. In getting the total scores all ratings were included, irrespective of their classification as actual abilities.

Intelligence tests. -- The intelligence quotients were obtained by giving the Otis Quick-scoring Mental Ability Tests.<sup>6</sup> These tests were made up of eighty questions concerning vocabulary, arithmetic, opposites, matching exercises, spelling, and other general classifications. They were timed tests and were administered in a group, furnishing the only occasion for getting all the pairs of friends together at one time.

Courses and grades. -- Information about the number of courses studied during the preceding semester and the average grade made by each partner was obtained from school records. Since the classifications of students varied from

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<sup>6</sup>A. S. Otis, Otis Quick-scoring Mental Ability Tests, Gamma Test, Forms Am and Em, for Senior High Schools and Colleges.

freshmen to seniors, it was advisable to use only one semester's grades.

Miscellaneous data. -- Another item of personal data obtained consisted of an indication of the name and number of elective or appointive positions held during the past two years. These positions were checked on the basis of frequency, ranging from one to thirteen or more times. In tabulating these data, one point was given for a frequency of one to three, two points for four to six times, three points for seven to nine times, four points for ten to twelve times, and five points for thirteen or more times.

Each person indicated whether or not he had worked for pay during the past two years, the type of work, and the length of time.

A sheet entitled "Personal Data"<sup>7</sup> was used to obtain such information as family status, whether broken or unbroken; number of brothers and sisters and their ages; parents' occupation; chronic diseases; preferred subjects; length of friendship with partner; and vocational ambition.

#### Review of Similar Studies

Several studies of a similar nature have been made on different phases of mutual friendships for various age and group levels. These studies may be classified into six

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<sup>7</sup>Prepared by Merl E. Bonney, Department of Education, North Texas State Teachers College, Denton, Texas.

groups dealing with friends in the following school levels: preschool, primary, elementary, high school, and college.

High school friendships. -- In reading the studies most closely resembling the present one, the writer has found previous studies on the high school level, but these have dealt with mutual friendships between members of the same sex only.

Dimock made a study of thirty-eight pairs of adolescent boys, in which he found that similarities often exist in chronological age, mental abilities, versatility of play interests, levels of social adjustment, cultural and economic background, schools attended, grade level, and community location. He found insufficient evidence to indicate that strength, motor ability, or physical growth had any influence on the development of mutual friendships.<sup>8</sup> Another study of adolescent boys was made by Williams, who found the greatest similarities in chronological age, mental age, and certain personality traits such as fairness, sportsmanship, friendliness, and loyalty.<sup>9</sup>

In her study of forty-two adolescent girls, Van Dyne found that girls tend to choose friends like themselves in chronological age and degree of dominance and sociability. She found very little similarity in the degree of emotional

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<sup>8</sup>Dimock, op. cit., pp. 90-109.

<sup>9</sup>P. E. Williams, "A Study of Adolescent Friendships," Pedagogical Seminary and Journal of Genetic Psychology, XXX (December, 1923), 342-346.

stability, self-sufficiency, introversion, and self-confidence.<sup>10</sup> In her study of girls at the high school age, although in a more controlled situation, Jennings found that age, intelligence, and length of residence had no real significance in social acceptance.<sup>11</sup>

Preschool friendships. -- On the preschool level, Challman found that friends were similar in sex, chronological age, degree of physical activity, and degree of cooperative activity. He found no indication that similarity of intelligence, height, attractiveness of personality, or degree of extroversion had an influence upon the selection of friends. However, he concluded that on the whole, similarities were more important than dissimilarities.<sup>12</sup>

Primary grade friendships. -- In the second, third, and fourth grades, extensive research has been made by Bonney. These studies indicated the similarity of friends in sex, general social acceptance, marked abilities, academic competence, intelligence, home background, family size, and personality traits such as "quiet, tidy, daring, leadership, friendly, welcomed, good-looking, enthusiastic, laughter, and active in recitations."<sup>13</sup> Very little evidence was found

<sup>10</sup>E. V. Van Dyne, "Personality Traits and Friendship Formation in Adolescent Girls," Journal of Social Psychology, XII (November, 1940), 291-303.

<sup>11</sup>H. H. Jennings, Leadership and Isolation, pp. 129-142.

<sup>12</sup>R. C. Challman, "Preschool Friendships," Child Study, VIII (December, 1930), 106-107.

<sup>13</sup>M. E. Bonney, "Personality Traits of Socially Successful and Socially Unsuccessful Children," Journal of Educational Psychology, XXXIV (November, 1943), 459.

of similarities of friends in chronological age or certain physical characteristics. An interesting observation made was that girls form more mutual friendships than boys.<sup>14</sup>

Elementary school friendships. -- Many investigations have been made of friendship and the selection of associates in the preadolescent or elementary school level. In some respects these reports have reached the same conclusions. Of the six investigations read by the writer, as many as four investigators have agreed upon each of the following factors as similarities of mutual friends: chronological age, physical maturity, mental age, intelligence quotient, and proximity in location and grade level. There was a difference of opinion as to what constitutes the most important factor in the formation of friendships, Warner reporting a similarity in mental age, Jenkins reporting a similarity in social-economic status of the parents, and Furfey reporting similarities in non-intellectual traits. In contrast to the last report, Pintner and others reported that friends were just as likely to differ from as to resemble

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<sup>14</sup>M. E. Bonney, "A Study of the Relation of Intelligence, Family Size, and Sex Differences with Mutual Friendship in the Primary Grades," Child Development, XIII (June, 1942), 79-100.

M. E. Bonney, "A Study of Social Status on the Second Grade Level," Journal of Genetic Psychology, LX (June, 1942), 271-305.

M. E. Bonney, "The Relative Stability of Social, Intellectual, and Academic Status in Grades II to IV, and the Inter-relationships between These Various Forms of Growth," Journal of Educational Psychology, XXXIV (February, 1943), 88-102.



each other in personality characteristics.<sup>15</sup>

College friendships. -- In the study of similarities and differences of pairs of college friends, some interesting studies have been made. In his study of two hundred college sophomores, Flemming found that likes are more apt to attract than opposites, introverts with introverts and extroverts with extroverts. He found similarities between friends in social intelligence, pleasingness of personality, and adjustment. In studying the selection of friends, he found that men choose others who are their superiors but that women do not.<sup>16</sup>

A similar study of college chums was made by Bogardus and Otto, who found both men and women chums were alike in standards and ideals and neatness of dress, and were different

<sup>15</sup>J. C. Almack, "The Influence of Intelligence on the Selection of Associates," School and Society, XVI (November, 1922), 529-530.

P. H. Furfey, "Some Factors Influencing the Selection of Boys' Chums," Journal of Applied Psychology, XI (February, 1927), 47-51.

G. G. Jenkins, "Factors Involved in Children's Friendships," Journal of Educational Psychology, XXII (September, 1931), 440-448.

R. Pintner, G. Forlano, and H. Freedman, "Personality and Attitudinal Similarity among Classroom Friends," Journal of Applied Psychology, XXI (February, 1937), 48-65.

M. V. Seago, "Factors Influencing the Selection of Associates," Journal of Educational Research, XXVII (September, 1933), 32-40.

M. L. V. Warner, "Influence of Mental Level on the Formation of Boys' Gangs," Journal of Applied Psychology, VII (September, 1923), 224-236.

<sup>16</sup>E. G. Flemming, "Best Friends," Journal of Social Psychology, III (August, 1932), 385-390.

in social ability and appearance. Other differences in men chums were personal interests, activities, hobbies, attitudes toward studies, and occupational choices. Women chums differed also in degree of participation in sports, religion, and temperament. Neither group attached much importance to intelligence as a factor in friendships.<sup>17</sup>

In their study of thirty pairs of intimate friends of the same sex, Vreeland and Corey found that intelligence quotients, academic success, and prejudices on intellectual questions were unimportant factors in the formation of friendships. They found evidence that social intelligence and degree of neuroticism do have an influence in the selection of friends.<sup>18</sup>

Sumner and Lee studied fifty-five pairs of Negro college students. Their investigation revealed similarities of male friends in interests, attitudes, and skin color and of male-female friends in socio-economic status, skin color, and chronological age.<sup>19</sup>

These previous investigations show a diversity of findings and opinions as to what factors are related to mutual

<sup>17</sup>R. Bogardus and P. Otto, "Social Psychology of Chums," Sociology and Social Research, XX (February, 1936), 260-270.

<sup>18</sup>F. M. Vreeland and S. M. Corey, "A Study of College Friendships," Journal of Abnormal and Social Psychology, XXX (July, 1935), 229-236.

<sup>19</sup>F. C. Sumner and J. A. Lee, "Some Resemblances Between Friends of Like Sex and Between Friends of Unlike Sex Among a Group of Negro College Students," Journal of Psychology, XII (October, 1941), 199-201.

friendship or the selection of friends. In fact, even on the same school levels, there is no complete agreement upon any one factor as the most important consideration in the formation of friendships.

## CHAPTER II

### SIMILARITY IN VOCATIONAL INTERESTS

For purposes of comparison, the thirty pairs of mutual friends were divided into two groups which will be called the "A" group and the "B" group. No definite plan of separation was used other than placing the members from each pair in separate groups, so that both groups contained thirty persons. No attention was given to the distribution of boys and girls in either group, since the study is concerned with mutual friends of both sexes. Throughout the remainder of this study, the same "A" and "B" groups will be used for all comparisons and correlations.

The relationships found between the two groups with regard to their vocational preferences or areas of interest are shown in Table 1.

The correlation coefficients are all positive, although none of them are very high. The coefficient .536 obtained in clerical preference is the only statistically significant one, being at least four times its probable error. This coefficient indicates a substantial correlation or similarity of the mutual friends in their interests in

TABLE 1

INTERESTS OF MUTUAL FRIENDS IN NINE VOCATIONAL PREFERENCE AREAS COMPARED BY COEFFICIENTS OF CORRELATION, MEAN RAW SCORES, AND EXTREME PERCENTILE SCORES

Vocational Preference Areas	Coefficient of Correlation*	Mean Raw Scores			Extreme Percentile Scores	
		A	B	Difference	A	B
Mechanical.....	.131 ± .12	58.9	66.3	7.4	1-88	5-100
Computational..	.237 ± .11	29.9	36.4	6.5	7-89	10-99
Scientific.....	.090 ± .12	59.1	64.9	5.8	2-96	4-100
Persuasive.....	.079 ± .12	65.4	63.4	2.0	4-97	1-89
Artistic.....	.360 ± .10	53.3	49.7	3.6	1-97	1-95
Literary.....	.203 ± .11	47.7	50.2	2.5	1-95	1-99
Musical.....	.280 ± .11	21.5	19.5	2.0	1-99	2-98
Social service.	.157 ± .12	69.7	65.4	4.3	1-99	0-93
Clerical.....	.536 ± .08	61.1	62.8	1.7	14-89	11-99

\*Coefficients of correlation computed by Durost-Walker Correlation Charts.

clerical vocations.

The coefficient .360 obtained in artistic preference indicates some correlation or similarity of the friends in this area. The coefficients in areas of musical, computational, and literary interests are statistically low, ranging

from .203 to .280. However, these coefficients indicate a slight correlation or similarity of mutual friends in these three areas of interest.

The coefficients obtained in mechanical, scientific, persuasive, and social service interests areas are very low. These indicate that there is little or no relationship or similarity between friends in these areas of vocational interest. However, the fact that there are no negative coefficients of correlation indicates that high school students choose their friends among others who are more like than unlike themselves in vocational preferences. These correlations contradict the belief held by some people that opposites attract each other.

Using the mean scores as a basis of comparison shows that the means of the groups are never identical although none of them differ by more than eight points. Here again, as in the correlation coefficients, the greatest degree of similarity is shown in clerical preference, and a close relationship is shown also in musical preference. In contrast to the correlation coefficients, these mean scores indicate greater similarity between friends in persuasive interests than in artistic, literary, and computational interests. This measure of central tendency corroborates the evidence found in correlation coefficients that there is little similarity in mechanical, scientific, and social service interests of mutual friends.

