A STUDY OF THE EFFECT OF GROUP GUIDANCE
CLASSES ON THE ATTITUDES AND PERSONAL
ADJUSTMENTS OF SOPHOMORE HIGH
SCHOOL GIRLS

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SCHOOL GIRLS

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

Educational trends seem to be moving rapidly toward the education of the whole child rather than just the traditional development of the intellectual aspect of the individual. Educators are including in their curriculums guidance programs destined to meet the entire needs of the child. They are placing much emphasis on the personality development, or the inter-reaction of the individual and his environment for successful and harmonious living.

The purpose of this study, therefore, is (1) to develop criteria by statistical methods which will show the extent of gain in personality development through a specific guidance program, and (2) to show by comparison the differences in the scores of instructed groups and those of un instructed groups.

Origin of the Problem

This experiment grew out of the apparent need for guidance or personality development as expressed by the students coming into the high school for the first time.
There appeared to be a need for a guidance program that would help the students adjust themselves to their new environment quickly and with a minimum of friction.

The Situation

The study was made in the Ball High School of Galveston, Texas. The school is located very near the business district of the city, which fact has a definite effect on the school life of the students. There are approximately twelve hundred students enrolled in the senior high school; and these students come from the two junior high schools and from the several parochial schools.

Since the school does not at present have a gymnasium, the Y. M. C. A. is rented for the boys' physical education program, and the gymnasium of the Y. W. C. A. is utilized for the girls' physical education activities. A large hall on the third floor of the Y. W. C. A. is used by the school for a study hall. The Y. W. C. A. is conveniently located across the street from the school, though the Y. M. C. A. is a block from the school.

Due to the crowded condition of the school, the girls have only the minimum requirement of physical education, which is every other day and alternate Fridays. On the days that the girls do not have physical education they meet on the third floor of the Y. W. C. A. for a study period. It was at these study periods that the guidance
work was carried on with the sophomore girls, and therefore that this study was made possible.

The Ball High School at the present time does not have the twelve-grade system, so that the ninth grade students are the low sophomores entering the senior high school for the first time.

The principal and the teachers cooperated in scheduling the low sophomore girls into three classes, designated herein as Classes A, B, and C.

There were several handicaps associated with the experiment. The location of the school in the heart of the business section of the city caused many distractions for the students. The hall where the guidance classes were held was located in the Y. W. C. A., which is across the street from the school. The hall was on the third floor of the building, and was very large and noisy. Each guidance class had forty-five girls, and the classes were held only every other day and on alternate Fridays. These were handicaps that made the study difficult.

Nature of the Study

Classes A and B were the experimental groups. The guidance work was carried on with these two classes. Each of these classes had forty-five girls. Class C was the control group, and this class had thirty-five members.

After the classes were organized, the students in the
three classes were asked if they would cooperate in taking some personality tests during their study periods. They agreed to do so. The instructions for the tests were explained, and the following three tests were given: Guilford-Martin Personnel Inventory I, Stott's Inventory of Every-Day-Life, and California Test of Personality -- Intermediate Form A. The first battery of tests served as an inventory of the students' personality traits.

Classes A and B were told the nature of a guidance class, and were then asked if they would like to participate in such a program on their study hall days. It was explained that credit would not be given for the work, and that it would be voluntary. The students agreed almost unanimously to do so, and the group guidance discussion lessons were carried on throughout the term. At the end of the semester the same three tests mentioned above were given to the three classes as a test. The scores were compared with the results as shown in a later chapter.

Definition of Terms

"Guidance" as herein used is not a synonym for education, although any educational practice is all-inclusive guidance. Guidance in the sense that it is used today as a part of the curriculum and school setup designated as guidance department, guidance program, guidance course of study, group guidance, and guidance clinic is the meaning intended.
A wide variety of guidance definitions are prevalent at the present time, but the following will probably give the full meaning. Carl M. Horn is quoted as saying:

"Guidance is the process of assisting the individual in determining, analyzing, and understanding his interests, aptitudes, abilities, limitations, opportunities, problems, and needs, and in light of this knowledge to make wise choices and adjustments in order that he may better serve society and live more happily."

Harl R. Douglass elucidates the meaning somewhat:

"The high school of today, therefore, is not only a teaching agency, giving instruction in languages, sciences, literature, history and social sciences, fine arts, and vocational subjects, but also an agency for enabling students to study themselves -- their capacities, their interests, their needs, and the possibilities open to them educationally and vocationally -- and to adapt their educational program most effectively to the purposes of exploration and specialization.

Not only does it appear that the school should provide young people with experiences and counsel which will enable them to make intelligent choices in decisions about their educational problems and their vocational futures, but also, as a result of the greatly increased percentage of boys and girls of high-school age who now go to school and the greatly increased need for moral guidance owing to the changed conditions of present-day society and the lessened contribution of home and church in this direction, the high school may perform a most valuable service in providing guidance of a nature calculated to make for clear and wholesome living, private and public."

Usually this type of guidance is classified under just a few different headings such as educational, vocational,

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1Clifford E. Erickson and Marion Crosley Happ, Guidance Practice at Work, p. 4.

leisure or avocational, moral or social, health and personal; but included in the subject index of Meyers' *Principles and Techniques of Vocational Guidance* are listed the following:

Civic, community service, economic, educational, health, home relationship, leadership, leisure-time, major social obligations, marital, moral, personal, personal relations, religious, right doing, school leadership, social, thoughtfulness and cooperation, vocational, and wholesome and cultural action.  

Some others may be added to this list, or some of these may be broken down into sub-headings.

"Mental hygiene" is often used interchangeably with guidance, but when so done it does not mean the mechanical functioning of the human brain, but the healthful social functioning of human behavior. Dr. Klein defines mental hygiene as follows:

As has already been suggested, mental hygiene is more like a philosophy of life than a fixed body of knowledge. A philosophy of life is not acquired by taking a course in philosophy; nor is a philosophy of life ever finished. It is changed and developed as new experiences make for deepened insight and superficial values are discarded in favor of more profound values. Similarly, the mental hygiene perspective calls for adaptation all through the years as insight deepens and new problems loom up. ... Wholesome personality development of every child should be the fundamental educational objective.

Another definition is:

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The subject of Mental Hygiene includes a study of human behavior. . . . Habits play an important part in our lives, and the development of proper mental habits is necessary for mental health. The development of attitudes, our feelings and emotional control, and our ability to think, reason, recall past experiences, and exercise good judgment, are all important phases of our mental life, and consequently, play an important part in mental health. Mental Hygiene strives to enlighten us on these various mental processes, and helps us to maintain good mental health.\(^5\)

Another term to be used in this paper may need some comment in relation to its function herein, and that is "personality." Ross Stagner defines personality in the following manner: "Strictly speaking, 'personality' is a quality or attitude of behavior."\(^6\) He also makes this statement: "Personality is a descriptive term for forms or kinds of response."\(^7\) To take the term out of its more complicated meanings, it is simply the reaction of an individual to his environment.

"Attitudes" are defined in Webster's Dictionary as "Position or bearing as indicating action, feeling or mood; the feeling or mood itself."\(^8\) J. Davis Hill says:

By "attitude" is meant the "mental" side, the desire and deliberation. It is for the sake of determining what shall be done. It exists in the agent's own consciousness, while the external execution carries the mental into operation and affects

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\(^6\)Ibid.

\(^7\)Ibid.

\(^8\)Webster's Dictionary, Fifth Edition.
others. . . . Since individuals make up society, the attitudes of the individuals toward each other would be vital to modern society as a whole.

Expressed Need for Guidance

There seems to be a universal consciousness of the need for some form of guidance program for our education curriculum as expressed by so many outstanding educators, businessmen, diplomats, parents, clergymen, and laymen as seen in our current periodicals. One of the most significant expressions is from the conference called by the National Education Association and the California Teachers Association and some of its branches, held in San Francisco early in June, 1945, under the direction of Donald DuShane, Secretary of the National Commission for the Defense of Democracy. Some of the questions and answers in the discussions at the conference were:

What can we do through education to improve the likelihood of lasting peace? Answers: Support the plan for an International Office of Education under the United Nations; equalize the cost burden of schooling for the whole United States; reach adults; attack prejudice born of ignorance and misunderstanding; exchange the fruits of learning internationally; teach the rights of man as a son of God.

How can education aid in promoting wholesome youth and family life? Answer: Teach human relationships in the early grades; educate for character; make education appealing to all groups of intellect; bring the teaching of religious values -- not

sectarianism -- into the schools; make parenthood and family life major objectives of public education; recognize that adequate education for democracy is expensive and means higher taxes, but is worth the cost.10

Some suggestions for the study of the International Education Office were outlined as follows:

The proper function of the International Education Office would thus be twofold: The negative task of detecting and destroying the seeds of war long before they can mature to bear dangerous fruit, and the constructive challenge of encouraging the various national systems of education to help prepare their own peoples for world citizenship.11

British Prime Minister Clement R. Attlee warns of a "moral crisis" in a talk before the combined houses of the Canadian Parliament in November, 1945, when he said:

The problem that faces humanity is bringing natural science and morality together in indissoluble union. . . . Each individual man and woman of every race, creed and language must take cognizance of the moral crisis that confronts the world.12

Clarance A. Jackson, at a meeting of the Midwest Conference on Postwar and Social Security Problems, says:

There must be education in intangibles. . . . Teach high school students more about government. Don't wait until college, for many young people never


go to college. Teach our young people, who are the future mayors and governors, the difference between "politician" and a "statesman." Then when it comes time for these young people to vote, they will know how to pick out the statesman and vote for him.  