An examination of the extreme percentile scores reveals only slight differences in the range for groups "A" and "B." These differences are about balanced, the "A" group showing more variability in persuasive, artistic, musical, and social service preferences; and the "B" group showing more variability in mechanical, computational, scientific, literary, and clerical preferences. In this comparison the greatest amount of difference in ranges of the two groups is shown in clerical preference, but this is likely due to the absence of the few extreme scores in this group which occur in each of the other groups.

From the above comparisons it seems evident that there is no great degree of similarity between mutual friends in any of the nine vocational preference areas investigated. However, the comparisons indicate a substantial similarity in clerical preference; some similarity in artistic preference; a slight similarity in musical, computational, literary, and persuasive preferences; and little or no similarity in mechanical, social service, and scientific preferences.

This investigation suggests that on the high school level friends are not held together by their likeness in vocational preference areas, but that their friendship is more dependent upon some other factors, as certain personality traits, emotional adjustment, intellectual achievements, or certain abilities.

## CHAPTER III

### SIMILARITY IN PERSONALITY TRAITS

In studying the similarities in personality of the mutual friends included in this study, they were tested for personal and social adjustments and for certain personality traits.

#### Results of Bell Adjustment Inventory

The four measures of personal and social adjustment on the Bell Adjustment Inventory are of home, health, social, and emotional adjustments. The scoring of these measures of adjustment gives a raw score which is ordinarily translated into one of five descriptive designations, ranging through excellent, good, average, unsatisfactory, and very unsatisfactory for home, health, and emotional measures; and through very aggressive, aggressive, average, retiring, and very retiring for social measures. However, since a difference of one point in raw scores can mean the placing of two consecutive scores in different classifications, it seems advisable to disregard the descriptive designations and use only the raw scores as a basis for comparison.



The results of the comparisons of the adjustments are shown in Table 2.

TABLE 2  
PERSONAL AND SOCIAL ADJUSTMENTS OF MUTUAL FRIENDS  
COMPARED BY COEFFICIENTS OF CORRELATION  
AND QUARTILE DISTRIBUTION

Areas of Adjust- ment	Coefficient of Correlation	Per Cent of Pairs in Same Quartile	Per Cent of Pairs in Extreme Quartiles*
Home.....	$-.082 \pm .12$	20.0	20.0
Health...	$-.033 \pm .12$	23.3	13.3
Social...	$.491 \pm .09$	43.3	6.7
Emotional	$.492 \pm .09$	33.3	6.7

\*Extreme quartiles are the first and fourth quartiles.

The absolute values of the coefficients of correlation obtained in the home and health adjustments are so small that they indicate practically no relationship between the mutual friends in these areas of adjustment. The coefficients of correlation obtained for the social and emotional adjustments are conspicuous because of their near equality in size. Each of these is statistically significant and indicates a substantial similarity between the friends in the area measured. These coefficients point out the fact that two people in high school who are socially and emotionally

alike tend to choose each other as friends.

The quartile comparisons made on these personal and social adjustments serve to confirm the conclusions reached from studying the correlation coefficients alone. The expression, pairs in extreme quartiles, is used to refer to those pairs which have one of the mutual friends in the fourth quartile and one in the first quartile. Here, as previously, there is no indication that mutual friends are more alike than unlike in home adjustments. The low percentages obtained in health adjustments are too small and too near the same size to indicate any relationship of the mutual friends. The percentages in social and emotional adjustments show that more pairs scored in the same quartile than in extreme quartiles, again indicating similarity of mutual friends.

One would like to conclude from these comparisons that two high school students are good friends because of their likenesses in social and emotional adjustments or that they have a substantial likeness in social and emotional adjustments because of their mutual friendship, but such statements of cause and effect would overstep the limits of this investigation. Nevertheless, it seems reasonable to conclude from the available data that mutual friends in the high school have substantial similarities in social and emotional adjustments.

### Results of Rating Scales

In addition to the four measures of personal and social adjustment, each student received two ratings on fourteen different personality traits, given in the "Scale for Measuring Capacity to Win Friends." One rating was made by the student, and the other was made by his partner. To make the ratings more true and less biased by conceit or by inferiority complexes, it was decided to use the average of the two scores as an index of the rating. This average was called the composite rating.

Table 3 gives the results of the comparisons of these composite ratings.

A comparison of the extremes of the composite ratings shows that the two groups do not have the same ranges in any of the personality traits rated. However, the ranges of the two groups differ by only one-half a point in eight of the fourteen traits; namely, praising and complimenting others, initiating discussions about topics of general interest and about the particular interests of individuals, tolerance and adaptability, group association and group participation, dependence on others, emotional control, personal appearance, and attitude toward one's self. The group ranges never differ by more than three points, this difference occurring only in the trait stimulating people to higher levels of behavior.

TABLE 3

PERSONALITY TRAITS OF MUTUAL FRIENDS COMPARED BY  
EXTREME AND MEAN COMPOSITE RATINGS

Personality Traits	Extreme Composite Ratings		Mean Composite Ratings	
	A	B	A	B
Praising and complimenting others	3.5- 9.0	4.0-10.0	6.4	6.3
Initiating discussions of general interest.....	4.5- 8.5	4.5- 9.0	6.5	6.0
Tolerance and adaptability.....	3.5- 9.0	3.5- 9.5	6.7	6.9
Group association and group participation.....	4.5- 9.5	3.5- 9.0	7.3	6.8
Stimulating people to higher levels of behavior.....	5.5- 9.0	3.5-10.0	6.9	6.5
Dependence on others.....	4.0- 9.0	5.0- 9.5	7.0	6.9
Dependability -- personal and group obligation.	4.5- 9.0	4.0- 9.5	7.4	7.4
Sources of new experience for others.....	4.5- 8.5	4.0- 9.5	6.9	6.5
Emotional control..	2.0-10.0	2.5-10.0	6.3	7.0
Helpfulness and social service motive.....	5.0- 9.0	2.5- 9.5	6.7	6.3

TABLE 3 -- Continued

Personality Traits	Extreme Composite Ratings		Mean Composite Ratings	
	A	B	A	B
Health and vigor....	4.0-10.0	4.5- 9.5	7.5	7.7
Personal appearance.	4.0- 9.0	5.0- 9.5	7.4	7.5
Abiding by group customs and modes.	4.5- 9.0	4.0- 9.5	7.0	6.7
Attitude toward one's self.....	4.5 -9.5	4.5-10.0	7.6	7.3

It is interesting to note that the greatest variability in ratings is shown by each of the groups in the same trait, emotional control. Since the groups are made up of adolescents who, as an age group, are somewhat inclined to be emotionally unstable, this greater variability is not surprising. The fact that the two groups show practically the same variability in this trait serves to strengthen the evidence found on the Bell Adjustment Inventory that the two groups have substantial similarity in emotional adjustment.

There is no similarity between the two groups in the traits showing the least variability. Group "A" shows the

least variability in the trait stimulating people to higher levels of behavior, and group "B" shows the least variability in the traits initiating discussions on topics of general interest, dependence on others, and personal appearance.

A comparison of the mean composite scores of the groups shows very small differences in the means. This would indicate some similarity of the partners in each of the traits investigated. The greatest similarity is shown in dependability -- sense of personal and group obligation, where the means of the groups are identical. A high degree of similarity is shown in praising and complimenting others, dependence on others, and personal appearance, each of which has a difference of one-tenth of a point.

This method of comparison indicates that the groups show less similarity in emotional control than in any other trait, but even in this trait the difference in means is only seven-tenths of a point. This greater difference in means is probably due to the few cases of wide differences in ratings found in this trait when the individual pairs are considered rather than the groups.

In order to obtain a single score for each individual to be used in correlating the personality traits, the total of the composite ratings on the fourteen traits is used.

This correlation of total scores yields a coefficient of  $.738 \pm .05$ , which is significant in this study for two reasons. First, it indicates a marked degree of similarity between the pairs of mutual friends in the fourteen traits studied; and second, it is the highest coefficient of correlation obtained throughout the whole investigation, indicating that mutual friends probably show more similarities in certain personality traits than in any of the other factors under consideration.

In studying the ratings, it is interesting to notice on which of the fourteen traits the two ratings for an individual most often agree. Since the ratings are made on a scale from zero to ten, with three or four numbers representing the general classifications of poor, average, or excellent, a difference of two or three points in ratings often does not mean a difference in the general classification or rating.

Table 4 shows the percentages of complete agreement, of very near agreement, and of differences in ratings which could mean a substantial difference in the classification of an individual. It also shows the order in which the fourteen traits rank by votes of complete agreement.

Of the 840 ratings obtained in pairs, one by the individual and one by his partner, 183 are exact agreements. This represents 21.8 per cent of all the ratings. Three

TABLE 4

PERCENTAGES OF AGREEMENT AND SUBSTANTIAL DISAGREEMENT  
IN THE TWO RATINGS OF AN INDIVIDUAL, AND RANK LIST  
OF PERSONALITY TRAITS BASED UPON THESE AGREEMENTS

Degree of Agreement	Per Cent
Complete agreement.....	21.8
Difference of only one point.....	36.3
Difference of more than three points.....	7.4

Name of Trait	Rank
Personal appearance.....	1
Being a source of new experience to others.	2
Abiding by group customs and modes.....	3
Dependability -- sense of personal and group obligation; helpfulness and social service motive.....	4
Stimulating people to higher levels of be- havior, Dependence on others, Attitude toward one's self.....	5
Praising and complimenting others, Initiating discussions of general interest, Emotional control.....	6
Group association and participation, Health and vigor.....	7
Tolerance and adaptability.....	8

hundred five ratings, or 36.3 per cent of all the ratings, differ by only one point. Thus it is seen that in almost sixty per cent of the ratings there is very marked similarity between a student's idea of himself and his friend's idea of him with regard to these particular personality



traits. Only sixty-two ratings, or 7.4 per cent, of all the ratings, show any substantial degree of disagreement in opinions.

The trait which is most frequently agreed upon in the ratings is personal appearance, a trait for which the standards are usually quite definitely fixed by a larger group of which the pair is only a part. Other traits frequently agreed upon are: being a source of new experience to others, abiding by group customs and modes, dependability -- sense of personal and group obligation, and helpfulness and social service motive. It is noticeable that these traits which show the greatest number of agreements are all extrovertive.

The trait least frequently agreed upon is tolerance and adaptability. It might be supposed that this is due to one's thinking himself more tolerant and adaptable than others consider him to be. However, the ratings do not support this idea. In twenty-eight instances the rating given by the partner is higher than that given by the person being rated, and in twenty-six instances the individual rates himself higher than his partner does. The lack of agreements in the ratings of this trait are probably due to the individual interpretations of the terms tolerance and adaptability.

These comparisons of the mutual friends with regard to

fourteen definite personality traits show a similarity of the friends in each of the traits and a very significant similarity when all the traits are considered together.

## CHAPTER IV

### SIMILARITIES REVEALED IN CHARACTER SKETCHES

The character sketches which the students wrote about their partners furnished further information about personality similarities. As pointed out in Chapter I, each student was asked to write a short character sketch of his partner, giving informally his outstanding characteristics. Students were given suggestive questions, such as what do you like most about your partner, how would you describe your partner to your parents if they had never met him, if he should move away what would you miss most about your partner, and what do you think about his standards of behavior?

Only seventeen whole pairs and one member from each of seven other pairs of friends submitted these sketches for consideration. The latter sketches are used only in a consideration of the characteristics most common to the groups.

Because these sketches contain such a variety of information which is impossible to describe, they are included here in their original form, as submitted by the students with names replaced by letters. As far as possible, the sketches are grouped in pairs by girl-girl, boy-boy, and

boy-girl combinations. Sketches from only one member of a pair are also labeled by groups to indicate the type of pair from which they are submitted. Within these major groups the pairs of mutual friends are arranged consecutively and are designated by the letters A, B, A, B.

#### Sketches from Girl-Girl Pairs of Mutual Friends

A "A" is temperamental, and she often tries to take advantage over other people, because she is "petted" and has a little more attention and privileges, like driving the car, than the other girls I run around with. She is likely to pick certain ones as her friends, and she treats other people as associates. She is the last person on earth I would want to compete against in any way, as bad sportsmanship is a definite trait in her character.

I like "A" because I can trust her. She is reliable. Her interests are as limited as her friends. She likes baseball far better than any other sport. I am inclined to believe her mother picks her friends. Her mother has a great influence on her. "A" realizes this and doesn't get along with her mother very well.

"A" is consistent and is careful not to accept anything that might change her ideas, etc. She has a reserved personality and doesn't talk much except when she's excited.

B I like most about "B" the way she mixes with people, not only her own age, but older and younger ones also. Our associations together have been pleasant, and I enjoy her cooperation most. She likes to take a part in every game and other things. She stands out in a crowd because of her personality. She seems full of vitality and never seems to run down. She is loyal to her parent and her friends. I don't believe she need be jealous of anyone or anything. She is honest and trustworthy and can be trusted with anything. I don't believe she is selfish for she wants to share everything she can. She has a fine sense of humor and can take a joke without any harsh feelings. When she has a job to do, she goes at it with a sense of reward in doing it, and she takes joy in doing things for others.

A My partner, "C," is very attractive in more ways than one. She has a very good personality and meets people easily. She is always smiling and usually has something to say. Sometimes she is a little bashful around people with whom she has little in common, although she has improved this very greatly in the last year. She loves to tease and be teased, although she won't admit the latter. Everyone usually likes her happy-go-lucky ways, for they make her lots of fun; but they also make her quite forgetful and eternally losing things. Another characteristic which isn't always the best is that she is never on time for anything. She isn't so slow, but she starts too late and fools around too much. She is very intelligent and makes excellent grades. She is easily excited and tackles jobs she likes with great enthusiasm. She seldom seems selfish or envious.

B "D" is a girl with a great deal of talent. The way this is most recognizable is her beautiful voice. She is always ready to do her part when called on and isn't selfish with this talent.

One of "D's" greatest assets is the ability to meet people easily. She seems to be able to handle any situation that comes up, no matter how difficult it may be. I know that many times when I don't know what to do I ask her advice. I know that she could answer my problems, which are very trivial but seem important to me, but she usually tells me to work them out for myself, which is probably the best for me anyway. She has a very good personality, which is probably the reason she has so many friends.

The only fault I find with "D" is that sometimes she seems to feel a little superior to others. This is probably because I'm so silly instead of acting my age. She is a very good friend.

A "E" is one of the most "moody" people I know. She must always be in the mood to do anything. She is very strict in choosing friends; in fact, I sometimes think that she is a bit too strict. She treats me very motherly, and she over does it a bit. I appreciate help, but not that. She insists on walking on the side nearest the street, holding doors for me, etc. I don't know why. If she happens to come to my house at meal time, she refuses to eat with us; but if she is invited to come, it is all right. I think she has a complex about not having as nice a house and clothes as we have, although she has no reason for it.

"E" has very high standards and ideals. She is

always helpful and unselfish. She is a hard worker and really knows how to get things done. She is dependable and reliable.

B I suppose the thing I like best about "F" is the fact that on most points of religion, social activities, and life ideals, we seem to agree as to what is right. And also, though it seems unnatural, when we disagree she never really gets mad but stays at least on speaking terms. Another thing is the fact that most of the time she seems to be boosting me up to her level. Although she does not act superior, she seems to try to guide each person she meets into the right way for that person.

Her physical status seems to take away all her energy. She has to be rather careful as to what she does because of asthma, and so she keeps her mind on that fact and never really does or thinks on anything really out of the ordinary. Although she is capable of better work, she does not take time to do the things that are really important at the present moment. She plans for the future and works for it, but she doesn't work as well as she could.

A There is a certain something about "G" that attracts people. After they have met her, they are sometimes slightly shocked by things she says or something she doesn't say.

She is pretty even tempered, but sometimes she breaks out and it doesn't seem like "G." In matters of giving advice, she doesn't stick with her decisions. In giving personal advice, she gives ideas that are really good, sometimes.

"G" is popular with my mother because she is sweet, good natured, and generous. She is smart as a whip, but at times it seems hard for her to catch on to something.

B In the years we have spent together, I have found "H" to be a true, honest, God-fearing girl. She is inclined to be pessimistic, as she always thinks about the dark side of things first, but even so, she is very clever and fun making in her own sardonic way. "H" does not have enough self-confidence and with a little back-talk and persuasion, her interest and confidence can be aroused.

"H" excels in riflery, and she knows a great deal about airplanes. She has a vivid imagination and loves relating her experiences, either by talking or writing.

A She is very honest in her dealings with everyone. She also is loyal in every way I know. "I" is not a jealous person. If she is she never shows it. She has never seemed selfish. I think she would give away her last penny if she thought someone needed it. I think she could get along with anyone. Her standards of behavior are all right by me. We have a lot of laughs together, and I feel I can share my troubles with her. I have known her so long she seems more like a sister than just a girl friend.

She isn't easy made mad. When someone asks her to do a job for them, she tries to do it the best way she knows how. She doesn't mind asking questions. She makes friends very easy. What I like most about her is her honesty. I also enjoy her friendly manner.

B "J" is very sweet and likable. She is friendly to everyone who is nice to her. She does have a temper, but she has never used it on me. We have had fusses, but we are never mad. She is a very wonderful and smooth dancer. She is a very good sport. I like our times together by ourselves and on dates, because she can always keep the party going.

For some things she is very enthusiastic and others she doesn't care.

A "K" is very honest. She is the kind of friend that everyone needs. You can turn to her when you're sad, and she is always willing to help in every way she can.

I like her honesty, her loyalty, and her friendly manner. I have found that she doesn't have a bad temper, but when she does get mad she can always control it.

B There is just something about "L" that makes you like her a great deal. She has a very pleasing personality and a fine sense of humor. She hardly ever gets mad. When she does she is real mad for a couple of minutes, and then she cools off and is all right again.

Our associations together are always fun. It seems like we are just the same type. She is so easy to talk to about serious things and in fun. Besides having fun, "L" has a serious side too. She believes in God and always seems to be near him. If she were in a group and I was asked to point her out to someone, I think I'd say that she was the "little" girl in the center having more fun than anyone else. She never is stiff and always has a smile for everyone.

Whenever a job is assigned to her, she always gets it done, no matter what it calls for. Her many talents will take her places.

A       The thing I like best about "M" is her loveliness and ability to do different things. Our associations together are very enjoyable because we do have fun; however, we do have our little quarrels at times.

      If my parents had never seen her, I would tell them that she was attractive and smart. One of the main reasons that we get along is because we like the same things and enjoy doing them together.

B       The thing I like best about "N" is her pleasing personality. She has a fine sense of humor and is always ready to listen to me, when I just feel like talking over my troubles with someone. She is always willing to help me either in personal affairs or in school work. "N" is honest in everything and her unselfishness is a particularly fine trait. Her only bad habit is that she agrees with me on everything whether she really is of the same opinion or not. Even with this habit she is a very interesting and successful girl.

A       The thing I like about "O" is the way she makes so many friends and they all like her so well. She is happy most of the time and has a sense of humor. If she were to move away, I would miss her friendly smile and her friendship.

      She has the ability to act on the stage and do all sorts of dancing. She has nice manners and is pleasant to be with most of the time. She sometimes gets mad and doesn't speak for weeks, but it usually passes over. She tells you what she thinks and sometimes hurts others badly. But aside from her faults she is a swell girl.

B       I like "p" because we have just about the same interests. We get along and don't argue over silly little things and make something big out of it. She has a temper, but I just look over it. We enjoy talking, going riding, movies, and many other things. She could be picked out in a crowd because she's neat, pretty, and quiet. I would tell my parents that she is nice, and doesn't use any profanity, and is considerate of others. Our friendship means a lot to both of us and we have lots of good times.

A       "Q" is a friend of mine and has been for along time, but there are many things about her that I heartily dislike and many others I thoroughly enjoy.



She is a good mixer. She can feel at home with any crowd. With nice respectable people her standards are high and she lives up to them, but when she is with other people who are not so respectable or nice, her standards fall as the character of her friends falls.

"Q" is generous and kind-hearted. I don't think there's anything she would not do for you but sometimes she's too generous for her own good. I sometimes envy her nerve. There are very few things she would not do for once. But not having her nerve has kept me out of plenty of jams, and it might be better if she had a little less nerve.

She is a fine conversationalist. She can talk about anything, almost, to just about anybody. She can keep a secret if she wants to. She has conflicting moments of love and hate that are her most displeasing fault to me.

B "R" is a very well liked person. Those who dislike her are only jealous of her ability to make friends. I have never known her to be dishonest in any way. She has always been loyal, friendly, courteous, and unselfish. You might find her actions a bit peculiar for a girl her age. Boys interest her hardly at all. Most anytime you see her she is with her mother instead of a bunch of high school kids. She has a very bad temper, but this can be controlled. She does not take a joke very easily. Sometimes she gets mad when you are only teasing her. She takes some things entirely too seriously in my opinion. But with these difficulties, she is really a swell person to be a friend of.

A I have known "S" for about two and a half years and in that time she has been a sweet and nice girl. In all the time I have known her, I have never heard anything bad about her. One of the many reasons I like her is because she is enthusiastic about anything she starts to do, and therefore, you can't help being enthusiastic, too. She is not very easy to get mad and when she does get mad she gets over it quickly. She is just an average girl, she is not extremely smart or extremely dumb. She likes to laugh, and one important thing is that she knows when to laugh. She is well liked by her friends and teachers, and I am proud to call her my friend.

B "T" is a very sweet and thoughtful person, and she is always willing to go places and do things with the

rest of us. Sometimes she has a pretty quick temper, but I think that is only when she gets up on the wrong side of the bed in the morning. She knows what to do and what not to do.

Of course every girl thinks a lot of her mother, but being around "T," it seems to me she thinks about her mother a little more than some girls do. She is always worrying about her when she is ill and will do anything to help her.

"T" is a very nice person to run around with. One has a lot of nice clean fun being around her.

A The first and one of the outstanding things I would like to mention about "U" is her honesty. I have never known a girl you could trust any more than you can her. She is always fair in any task we undertake together. I have been with girls who are always wanting to copy my daily school papers, which is very annoying, but she is not the type at all for this. She makes friends easily and has many friends at one time instead of just one at a time. She is never having trouble at school or anywhere else with her fellow workers. I enjoy being with her and love to work with her very much, for her outstanding characteristics are many.

B "V" has been a real friend of mine for about eleven years. During that time she has proved to be a very loyal friend and if I ask her not to tell something I know, she won't tell it. She is very fast in making friends. She has that something about her that makes people like her when they meet.

"V" is also very punctual. If she says she will be somewhere, you can be sure she will be there.

#### Sketches from Boy-Boy Pairs of Mutual Friends

A "W" seems to be a little sentimental. Once you become acquainted with him, however, he becomes a lasting friend. He will go to any extreme to help you out. I first really became acquainted with him when I started to work at the Austin Shoe Store.

He is a brilliant person and can think very clearly. He would have to have a very large change of heart to ever do anything dishonest. He is hard to beat.

B "X" is a very close friend of mine. I like him because he dresses well, he is not a "rough-neck," and he is friendly to everyone. He is not the jealous type and nothing makes him too mad. It takes a lot to make him angry, but when he is mad, he is very mad, but he is very easily soothed.