Harry Emerson Fosdick says:

Something besides dynamos must become ascendant if civilization is to survive: moral values; namely, the sobering awareness of eternal moral laws, the creation of a unifying spiritual culture, based on a philosophy of life, a faith concerning it, and ethical principles underlying it, that will put meaning and purpose into living.

In an article entitled "Learning to Live," Robert Maynard Hutchins says: "Which will we learn faster: the lesson of destruction in the laboratory or the lesson of survival in the classroom?"

Albert Einstein says:

Our human race is doomed to rapid destruction if it forgets those moral laws whose observance alone can be the basis of the peaceful existence of man in productive collaboration.

Advances of natural science and technical knowledge cannot serve as substitutes for a living sense of human justice and humanity.

Some captions from our newspapers and magazines are

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It seems evident from the foregoing that the past and

20 Alice Miel, "Texas Outlook, April, 1946, p. 11.
21 Christian Science Monitor, February 16, 1946, p. 5.
22 Ibid., November 11, 1945, p. 1.
23 Ibid., December 27, 1944, p. 1.
25 Galveston News, December 2, 1943, p. 3.
26 Ibid., July 27, 1944, p. 5.
present educational system has failed, at least in part, to meet the entire needs of society. To say that American education has failed entirely would be an erroneous statement, but to say that it has not succeeded completely is by no means an exaggeration, but a fact that becomes more evident year by year. Many of the outstanding thinkers in education are very aware of this, and many of them are taking steps to alter the situation.

Floyd W. Reeves, Professor of Administration at the University of Chicago, is one of those to recognize wherein American schools are failing to supply the full need of today’s youth. He states frankly:

If one looks at American secondary schools, he finds a great many of them preparing youth for yesterday’s world, a hopeful few preparing them realistically for today’s, and a third group unfortunately which in effect does not appear to be preparing them for any real world at all. Yet any sound educational process should prepare the oncoming generation for the world both of today and tomorrow.28

This is evident to many educators because of the appalling number of failures, and by this is not meant academic failures; but the failures of hosts of individuals, in school and out, to adjust themselves to the rapid evolution of the world today, with its meticulous complications as set up by our economic and social order. This evidence has manifested itself in a vast number of criminals, juvenile delinquents, psychopaths, neurotics, perverts, narcotics,

28Floyd W. Reeves, editor, Frontier Thinking in Guidance, p. 7.
and other social degenerates. This failure is not due to the fact that education has not had the opportunity to try to educate the American youth, for it has reached over seven million children, or over seventy per cent of American children. In spite of this high level of "education," the number of criminals, juvenile delinquents, psychopaths, neurotics, perverts, and narcotics is becoming more numerous. This seems to indicate that knowledge or training of the intellect alone will not solve the problem, nor prevent social degeneracy.

The greatest improvement that is likely to come will, no doubt, be the introduction of psychology, mental hygiene, personality development, or guidance into our schools. Children will then be taught how to behave, or how to live.

There are appalling evidences at present which point out the need for such new teaching. The criminal institutions and the juvenile correction institutions are overcrowded. More hospitals are needed for alcoholics, drug addicts, and venereal disease cases. All of this is in spite of our education, but it is evidence of the need for change in our present educational system.

Another seeming failure is evidenced in our need for more hospitals for the physically ill. This is also in spite of our education. It is also in spite of our marvelous advantages already established in the care of the
physically ill. This is pointed out by Count Sussieran Etoxinod in the following statement:

Characteristically, I found this marvel in your amazing nation: a highly scientific "physical fitness program"; perfected apparently by the coordinated research and experimentation of hundreds of your health specialists in 20 years of effort.

This investigation led me to inquire what results had accrued from the American Child Health Association's $60,000 study of physical defects in the New York City schools. And once more -- characteristically? -- results seemed to be practically nil.

Surely you are most patient and open-handed people! What of the 20,000 highly paid physical educators in your schools during the past two decades? What of your 10,000 "athletic coaches"? What of your state laws requiring pupils to attend some physical activity or hygiene class weekly -- or even daily as in California, New Jersey, and New York? What of your school-child medical inspection; your school-nurse services; your billions of dollars spent annually on health advertising, vitamin tablets, and drugs? What of your highly trained physicians -- more per square mile and per thousand souls than anywhere on the face of the globe? 29

It is probable that the wrong approach to education has been made; at least, some others are asking similar questions as the above:

Why have the juvenile court, the probation system, the parenteral school, the industrial training school, the reformatory, the child guidance clinic, one and all had little or no effect? Why has the gravity of offense committed by children increased rather than diminished? 30


30 Ernest W. Burgess and others, Environment and Education, Supplementary Educational Monograph No. 54, p. II.
This again seems to give evidence of a lack of proper guidance, or the wrong approach in the curriculum. Some axioms are so simple that they are often overlooked; but the saying that "an ounce of prevention is worth a pound of cure" may be the secret of the whole situation. It is probable that the wrong approach has been made.