He is very diligent in his studies, and he never lets any of the time he needs to study pass by. He is always willing to help people with what they need.

One of his faults is that he trusts people he does not know well, and someday this will probably cost him a sum of money.

A "Y" is as loyal a boy as you'll find in high school. As far as his church is concerned, he never misses a Wednesday night service, Sunday school, morning, or evening service, and when there is a revival he goes as often as he can. He is also loyal to the school and school clubs. I admire his loyalty. As for honesty, I have never known him to be really dishonest about anything. I wouldn't say "Y" is the least jealous person I know, but he certainly isn't selfish. His standard of behavior is among the best. As for his sense of humor -- around me and his closest friends, he has a high sense of humor, but in a crowd I don't think he does. His school work is typical of the way he tackles a job. The thing I like most about him is that he's not fair weather. He's a friend whether you're up or down. Also, I enjoy playing with him in P. E. because he always plays fair. I think he is a little conceited, but it's easily overlooked.

B "Z" is a loyal friend and can always be depended upon. We like many of the samethings; therefore, we have a lot of fun together. He is an honest person. I have never known of his being dishonest about anything. The only trait he has that I dislike is telling other people some of the things I tell him that I don't want them to know. He is very unselfish. I don't think he envies anyone. Sometimes he is a little jealous about something that happens if it concerns a certain person; otherwise, he is not jealous about things that happen. He is very well behaved. He never smokes, drinks, or cusses. He is a fine Christian. He has a very good sense of humor. We have a lot of fun together because of this. If he has a job to be done, he always does his best to do it quickly and right. He is enthusiastic about new ideas and will help to promote them if he thinks they are good.

Sketches from Boy-Girl Pairs  
of Mutual Friends

A       The things I like most about "a" are his loyalty, his character, his good looks, sportsmanship, leadership, the fact that he's liked by everyone, and he's nice. He isn't a wolf, and he doesn't go out with other girls. We have the same interests, playing tennis, fishing, horseback riding, swimming, and all sports.

Another reason I like him is that he is tall and slender. I don't like 'em fat and sloppy. If I had to describe him to my parents, I would say he is the most wonderful person on earth. I would say how nice he is and what nice manners he has.

There are two little things that I don't like about him: he gets mad easily and is very jealous of any boy who pays attention to me.

B       My partner, "b," is the most wonderful person with whom I have ever come in contact. Of course there are a few things I would like to change about her, but they are so trifling that the wonderful person she is smothers them completely.

The things I like most about her are her looks, personality, sense of humor, understanding, cultural background, and the way she puts herself at ease around other people. In my dealings with her, I have found her to be honest, trustworthy, loyal, and capable of doing anything she sets her mind to. She is free from envy or jealousy unless she has a just and true reason for being so. She is the type of person whose behavior is always at its best, so that it leaves no room for criticism. Her sense of humor makes her a person with whom you can have the most fun; although some remark might hurt her slightly, she conceals her feelings and lets it pass with a smile. I would pick her out in a crowd because she would seem completely at ease. She is a person who knows what she wants in life and is willing to work for it. She has ingenuity and is capable of making up her own mind. Her taste, character, morals, and personality are outstanding. She believes in God and is a Christian, which helps to make her the wonderful person she is.

A       I guess the thing I like best about "c" is the way we have the same interests. She always acts as if I know more on some subjects, even if she does. She can get along with people better than anybody, and she can get along with me better than anyone. People are

always asking her to do things that will take a lot of work and trouble. When I ask her how did they stick her for that job, she looks surprised and says, "Why, it's an honor for them to ask me to do this." To me that's dumb, but that's why I like her.

If she were to move away what I would miss most is the way she is always full of pep whenever I see her in home room. She always has something funny to say. I don't know why, but when she gets in a crowd she always stands out.

The first time I met her I liked her, and it is the same with everybody else. I guess the reason everybody likes her is she is so natural.

B "d" has the kind of personality that makes him fun to be with. He says crazy things constantly, and we have millions of jokes and secrets between us that we can die laughing over.

Everyone has to have a few puzzling points about him, and "d" is no exception. He has never shown much interest in school work because, I believe, he thinks he can go through life without making much effort on his own part. He already has accomplished and could accomplish a great deal more in the field of aviation designing, but at the moment he thinks it is only kid stuff. At times he can be rather embarrassing because he acts a little on the childish side.

A To me "e" is the most thoughtful, considerate boy I have ever gone with. On dates he's always wanting to do what I want to do and seems to always have a good time when we are together. He has a very good sense of humor, joking almost constantly; but when the time comes, he is always ready to look on the serious side. He is very active, participating in all sports and athletics of the school. At times he shows signs of jealousy, but he doesn't say anything about it. At times his behavior in assembly isn't as it should be, but that is the only fault I can find in him. I can truly say that "e" is the most typical boy I've ever gone with.

B I guess I like "f" because she's honest, nice, sweet, lots of fun, has a good personality, and when she starts something she finishes it. When we are together, we seem to stay out of trouble pretty well, and everything seems so nice and pleasant. If I saw her in a crowd, I could tell her on account of her beautiful features and hair. If my parents happened not to know her, I would tell them that she was beautiful, sweet,

and just the type they would want me to go with. She seems to be interested in things that would help others and when she starts something she doesn't like to stop till she's through.

A The thing I like best about "g" is her pleasing personality. She finds it easy to get along with all sorts of people, and she seems to have a keen sense of equality among other people.

When we are together we always enjoy talking about any subject. We find it easy to get along very well. One thing, our interests are about the same things, and we seem to have the same ideas about how to have a good time and enjoy ourselves.

If she should move away, I would just miss her pleasant smile and her personality that no one else possesses. I would miss her honesty and faithfulness in all our associations together.

B The main reason "h" and I go together is because when we are together, we both have so much fun. We are interested in enough things that we can do together to have a good time and not be bored. He is a very good sport about teasing and has a good sense of humor. Most of all, he is an individualist! He is different from other people in the things he does, and in the way he does them. He likes to do things out in the open and most of the things he does, he does well.

He is hard to describe to others, because around my parents and others he seems so different than he does when around me. He is fun to be with and has good judgement in the things we do and places we go. He is nice to me and is willing to go or do nearly anything I want to, sometimes even willing to give up something he would very much like to do in order for me to have a good time. His interests are based on the right things, as about most things he does, he gives considerable thought to the matter and tries to do things that in the years to come will help him to be best suited in the thing he plans to do. If he should move away, the thing I would miss about him most is his kind understanding and willingness to make me as happy as possible.

#### Sketch from One Member of a Girl-Girl Pair

A I like most the way "i" does things for me and for others. The part I enjoy most is playing difficult kinds of ball and swimming. If my parents hadn't ever

seen her I would describe her as a very swell person. Her loyalty is her good point. She is too honest and is very jealous, but otherwise she is very nice. She has very nice interests and enthusiasms.

#### Sketches from One Member of Boy-Girl Pair

- A        The things I like most about "j" are her character, her mannerisms, and her ways of distinguishing herself from others. She is very different from most other girls; she is not the least bit conceited; and she thinks more of others than she does of herself. I feel that she would never try to make me envious or jealous of her. She would not do anything that she would regret. She has very high ideals of her future life. She is very popular in school life and social functions. She has personality plus. Her interests and enthusiasms fit her perfectly, and she will not undertake anything that she will not finish.

      If she should move away, the thing I would miss most about her would be the way she talks and what she talks about. When we have a date, she talks to me about everything, and I just like to hear her talk.

- B        Some of the qualities I most admire about "k" are that he is very unselfish and is constantly thinking in some way or another of other people and always ready to help them. In all dealings I have had with him, he has been very honest. He does not envy anyone, and he's happy if any good luck comes to his friends. I have noticed that he is somewhat jealous although he can hide it perfectly. He also has a rather high temper but usually has it under control. His standards of behavior are very good; he always knows how to act or behave wherever he happens to be. He has a nice sense of humor and can always see the funny side of any situation. As for how he tackles a job, I think it depends upon the mood he is in. Sometimes he will get right down to it, but at other times he takes his time. He is very neat in appearance which makes him stand out in a crowd.

#### Sketches from One Member of Boy-Boy Pair

- B        "l" is loyal to most things. He is honest, but if he can beat you on a deal, he will. He is very jealous of most things that he doesn't have. He is independent and sorta half-way stuck-up if he doesn't

know you. He is unselfish. He behaves very well and takes instructions very good. His feelings are easily hurt, but if you are in a joking manner, he is O. K. He has lots of self-confidence. He is easy to get acquainted with. He has lots of friends and is well liked by most people. He had a good clean character. He blushes very easily. He will accommodate people that he knows. He is a good winner and loser, but he does not participate in many sports or parties. If he has to do something and is not interested, he will show interest anyhow.

B Most of all I like "m" for his sunny disposition. We enjoy doing the same things, and he cooperates willingly. I have found that he is always dependable and square. He is very enthusiastic and stays with a job until it's finished.

B When someone new comes along that "n" likes or admires, he is unstable and easily persuaded. I like his wit and humor. I dislike his anger and fits of temper. He is self possessed and conceited at times. He has moods, for one day or week he may work hard on one particular thing constantly; the next he will not. He frequently complains of being ill when, I think, he is not as ill as he pretends. He will help you out of a tight spot and is a good sport. He thinks too much of classical music and public opinion, which he considers before his own. He could be better in a subject he dislikes, for when he comes across a subject he dislikes, he could work harder and then he wouldn't fail. He needs to be more consistent. He could have a greater regard for Negroes and more respect for elderly people.

B I have known "o" for seven years. During all but the last two of these years he has been a good friend, but lately he has changed. He makes promises but never keeps them. You can never depend on him for anything. When you first meet him you get the idea that he is tough. He talks a good fight, when when he has a chance to fight, he backs down. He will tell you how he likes to play football, yet he never likes to work out and is scared in a game. Everyone seems to have the same impression of him. In all the years I've known him, he has always been nice to me, always willing to help me. But still there is a feeling of dislike toward him. It always seems that he follows you every place you go. If not asked to go somewhere with you, he will invite himself. Although I'm sure he knows we all dislike him, it doesn't seem to bother him. He will still ask if he may go with you. I guess you will gather that I don't care much for "o."



The last sketch given here was a surprise to the writer, because all previous data collected from the pair had failed to indicate any rift in their friendship. Both members of the pair had agreed to help in the investigation, but apparently they should not have been included as mutual friends. They represent a pair of friends who are beginning to drift apart after several years of friendship. A follow-up of their case would be interesting, because they have some distinct similarities despite the growing aversion of one for the other.

In reading these sketches, it is interesting to note what characteristics are most often mentioned by both partners when no control is placed upon the selection of traits. Several of the partners do not mention any common traits, and in all, there are only twenty-five agreements between the partners in their sketches. As a result, not many of the pairs agree upon the same traits. Three pairs agree upon helpfulness as a trait of both partners; two pairs agree upon high standards and ideals, unselfishness, loyalty, honesty, and lots of fun; and one pair shows agreement in each of the following traits: trustworthy, friendly, meets people readily, high tempered, pleasant, sweet, makes friends easily, jealous, good sense of humor, good looking, says funny things, and good personality. It is especially

interesting to notice the frequency with which character traits are included in the agreements.

The paucity of these agreements is probably due to the more or less spontaneous nature of the sketches. Although they were given directive questions and suggestions for writing the sketches, most of the students wrote without regard to the directions and included any characteristics which came to mind. If these sketches could have been obtained by interviews in which suggestive questions were asked, it is highly probable that more agreements would have occurred between the individual partners.

The two groups of mutual friends show similarities in several traits when described by their partners. Both groups have "good mixer" or "friendly" and "honest" as their two most common traits. Group "A" then shows loyalty, unselfishness, helpfulness, and fine sense of humor as next ranking traits. The two groups appear rather evenly balanced in several other traits, since they differ by only one occurrence in the number of instances in which the trait is manifested. These traits are nice personality, cooperativeness, even tempered, nice manners, enthusiasm, not envious, good looking, high standards and ideals, good sport, and jealousy. Other traits in which the two groups show some similarity are dependability, considerateness, diligence, sweetness, niceness, happy-go-lucky-ness,

talkativeness, smilingness, and smartness.

Although there is not a great deal of agreement in the character sketches written by the partners, it is evident that similarities exist in certain character and personality traits of mutual friends. These agreements indicate that mutual friends value each other for their character traits as well as for certain personality traits. It is significant that such traits as helpfulness, high standards and ideals, honesty, loyalty, unselfishness, diligence, and dependability are among those most often agreed upon.

## CHAPTER V

### SIMILARITY IN ABILITIES, INTELLIGENCE, AND GRADES

#### Similarity in Abilities

The data obtained on the Check List of Abilities can be grouped into two main divisions: information about the number of abilities of the partners and information about the total scores on abilities. It will be recalled from the descriptions of tests used, that in order to consider an activity a real ability, a person has to indicate participation as often as several times a month and about average ability on the activities which require more training, and participation as often as once a month and below average ability on the more social activities. Also, the total scores on abilities are made up of all activities and abilities checked, regardless of their degree.

Because the mixed sexes in the group limit the number of abilities common to the group, no detailed study has been made of common abilities. There are no cases in which both partners list exactly the same abilities. However, the five most common abilities possessed by both partners come in

the following order: social dancing, ping-pong, driving a car, swimming, and speaking before a group. These five activities are equally adaptable to both sexes.

The information about the number of abilities and the total scores on abilities is given in Table 5. In studying the number of abilities and the total scores, a consideration of the individual pairs seems more satisfactory than a comparison by groups alone.

TABLE 5

NUMBER OF ABILITIES AND TOTAL SCORES ON ABILITIES OF MUTUAL FRIENDS COMPARED BY COEFFICIENTS OF CORRELATION, AVERAGE DIFFERENCE BETWEEN PARTNERS, AND PERCENTAGE OF PAIRS IN SAME QUANTILES

Areas of Investigation	Coefficient of Correlation	Average Difference between Partners	Per Cent of Pairs in Same Quartile
Number of abilities..	.127 ± .12	3.9	30.0
Total scores on abilities.....	.211 ± .11	32.5	43.3

The coefficient of correlation for the number of abilities is very low, indicating practically no correlation or similarity between the friends with regard to number of abilities possessed. Nevertheless, the fact that the coefficient is positive is an indication that the friends are

more alike than different in this respect.

The average difference between the number of abilities possessed by partners is comparatively small, when one considers that the Check List of Abilities lists forty-six abilities, forty-four of which were checked in some degree by at least one student. This smallness indicates some similarity of friends in the number of their abilities. Detailed study shows that the difference ranges from zero to sixteen, with three pairs showing the same number of abilities and three pairs showing a difference greater than ten.

Quartile grouping shows that thirty per cent of the pairs possess approximately the same number of abilities. This grouping also shows six and seven-tenths per cent of the pairs have one member in the upper quartile and one in the lower quartile, showing wide difference in the number of abilities.

A study of the total scores on abilities parallels the one in number of abilities. Here, however, the coefficient of correlation is somewhat higher and indicates a low degree of correlation or slight similarity between the friends in their activities. Here, too, the average difference between partners' scores is not very large when one considers the possible differences in degree of participation or degree of ability which can be included in this total score.

Only one pair shows no difference in total scores, although several pairs show very small differences. On the other hand, one pair shows a difference of one hundred thirty-six points, a difference much greater than the next highest one. In line with the increase in coefficient of correlation, we find an increase in the percentage of pairs in the same quartile. This means that a consideration of the total activities, irrespective of degree of participation or ability, indicates more similarity between friends than is found by using the actual abilities. This could be interpreted to mean that mutual friends enjoy some activities together although they possess no actual abilities in these activities.

#### Similarity in Intelligence

All comparisons of the intelligence of the thirty pairs of mutual friends are based upon the intelligence quotients obtained from the Otis Quick-scoring Mental Ability Tests. These comparisons are shown in Table 6.

A study of the extreme scores of the two groups shows group "A" only slightly more variable than group "B," the ranges differing by only two points, although the extreme scores for the "B" group are somewhat lower than for the "A" group. A similar comparison of the mean scores of the groups shows the first group to be two and eight-tenths points higher than the second.

TABLE 6

INTELLIGENCE QUOTIENTS OF MUTUAL FRIENDS COMPARED  
BY EXTREME SCORES, QUARTILE AVERAGES, QUARTILE  
PLACEMENT, AND COEFFICIENT OF CORRELATION

Group	Extreme Scores	Quartile Averages				Per Cent of Pairs in		Coefficient of Correlation
		4	3	2	1	Same Quartile	Adjacent Quartiles	
A	89-130	117.5	106.8	103.3	95.3	23.3	60.0	.459 ± .09
B	82-121	115.5	107.4	100.0	92.1			

The distribution of scores makes it impossible to have divisions on an exact quartile basis, but in both the groups the number of scores in the four divisions varies from six to nine. Because of this unequal distribution of the scores, it is advisable to compare the average intelligence quotients for the divisions. These averages show that the groups are not greatly different on any level of division, the greatest difference in averages being three and four-tenths points and the smallest being six-tenths of a point. This is another indication that the groups are similar in intelligence.

These quartile-like divisions afford another means of



comparison, the placement of pairs. Only twenty-three and three-tenths per cent of the pairs are in identical divisions, but sixty per cent of the pairs are in adjacent divisions. Taken together, this indicates that five-sixths of the pairs are made up of members who have approximately the same intelligence. Although it is not shown in the table, the data reveal that there are no pairs in the study which have members in both the upper and the lower divisions of scores, which means that there are no cases of strong opposites attracting each other.

The coefficient of correlation is  $.459 \pm .09$ . This is statistically reliable and indicates a substantial degree of similarity between the partners in intelligence.

All available data for this study seem to indicate some similarity in the intelligence of mutual friends. This result is in line with previous studies mentioned in Chapter I, some of which show intelligence as a factor in the formation of friendships, but none of which place strong emphasis upon its part in mutual friendships.

#### Similarity in Grades

The grades used for comparison of the thirty pairs of friends are those made in the fall semester of 1944, the only full semester in which each of the students was registered in the Denton High School. Since some variation occurs in the number of courses taken and in the numerical interpre-

tation given to the letters used in grading by the faculty members, the average grades for the semester are used for comparisons. These comparisons are given in Table 7.

TABLE 7

GRADES OF MUTUAL FRIENDS COMPARED BY MEAN GRADES,  
QUARTILE PLACEMENT, AVERAGE DIFFERENCE IN  
PARTNERS' GRADES, AND COEFFICIENT  
OF CORRELATIONS

Mean Grades		Per Cent of Pairs in		Average Difference in Partners' Grades	Coefficient of Correlation
A	B	Same Quartile	Adjacent Quartiles		
84.6	81.0	36.7	30.0	5.3	.461 ± .09

Comparison of the two groups by use of the mean grades shows them to be approximately balanced in the type of grades made by members of the groups, with group "A" having a slightly higher average grade. This slight lead is not unexpected after the foregoing consideration of its corresponding lead in average intelligence quotients.

A more detailed comparison of the pairs results when their grades are divided into four groups in the manner described in the discussion of intelligence quotients. This grouping shows that thirty-six and seven-tenths per cent of the pairs make grades in the same quartile and that

thirty per cent make grades in adjacent quartiles. The figures show that two-thirds of the pairs make grades which are similar. Here, also, there is no case in which partners make grades in the upper and lower quartiles.

Investigation of the differences in partners' grades shows that there are two cases where the grades are identical, several cases where the difference is very small, and only three cases where the difference is greater than ten points. The average difference in partner's grades is five and three-tenths points, which represents about one-half a single letter's difference in the actual grade. On a simple comparative basis, this shows a distinct similarity in the grades of mutual friends.

Not only is the coefficient of correlation,  $.461 \pm .09$ , statistically reliable, but it strengthens the foregoing evidence that mutual friends in high school show substantial similarities in the grades they make in school.

## CHAPTER VI

### SIMILARITY IN OTHER FACTORS

In addition to the main factors which have been included in this study, small amounts of data were collected on each of the following factors: number of elective and appointive positions held, remunerative work, family status and the number of brothers and sisters, parents' occupations, preferred subjects, and vocational ambitions. The limited nature of the data makes detailed comparisons of the mutual friends impossible, but a few similarities and dissimilarities are evident.

#### Number of Elective and Appointive Positions

In comparing the number of elective and appointive offices which the partners have held in school or other community organizations during the last two years, it will be recalled that each student was given a score based upon the types of offices and the frequency of occurrence, as indicated in the previous description of tests. A comparison of these scores shows practically no similarity between the groups. Although there are a few cases in which both partners

have held the same number of offices, there is no other definite relationship between the scores, which have differences varying from one to sixteen points.

The correlation coefficient of these scores is  $.008 \pm .12$ , which is practically zero correlation and indicates almost no relationship between the scores. This is the lowest correlation coefficient obtained in the entire study, and it indicates less relationship between the mutual friends in the number of elective and appointive positions held than in any other factor investigated.

#### Remunerative Work

With regard to likenesses in doing remunerative work, the most outstanding fact is that in twenty-two of the thirty pairs, both members have done some sort of remunerative work. The partners in sixteen pairs have done the same type of work, often in the same place of business. This suggests that their friendship may have had some influence upon their employment. In one case in particular, the converse is true, the place of employment having been the setting for the formation of the mutual friendship. There is apparently no similarity in the length of employment, except that the age of the students necessarily limits their working experience. There are a few cases where both partners have worked the same length of time.

### Family Status and the Number of Brothers and Sisters

A study of family status shows nineteen pairs of friends are from unbroken homes, two pairs are from homes broken by divorce or separation, and nine pairs have one home unbroken and the other broken by divorce or death of one parent. Since this distribution of broken and unbroken homes is about the probable distribution for the population as a whole, no importance can be attached to the predominance of cases of similar home status among the pairs.

There is no indication of similarity in the number of brothers and sisters of the partners. Only twenty per cent of the partners have the same number of brothers and sisters, the other partners showing differences in number ranging from zero to five. "Only" children make up two pairs, and there is about an average distribution of "only" children throughout the other pairs, five-sixths of which have no more than three brothers or sisters for either partner.

### Parents' Occupation

Since the tests and questionnaires used in this investigation did not provide data concerning socio-economic status of the students, it is hardly possible to compare the friends with regard to the occupations of their parents. The mere listing of the occupation furnishes little basis

for comparison, for only one pair of friends lists identical occupations. If a more technical study should be made, some definite conclusions about the similarities of mutual friends in this respect could be drawn.

#### Preferred Subjects

By listing their three preferred subjects, the partners have shown a distinct similarity in their academic preferences. Partners in twenty-six of the thirty pairs have at least one preferred subject in common, and partners in fifty per cent of the pairs have two preferred subjects in common. However, these findings may not be highly significant, because the students were instructed to list their preferred subjects by general classifications, with the result that many slight variations in preferences in subjects have been eliminated and the variety of subjects has been narrowed considerably.

#### Vocational Ambition

Several students in this study have no definite vocational ambition, and some show indecision between two or more choices. These conditions limit the number of pairs to be considered to twenty. It is noteworthy that ten pairs of partners in this group have vocational ambitions which are very much alike if not exactly the same. This evidence and the fact that both partners in several pairs were undecided indicate some similarity in the vocational ambitions of mutual friends.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

#### Summary of Findings

The findings about some factors related to the mutual friendship of thirty pairs of friends in Denton High School, Denton, Texas, may be summarized as follows:

1. In their vocational interests, mutual friends show a substantial similarity in clerical preference; some similarity in artistic preference; a slight similarity in musical, computational, literary, and persuasive preferences; and little or no similarity in mechanical, social service, and scientific preferences.

2. In their personal and social adjustments, mutual friends in high school show substantial similarities in social and emotional adjustments and no similarity in home and health adjustments.

3. With regard to the fourteen personality traits given in the "Scale for Measuring Capacity to Win Friends," the mutual friends show some similarity in each trait.

4. Mutual friends show a greater degree of similarity in their total personality scores as measured by the above



scale than in any other factors included in this investigation.

5. With regard to undirected listing of personality and character traits, mutual friends show the greatest similarity in friendliness, honesty, helpfulness, sense of humor, and loyalty.

6. Concerning their abilities, mutual friends in high school show a little similarity in the number of abilities possessed and a greater degree of similarity in their total activities, without limitation of the degree of participation or ability.

7. Mutual friends in high school show some similarity in intelligence, with .459 as the coefficient of correlation.

8. The grades mutual friends make in high school show substantial similarities, having a coefficient of correlation of .461.

9. There is no similarity in the number of elective and appointive positions held by mutual friends.

10. Mutual friends show similarity in doing remunerative work.

11. There is a distinct similarity in the preferred subjects of mutual friends in high school.

12. The vocational ambitions of mutual friends are somewhat similar on the high school level.

### Conclusions

An analysis of the data included in this investigation leads to the following conclusions:

1. The factors which have the greatest influence upon mutual friendships are those related to certain personality and character traits upon which the students were questioned.
2. The factors of intelligence, academic grades, preferred subjects, and social and emotional adjustments apparently have some influence upon mutual friendships.
3. The factors of vocational preferences and abilities have very little influence upon mutual friendships.
4. The factors of home and health adjustments and frequency of holding office have no influence upon mutual friendship.

APPENDIX

# PROFILE SHEET

• FOR MEN AND BOYS •

## For Form BB of the KUDER PREFERENCE RECORD

### DIRECTIONS

Follow the directions below carefully. As soon as you have finished a step place a check in the box at the right to show you have completed it; then go on to the next one.

1. Look over the answer pad to make sure you have answered every question.
2. Take hold of the answer pad at the top toward the left side and lift upward, detaching the booklet from the binding.
3. Turn the answer pad over to the last page which is marked with the Figure 1. Count the number of circles in which holes are punched. Start at the arrow and follow the chain of circles over the page. Do not count the cases in which there are *three* punches in a circle, since these punches represent errors. In the space for score 1 on the cover of the answer pad record the number of holes you have counted.
4. Follow the same procedure for each of the other scores. Note that scores 2 and 3 are obtained from the same page, and that scores 6 and 7 also come from one page.
5. Obtain the count again for each score, recording your answers in the spaces provided on each page.
6. Compare the scores on the cover with those entered on the inside pages. In cases of differences, make the counts over again until you are sure your scores are right. Then cross out the old score and write the correct score beside it.
7. Enter the nine scores you have obtained in the space provided at the top of the chart on this page. If you are a man or boy, use the chart at the right. If you are a woman or girl, use the chart on the reverse side of this sheet.
8. Find the number in column 1 which is the same as the score you have entered at the top of the column. Draw a line through this number from one side of the column to the other. Do the same thing for each of the other columns. If your score is larger than any number in a column, draw your line across the top of the column; if your score is smaller than any number in a column, draw the line across the bottom of the column.
9. With your pencil, blacken the entire space between the lines you have drawn in each column and the bottom of the chart.

	1	2	3	4	5	6	7	8	9
	MEC	COM	SCI	PER	ART	LIT	MUS	SOC	GLE
100		68	105	116	94	91		108	94
	117	67	104	115	93	90	45	107	93
	116	66	103	113	92	89	44	106	92
	115	65	102	112	91	88		105	91
	114	64	101	111	90	87	43	104	90
	113	63	100	110	89	86		103	89
	112	62	99	109	88	85	42	102	88
	111	61	98	108	87	84		101	87
	110	60	97	107	86	83	41	100	86
	109	59	96	106	85	82		99	85
	108	58	95	105	84	81	40	98	84
	107	57	94	104	83	80		97	83
	106	56	93	103	82	79	39	96	82
	105	55	92	102	81	78		95	81
	104	54	91	101	80	77	38	94	80
	103	53	90	100	79	76		93	79
	102	52	89	99	78	75	37	92	78
	101	51	88	98	77	74		91	77
	100	50	87	97	76	73	36	90	76
90	102	49	86	96	75	72		89	75
	101	48	85	95	74	71	35	88	74
	100	47	84	94	73	70		87	73
	99	46	83	93	72	69	34	86	72
	98	45	82	92	71	68		85	71
	97	44	81	91	70	67	33	84	70
	96	43	80	90	69	66		83	69
	95	42	79	89	68	65	32	82	68
	94	41	78	88	67	64		81	67
	93	40	77	87	66	63	31	80	66
	92	39	76	86	65	62		79	65
	91	38	75	85	64	61	30	78	64
	90	37	74	84	63	60		77	63
	89	36	73	83	62	59	29	76	62
	88	35	72	82	61	58		75	61
	87	34	71	81	60	57	28	74	60
	86	33	70	80	59	56		73	59
	85	32	69	79	58	55	27	72	58
	84	31	68	78	57	54		71	57
	83	30	67	77	56	53	26	70	56
	82	29	66	76	55	52		69	55
	81	28	65	75	54	51	25	68	54
	80	27	64	74	53	50		67	53
	79	26	63	73	52	49	24	66	52
	78	25	62	72	51	48		65	51
	77	24	61	71	50	47	23	64	50
	76	23	60	70	49	46		63	49
	75	22	59	69	48	45	22	62	48
	74	21	58	68	47	44		61	47
	73	20	57	67	46	43	21	60	46
	72	19	56	66	45	42		59	45
	71	18	55	65	44	41	20	58	44
	70	17	54	64	43	40		57	43
	69	16	53	63	42	39	19	56	42
	68	15	52	62	41	38		55	41
	67	14	51	61	40	37	18	54	40
	66	13	50	60	39	36		53	39
	65	12	49	59	38	35	17	52	38
	64	11	48	58	37	34		51	37
	63	10	47	57	36	33	16	50	36
	62	9	46	56	35	32		49	35
	61	8	45	55	34	31	15	48	34
	60	7	44	54	33	30		47	33
	59	6	43	53	32	29	14	46	32
	58	5	42	52	31	28		45	31
	57	4	41	51	30	27	13	44	30
	56	3	40	50	29	26		43	29
	55	2	39	49	28	25	12	42	28
	54	1	38	48	27	24		41	27
	53	0	37	47	26	23	11	40	26
	52		36	46	25	22		39	25
	51		35	45	24	21	10	38	24
	50		34	44	23	20		37	23
	49		33	43	22	19	9	36	22
	48		32	42	21	18		35	21
	47		31	41	20	17	8	34	20
	46		30	40	19	16		33	19
	45		29	39	18	15	7	32	18
	44		28	38	17	14		31	17
	43		27	37	16	13	6	30	16
	42		26	36	15	12		29	15
	41		25	35	14	11	5	28	14
	40		24	34	13	10		27	13
	39		23	33	12	9	4	26	12
	38		22	32	11	8		25	11
	37		21	31	10	7	3	24	10
	36		20	30	9	6		23	9
	35		19	29	8	5	2	22	8
	34		18	28	7	4		21	7
	33		17	27	6	3	1	20	6
	32		16	26	5	2		19	5
	31		15	25	4	1	0	18	4
	30		14	24	3	0		17	3
	29		13	23	2			16	2
	28		12	22	1			15	1
	27		11	21	0			14	0
	26		10	20				13	
	25		9	19				12	
	24		8	18				11	

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# PROFILE SHEET

• FOR WOMEN AND GIRLS •

For Form BB of the  
**KUDER PREFERENCE RECORD**

## DIRECTIONS

Follow the directions below carefully. As soon as you have finished a step place a check in the box to the right to show you have completed it; then go on to the next one.

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2. Take hold of the answer pad at the top toward the left side and lift upward, detaching the booklet from the binding.
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9. With your pencil, blacken the entire space between the lines you have drawn in each column and the bottom of the chart.

	1	2	3	4	5	6	7	8	9	
	MEC	COM	SCI	PER	ART	LIT	MUS	SOC	CLE	
100	101	62	98	103	97	92		124	102	100
	100	61	97	102	96	91	46	123	101	
	99	60	96	101	95	90	45	122	100	
	98	59	95	100		89		121		
	97	58	94		94			120	99	
	96	57	93	99			44	119	98	
	95	56	92	98	93	88		118	97	
	94	55	91	97		87		117	96	
	93	54	90	96	92	86		116	95	
	92	53	88	95	91	85	43	115	94	
	89	52	87	94	90	84		114	93	
	88	51	86	93	89	83	42	113		
	87	50	85	92	88	82		112	92	
	86	49	84	91	87	81		111	91	
	85	48	83	90	86	80	41	110		
	84	47	82	89	85	79		109	90	
	83	46	81	88	84	78		108	89	
	82	45	80	87	83	77	40	107	88	
	81	44	79	86	82	76	39	106	87	
	80	43	78	85	81	75	38	105	86	
	79	42	77	84	80	74		104	85	
	78	41	76	83	79	73	37	103	84	
	77	40	75	82	78	72		102	83	
	76	39	74	81	77	71	36	101	82	
	75	38	73	80	76	70		100	81	
	74	37	72	79	75	69	35	99	80	
	73	36	71	78	74	68		98	79	
	72	35	70	77	73	67	34	97	78	
	71	34	69	76	72	66		96	77	
	70	33	68	75	71	65	33	95	76	
	69	32	67	74	70	64		94	75	
	68	31	66	73	69	63	32	93	74	
	67	30	65	72	68	62		92	73	
	66	29	64	71	67	61	31	91	72	
	65	28	63	70	66	60		90	71	
	64	27	62	69	65	59	30	89	70	
	63	26	61	68	64	58		88	69	
	62	25	60	67	63	57	29	87	68	
	61	24	59	66	62	56	28	86	67	
	60	23	58	65	61	55		85	66	
	59	22	57	64	60	54	27	84	65	
	58	21	56	63	59	53		83	64	
	57	20	55	62	58	52	26	82	63	
	56	19	54	61	57	51		81	62	
	55	18	53	60	56	50	25	80	61	
	54	17	52	59	55	49		79	60	
	53	16	51	58	54	48	24	78	59	
	52	15	50	57	53	47		77	58	
	51	14	49	56	52	46	23	76	57	
	50	13	48	55	51	45		75	56	
	49	12	47	54	50	44	22	74	55	
	48	11	46	53	49	43		73	54	
	47	10	45	52	48	42	21	72	53	
	46	9	44	51	47	41		71	52	
	45	8	43	50	46	40	20	70	51	
	44	7	42	49	45	39		69	50	
	43	6	41	48	44	38	19	68	49	
	42	5	40	47	43	37		67	48	
	41	4	39	46	42	36	18	66	47	
	40	3	38	45	41	35		65	46	
	39	2	37	44	40	34	17	64	45	
	38	1	36	43	39	33		63	44	
	37		35	42	38	32	16	62	43	
	36		34	41	37	31		61	42	
	35		33	40	36	30	15	60	41	
	34		32	39	35	29		59	40	
	33		31	38	34	28	14	58	39	
	32		30	37	33	27		57	38	
	31		29	36	32	26	13	56	37	
	30		28	35	31	25		55	36	
	29		27	34	30	24	12	54	35	
	28		26	33	29	23		53	34	
	27		25	32	28	22	11	52	33	
	26		24	31	27	21		51	32	
	25		23	30	26	20	10	50	31	
	24		22	29	25	19		49	30	
	23		21	28	24	18	9	48	29	
	22		20	27	23	17		47	28	
	21		19	26	22	16	8	46	27	
	20		18	25	21	15		45	26	
	19		17	24	20	14	7	44	25	
	18		16	23	19	13		43	24	
	17		15	22	18	12	6	42	23	
			14	21	17	11		41	22	
			13	20	16	10	5	40	21	
			12	19	15	9		39	20	
			11	18	14	8	4	38	19	
			10	17	13	7		37	18	
			9	16	12	6	3	36	17	
			8	15	11	5		35	16	
			7	14	10	4		34	15	
			6	13	9	3		33	14	
			5	12	8	2		32	13	
			4	11	7	1		31	12	
			3	10	6			30	11	
			2	9	5			29	10	
			1	8	4			28	9	
				7	3			27	8	
				6	2			26	7	
				5	1			25	6	
				4				24	5	
				3				23	4	
				2				22	3	
				1				21	2	
								20	1	
								19		
								18		
								17		
								16		
								15		
								14		

# THE ADJUSTMENT INVENTORY

## STUDENT FORM

(For students of high school and college age)

By HUGH M. BELL

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NAME	AGE	SEX
NAME OF SCHOOL	SCHOOL CLASS	
DATE		

### DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer *honestly* and *thoughtfully* all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself.

There are *no right* or *wrong* answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?" Use the question mark only when you are certain that you cannot answer "Yes" or "No." There is no time limit, but work rapidly.

If you have *not* been living with your parents, answer certain of the questions with regard to the people with whom you have been living.

NO.	SCORE	DESCRIPTION	REMARKS
a	6	Appearance	
b	5	Personality	
c	7	Self-Confidence	
d	4	Interests	

- 1d  Yes  No ? Do you day-dream frequently?
- 2b  Yes  No ? Do you take cold rather easily from other people?
- 3c  Yes  No ? Do you enjoy social gatherings just to be with people?
- 4d  Yes  No ? Does it frighten you when you have to see a doctor about some illness?
- 5c  Yes  No  ? At a reception or tea do you seek to meet the important person present?
- 6b  Yes  No ? Are your eyes very sensitive to light?
- 7a  Yes  No ? Did you ever have a strong desire to run away from home?
- 8c  Yes  No ? Do you take responsibility for introducing people at a party?
- 9a  Yes  No ? Do you sometimes feel that your parents are disappointed in you?
- 10d  Yes  No ? Do you frequently have spells of the "blues"?
- 11b  Yes  No ? Are you subject to hay fever or asthma?
- 12c  Yes  No ? Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 13a  Yes  No ? Have you been embarrassed because of the type of work your father does in order to support the family?
- 14b  Yes  No ? Have you ever had scarlet fever or diphtheria?
- 15c  Yes  No ? Did you ever take the lead to enliven a dull party?
- 16a  Yes  No ? Does your mother tend to dominate your home?
- 17d  Yes  No ? Have you ever felt that someone was hypnotizing you and making you act against your will?
- 18a  Yes  No ? Has either of your parents frequently criticized you unjustly?
- 19c  Yes  No ? Do you feel embarrassed when you have to enter a public assembly after everyone else has been seated?
- 20d  Yes  No ? Do you often feel lonesome, even when you are with people?
- 21a  Yes  No ? Do you feel there has been a lack of real affection and love in your home?
- 22c  Yes  No ? In school is it difficult for you to give an oral report before the class?
- 23b  Yes  No ? Do you have many headaches?
- 24a  Yes  No ? Have your relationships with your father usually been pleasant?
- 25b  Yes  No ? Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 26c  Yes  No ? When riding on a train or a bus do you sometimes engage fellow-travelers in conversation?
- 27b  Yes  No ? Do you frequently feel very tired toward the end of the day?
- 28d  Yes  No ? Does the thought of an earthquake or a fire frighten you?
- 29b  Yes  No ? Have you lost weight recently?
- 30a  Yes  No ? Has either of your parents insisted on your obeying him or her regardless of whether or not the request was reasonable?
- 31c  Yes  No ? Do you find it easy to ask others for help?
- 32a  Yes  No  ? Has illness or death among your immediate family tended to make home life unhappy for you?
- 33b  Yes  No ? Have you ever been seriously injured in any kind of an accident?
- 34a  Yes  No ? Has lack of money tended to make home unhappy for you?
- 35d  Yes  No ? Are you easily moved to tears?
- 36c  Yes  No ? Are you troubled with shyness?
- 37a  Yes  No ? Has either of your parents frequently found fault with your conduct?
- 38b  Yes  No ? Have you ever had a surgical operation?
- 39c  Yes  No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
- 40d  Yes  No ? Do you dread the sight of a snake?
- 41a  Yes  No ? Have your parents frequently objected to the kind of companions that you go around with?
- 42d  Yes  No ? Do things often go wrong for you from no fault of your own?
- 43b  Yes  No  ? Do you have many colds?
- 44c  Yes  No ? Have you had experience in making plans for and directing the actions of other people?
- 45d  Yes  No ? Are you frightened by lightning?
- 46a  Yes  No ? Is either of your parents very easily irritated?
- 47b  Yes  No ? Are you subject to attacks of influenza?

- 48d Yes  No ? Have you frequently been depressed because of low marks in school?
- 49c Yes  No ? Do you have difficulty in starting conversation with a person to whom you have just been introduced?
- 50b  Yes No ? Have you had considerable illness during the last ten years?
- 51a  Yes No ? Have you frequently disagreed with either of your parents about the way in which the work about the home should be done?
- 52d  Yes No ? Do you sometimes envy the happiness that others seem to enjoy?
- 53c Yes  No ? Have you frequently known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?
- 54b Yes  No ? Do you frequently suffer discomfort from gas in the stomach or intestines?
- 55a Yes  No ? Have there been frequent family quarrels among your near relatives?
- 56c  Yes No ? Do you find it easy to make friendly contacts with members of the opposite sex?
- 57d Yes No  ? Do you get discouraged easily?
- 58b Yes  No ? Do you frequently have spells of dizziness?
- 59a Yes No  ? Have you frequently quarreled with your brothers or sisters?
- 60d  Yes No ? Are you often sorry for the things you do?
- 61c  Yes No ? If you were a guest at an important dinner would you do without something rather than ask to have it passed to you?
- 62a  Yes No ? Do you think your parents fail to recognize that you are a mature person and hence treat you as if you were still a child?
- 63b Yes  No ? Are you subject to eye strain?
- 64d Yes  No ? Have you ever been afraid that you might jump off when you were on a high place?
- 65c  Yes No ? Have you had a number of experiences in appearing before public gatherings?
- 66b Yes  No ? Do you often feel fatigued when you get up in the morning?
- 67a Yes  No ? Do you feel that your parents have been unduly strict with you?
- 68d  Yes No ? Do you get angry easily?
- 69b Yes No  ? Has it been necessary for you to have frequent medical attention?
- 70c Yes  No ? Do you find it very difficult to speak in public?
- 71d  Yes No ? Do you often feel just miserable?
- 72a Yes  No ? Has either of your parents certain personal habits which irritate you?
- 73d  Yes No ? Are you troubled with feelings of inferiority?
- 74b Yes  No ? Do you feel tired most of the time?
- 75d Yes  No ? Do you consider yourself rather a nervous person?
- 76c  Yes No ? Do you enjoy social dancing a great deal?
- 77d  Yes No ? Do you often feel self-conscious because of your personal appearance?
- 78a Yes  No ? Do you love your mother more than your father?
- 79b Yes  No ? Are you subject to attacks of indigestion?
- 80c Yes  No ? When you want something from a person with whom you are not very well acquainted, would you rather write a note or letter to the individual than go and ask him or her personally?
- 81d Yes  No ? Do you blush easily?
- 82a Yes  No ? Have you frequently had to keep quiet or leave the house in order to have peace at home?
- 83c  Yes No ? Do you feel very self-conscious in the presence of people whom you greatly admire, but with whom you are not well acquainted?
- 84b Yes No  ? Are you subject to tonsillitis or laryngitis?
- 85d  Yes No ? Are you ever bothered by the feeling that things are not real?
- 86a Yes  No ? Have the actions of either of your parents aroused a feeling of great fear in you at times?
- 87b Yes No  ? Do you frequently experience nausea or vomiting or diarrhea?
- 88c  Yes No ? Are you sometimes the leader at a social affair?
- 89d Yes  No ? Are your feelings easily hurt?
- 90b Yes  No ? Are you troubled much with constipation?
- 91c Yes  No ? Do you ever cross the street to avoid meeting somebody?
- 92a  Yes No ? Do you occasionally have conflicting moods of love and hate for members of your family?



- 93c  Yes  No ? If you come late to a meeting would you rather stand or leave than take a front seat?
- 94b  Yes  No ? Were you ill much of the time during childhood?
- 95d  Yes  No ? Do you worry over possible misfortunes?
- 96c  Yes  No ? Do you make friends readily?
- 97a  Yes  No ? Have your relationships with your mother usually been pleasant?
- 98d  Yes  No ? Are you bothered by the feeling that people are reading your thoughts?
- 99b  Yes  No ? Do you frequently have difficulty in breathing through your nose?
- 100c  Yes  No ? Are you often the center of favorable attention at a party?
- 101a  Yes  No ? Does either of your parents become angry easily?
- 102b  Yes  No ? Do you sometimes have shooting pains in the head?
- 103a  Yes  No ? Was your home always supplied with the common necessities of life?
- 104c  Yes  No ? Do you find that you tend to have a few very close friends rather than many casual acquaintances?
- 105a  Yes  No ? Was your father what you would consider your ideal of manhood?
- 106d  Yes  No ? Are you troubled with the idea that people are watching you on the street?
- 107b  Yes  No ? Are you considerably underweight?
- 108a  Yes  No ? Has either of your parents made you unhappy by criticizing your personal appearance?
- 109d  Yes  No ? Does criticism disturb you greatly?
- 110c  Yes  No ? Do you feel embarrassed if you have to ask permission to leave a group of people?
- 111b  Yes  No ? Do you frequently come to your meals without really being hungry?
- 112a  Yes  No ? Are your parents permanently separated?
- 113d  Yes  No ? Are you often in a state of excitement?
- 114c  Yes  No ? Do you keep in the background on social occasions?
- 115b  Yes  No ? Do you wear eyeglasses?
- 116d  Yes  No ? Does some particular useless thought keep coming into your mind to bother you?
- 117a  Yes  No ? Did your parents frequently punish you when you were between 10 and 15 years of age?
- 118c  Yes  No ? Does it upset you considerably to have a teacher call on you unexpectedly?
- 119b  Yes  No ? Do you find it necessary to watch your health carefully?
- 120d  Yes  No ? Do you get upset easily?
- 121a  Yes  No ? Have you disagreed with your parents about your life work?
- 122c  Yes  No ? Do you find it difficult to start a conversation with a stranger?
- 123d  Yes  No ? Do you worry too long over humiliating experiences?
- 124b  Yes  No ? Have you frequently been absent from school because of illness?
- 125d  Yes  No ? Have you ever been extremely afraid of something that you knew could do you no harm?
- 126a  Yes  No ? Is either of your parents very nervous?
- 127c  Yes  No ? Do you like to participate in festival gatherings and lively parties?
- 128d  Yes  No ? Do you have ups and downs in mood without apparent cause?
- 129b  Yes  No ? Do you have teeth that you know need dental attention?
- 130c  Yes  No ? Do you feel self-conscious when you recite in class?
- 131a  Yes  No ? Has either of your parents dominated you too much?
- 132d  Yes  No ? Do ideas often run through your head so that you cannot sleep?
- 133b  Yes  No ? Have you had any trouble with your heart or your kidneys or your lungs?
- 134a  Yes  No ? Have you often felt that either of your parents did not understand you?
- 135c  Yes  No ? Do you hesitate to volunteer in a class recitation?
- 136d  Yes  No ? Does it frighten you to be alone in the dark?
- 137b  Yes  No ? Have you ever had a skin disease or skin eruption, such as athlete's foot, carbuncles, or boils?
- 138a  Yes  No ? Have you felt that your friends have had a happier home life than you?
- 139b  Yes  No ? Do you have difficulty in getting rid of a cold?
- 140c  Yes  No ? Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?

## SCALE FOR MEASURING CAPACITY TO WIN FRIENDS

## 1. Praising and complimenting others.

0	1	2	3	4	5	6	7	8	9	10
<u>Poor</u>				<u>Average</u>			<u>Excellent</u>			
I seldom compliment others directly or praise them to others when they are not around. Either I just keep still, or I make critical remarks. I frequently "run down" persons I know when they are not present. I am often jealous of the success of certain individuals.				Occasionally I praise others, but I am sometimes reticent and inhibited in doing so, and I neglect a good many opportunities. Sometimes I am more jealous of others than I should be.			I enjoy complimenting others for their achievements and good traits. I like to see them succeed. I often praise others when they are not present. I am not jealous of those who succeed as well, or better, than I do.			

## 2. Initiating discussions about topics of general interests and about the particular interests of individuals.

0	1	2	3	4	5	6	7	8	9	10
<u>Poor</u>				<u>Average</u>			<u>Excellent</u>			
Whenever I start a discussion with others, I usually start talking about myself. I frequently bring in petty details about my own affairs and develop them at great length. I inflict my minor worries on others, including my physical ailments. My conversation is very largely self-centered.				Sometimes I talk about my own interests, problems, or complaints, but I usually keep from going to extremes. Sometimes I introduce discussions on topics of general interest, such as sports or politics, and other times I draw out individuals on their particular interests or problems, but I have not made a marked impression in doing either.			Whenever I introduce a discussion I try to focus it around topics of general interest, or around the particular interests of individuals. I try to never bore people with petty details about my own affairs or personal problems. I am genuinely interested in others and in many topics of general concern, and I enjoy talking about such matters with anyone interested.			

## 3. Tolerance and adaptability

0	1	2	3	4	5	6	7	8	9	10
<u>Poor</u>				<u>Average</u>			<u>Excellent</u>			
I am a very rigid person. I have little tolerance for behavior or ideas different from my own. I take a judging attitude toward others who are different from me. I am fussy and easily upset over forced changes in my plans.				Sometimes I am quite versatile, but other times I am too rigid and unadaptable about things that don't matter much.			On all matters not involving important principles, I am very adaptable and I can tolerate most of the weaknesses and differences in others. I can make the best of a bad situation that can't be helped.			

## 4. Group association and group participation

0	1	2	3	4	5	6	7	8	9	10	
<u>Poor</u>					<u>Average</u>					<u>Excellent</u>	
I associate with other people very little. I do not frequent places where groups meet, such as churches, dance halls, recreation parks, school and community clubs, etc. I stay home most of the time. When I do mix with others I take no part in the activities in which the others are engaged.				I put myself in contact with groups quite a lot, but I do not make much of a point of it. My attendance is spasmodic, and when I do go I do not always participate, and sometimes my participation is only half-hearted				I am very active in group associations. I frequent places where other people are, even though many of the persons present are strangers to me. Whatever group situation I am in, I participate actively and enthusiastically in the activities underway			

## 5. Stimulating people to higher levels of behavior

0	1	2	3	4	5	6	7	8	9	10	
<u>Poor</u>					<u>Average</u>					<u>Excellent</u>	
I very seldom do or say anything which causes others to engage in behavior above their ordinary level. On the contrary, I often stimulate others to do things which are below their usual level of conduct. I frequently bring out the worst in my associates, and lead them into behavior which they are ashamed of.				Occasionally I am instrumental in causing others to raise the usual level of their conduct, but generally I don't have much influence one way or the other. I just fall in line with whatever behavior is accepted by my associates, so that generally others are no better and no worse for having been with me.				I try to use my influence to induce others to achieve more, or to be more worthy individuals than they would otherwise be. I hold them to high standards, and expect much of them--especially in their work. I try to stimulate people to live up to their best selves.			

## 6. Dependence on others

0	1	2	3	4	5	6	7	8	9	10	
<u>Poor</u>					<u>Average</u>					<u>Excellent</u>	
I seldom ask others to aid me in any way. I play a lone hand. I don't ask favors. I never ask for advice.				Sometimes I ask others to help me, and obtain their opinions on my personal affairs, but I am not outstanding in this respect.				I frequently ask others to assist me, in some special way. I enjoy having people help me, and I like to get their advice on some of my problems.			

## 7. Dependability -- sense of personal and group obligation

0	1	2	3	4	5	6	7	8	9	10
<u>Poor</u>			<u>Average</u>				<u>Excellent</u>			
I am seldom dependable. I often fail to keep promises and to fulfill group obligations. I am frequently behind in my work.			Sometimes I do what I promise, or what others expect of me, but other times I don't. I have only about an average amount of sense of obligations to most groups I am in.				I never consciously let another person or group down. I go to extra trouble to try to keep all promises, and I make it a point to do my part (or more) in all group situations. I feel a strong sense of obligation to help achieve the purpose of any group of which I am a member.			

## 8. Being a source of new experience to others

0	1	2	3	4	5	6	7	8	9	10
<u>Poor</u>			<u>Average</u>				<u>Excellent</u>			
I almost never amuse, entertain, or surprise others. I am a dull, monotonous person with little spontaneity, mirth, or vivacity.			Occasionally I am a source of amusement or excitement to others; sometimes I am a clever and spontaneous person, but most of the time I am quite a stereotyped person.				I am outstanding as a source of new experience to others in inter-personal relationships, and in small informal groups (scheduled public performances excluded.) I am not a highly predictable person. I frequently surprise and shock others in ways that are pleasant or stimulating. I am a good storyteller, and I am quick to see the funny side of situations.			

## 9. Emotional control

0	1	2	3	4	5	6	7	8	9	10
<u>Poor</u>			<u>Average</u>				<u>Excellent</u>			
I frequently lose my temper in dealing with others. I cry easily in front of others. I am too obvious and overt in showing all of my feelings, including love, hate, sorrow, jealousy, and fear.			Most of the time I do quite well in controlling my emotions within the bounds of social propriety, but I sometimes let my feelings go to the extent that they annoy or disgust others.				I very seldom show extreme anger, sorrow, or fear in my dealings with others, and I do not display my affections in public. I have strong feelings about some things and persons, but I am careful to show these reactions at proper times and places.			

## 10. Helpfulness and social service motive

0	1	2	3	4	5	6	7	8	9	10	
<u>Poor</u>					<u>Average</u>		<u>Excellent</u>				
I almost never help anybody except what is necessary in the line of duty. I attend strictly to my own business and let others attend to theirs. I very seldom give either my money or my time in the service of others.					Sometimes I go out of my way to assist others, but I overlook or refuse a good many opportunities.		I am sensitive to the needs of others to the point of frequently anticipating their wants. I sometimes help others at considerable sacrifice to myself. I am resourceful in thinking of ways to help others around difficulties.				

## 11. Health and vigor

0	1	2	3	4	5	6	7	8	9	10	
<u>Poor</u>					<u>Average</u>		<u>Excellent</u>				
Most of the time I feel low, tired, or listless. I don't have much vigor. Usually I would rather rest than exert myself to meet people and try to be interesting.					My health is quite good, but I don't have as much pep and energy as some others I know. I usually feel like going places and meeting people, but occasionally it is an effort.		My health and physical energy constitute one of my strongest assets. I nearly always feel good and usually feel bouyant; I always feel "up to" social opportunities. I seldom feel tired.				

## 12. Personal appearance

0	1	2	3	4	5	6	7	8	9	10	
<u>Poor</u>					<u>Average</u>		<u>Excellent</u>				
I pay very little attention to my personal appearance. My clothes are often drab and lacking in style; sometimes they are not clean or neat. My grooming is often very poor.					My general appearance is not bad, but neither is it much of an asset to me. I do not stand out in a group because of my clothes or my grooming.		I pay a lot of attention to my general appearance. I wear clothes that are attractive, colorful, and well styled. I never look frowzy and ill-kept. My appearance is one of my strongest assets.				

## 13. Abiding by group customs and modes.

0	1	2	3	4	5	6	7	8	9	10	
<u>Poor</u>					<u>Average</u>		<u>Excellent</u>				
I frequently violate the customs, traditions, or modes of groups I am in, I say and do things which I know are contrary to group values and practices in respect to personal appearance, smoking, drinking, use of language, etc. I sometimes express ideas which shock or irritate group members.					I usually abide by the customs and standards of groups I am in, but I have been criticized by some people for "stepping over the line" of socially approved behavior in minor matters. My thinking is generally conventional.		I am very much identified with all the customs, traditions, and moral values of the groups to which I belong. I support them in both speech and action. I also follow current fashions and fads in respect to personal appearance, language, or leisure time pursuits which happen to "catch on" in my groups.				

## 14. Attitude toward one's self

0	1	2	3	4	5	6	7	8	9	10
<u>Poor</u>			<u>Average</u>				<u>Excellent</u>			
<p>I regard myself as a person of little worth. I feel very inferior to everyone with whom I associate. I do not expect to be treated as an equal and many times I allow others to impose on me, dominate me, or even abuse me at times. I lack personal integrity and usually I do not "stand up for my rights."</p>			<p>I feel adequate and secure in associating with some people, but not those who are more important than I am. In their presence I am awkward and obviously show that I feel inferior. My ego is secure only with those who are completely on my level or below me. I usually defend my rights and resist domination, unless the persons I must oppose are much more powerful than I am or have authority over me.</p>				<p>I have a strong sense of ego security in the presence of all people with whom I associate, even though I am not as important as some of them. I expect everyone with whom I deal to treat me with the respect due a human being of worth, irrespective of difference in degree of importance. I resist every unreasonable or unjustified effort of others to dominate me. I will fight if necessary to preserve my pride and my status.</p>			







## PERSONAL DATA

During the past two years about how often have you been elected or appointed to some kind of group position?

Positions	Frequencies				
	1 - 3 times	4 - 6 times	7 - 9 times	10 - 12 times	13 or more times
President					
Vice-President					
Secretary					
Treasurer					
Reporter					
Committee Chairman					
Committee Member					
Manager of a Project					

## REMUNERATIVE ACTIVITIES

What things have you done (jobs held, things produced, etc.) during the past two years for which you have been paid?

Things done	For about how long?
1.	
2.	
3.	
4.	
5.	

PERSONAL DATA

NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_

CLASSIFICATION IN SCHOOL \_\_\_\_\_

HOME TOWN \_\_\_\_\_ CHURCH MEMBERSHIP OR  
PREFERENCE \_\_\_\_\_

OCCUPATION OF PARENT OR GUARDIAN \_\_\_\_\_

IF FAMILY IS BROKEN, STATE THE PRESENT SITUATION \_\_\_\_\_

FOR HOW LONG HAS THIS CONDITION EXISTED \_\_\_\_\_

NUMBER OF BROTHERS AND THEIR AGES \_\_\_\_\_

NUMBER OF SISTERS AND THEIR AGES \_\_\_\_\_

HOW LONG HAVE YOU KNOWN YOUR FRIEND \_\_\_\_\_

NAME THREE SCHOOL SUBJECTS YOU HAVE ALWAYS LIKED THE BEST: (1) \_\_\_\_\_

(2) \_\_\_\_\_ (3) \_\_\_\_\_

WHAT IS YOUR PRESENT VOCATIONAL AMBITION? \_\_\_\_\_

IF YOU HAVE ANY CHRONIC DISEASE OR PHYSICAL DISABILITY, STATE WHAT IT IS \_\_\_\_\_

WHAT YOU THINK ARE THE CHIEF SOURCES OF PERSONAL HAPPINESS IN LIFE? STATE THREE,  
IF POSSIBLE (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

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