Psychologists aver that over eighty-five per cent of the bed patients in our hospitals -- not including psychotic and other such hospitals -- are considered "mental" cases. The term applied to such disorders is called "psychosomatic," or in other words, the ailments are results of emotional strain and maladjustments. Even medical doctors are averring that tuberculosis is indirectly caused by dissipation; heart trouble is caused by emotional tension in many cases; even colds, asthma, and hay fever, they claim, are often due to emotional disturbances. It may be stated by them at some future time that organic diseases are also the result of emotional tension. They would not be agreed, however, that prevention is better than cure, whatever the cause.

As illness still increases, so does crime and delinquency under the present system. People cannot be forced to be good, or to reform. They must be approached from a different angle; they must be approached from a desire from within due to proper conditioning through thinking and reasoning. Most criminals are not afraid of punishment;
they know the penalty before they commit the crime. They often repeat offenses, knowing the punishment due.

Here may be quoted words of Merl E. Bonney, Professor of Psychology and Education at North Texas State Teachers College, in regard to proper approach:

As social relationships become more complex the problem of how best to carry them on becomes more and more acute. As people become more interdependent and more involved in each other's affairs, questions regarding the methods which should be used in influencing one another, whether as individuals or as members of groups, becomes more important. Shall the techniques of manipulation and coercion be employed or shall the techniques of education be used? -- the latter term refers, not to typical practice carried on in schools, but to the methods that are used in any field to promote understanding and critical inquiry. . . . When the policy of manipulation and coercion is followed, it is obvious that people are controlled through agencies external to themselves, but when educational methods are used those who are dealt with are stimulated to acquire internal controls over their own behavior through the exercise of intelligence. 31

In this treatise may be found the proper or more successful approach to preventing such cases. All alarming social maladjustments might be nipped in the bud by the techniques of control as coming from the proper kind of curriculum in the schools. This would instill within the child an intelligent understanding and desire without the need for coercion or discipline.

There are many instances in which inner control will be the best and only prevention; but many cases have gone beyond the bounds of prevention or correction. Following

are some cases that have already gone beyond the bounds of control or correction, and which are reminders that such will be repeated until something definite is done for the curriculum that will change the condition from cure to prevention:

People spend eight times more hours at movies than at Sunday school; only one out of every twelve persons in our country attends church; seven out of eight children quit church and Sunday school attendance before they reach fifteen years of age; fifteen million "sex" magazines are printed monthly and read by one third of the American people; there are more bar-maids in this country than college girls; one million -- ONE MILLION -- American girls have venereal disease; 100,000 girls disappear EVERY YEAR into white slavery; one million illegitimate babies are born annually; there are almost a million illegal abortions performed annually; our nation harbors three times as many criminals as college students; a major crime is committed every 22 seconds; an aggravated assault or rape every hour; a murder every 40 minutes; there are 60 suicides in our nation daily; two out of three adults, both men and women, smoke; three out of ten who start as light drinkers end up drunkards; as a nation we spend about 750 dollars on pleasures, sins, cosmetics and amusements to every dollar given to foreign missions.32

There is much evidence from our current periodicals that social disorder is increasing. Charles Dutton says:

Am I citing only the exceptional cases? Look at the figures published by the Department of Justice, 1944, as compared with 1929, which show these increases, in crime committed by boys from ten to 18: murder up 47 percent, rape up 69 percent; assaults up 71 percent. Sex crimes other than rape had risen 61 percent. For girls of the same age range, sex offenses and prostitution rose 375 percent. Drunkenness mounted 174 percent. Children today are

32 Editorial, Christian Victory, November, 1944, p. 28.
committing 56 percent of all crimes. Incidentally, the Federal Bureau of Investigation has just established a department to deal with juvenile delinquents. These are not all underprivileged children. Child offenders come from good homes as frequently as from "bad" homes.33


Some social agency or the schools surely will take steps to prevent further degeneracy of our social order. So much of our social rot has gone beyond cure, and will be a waste and an economic burden for some time to come; but through the right and intelligent approach by our educational system and the help of social and civic agencies very much of this waste may be prevented in the future. Since our schools are the logical place for education, some form of mental hygiene, psychology or personality training will help to alter this problem.

Inadequacy of Homerooms 33

The homeroom was probably a step in the direction of

33 Charles J. Dutton, in Kiwanis Magazine, June, 1946, pp. 8-10.
34 Galveston News, March 10, 1946, p. 5.
meeting the social needs. Very many guidance functions have been included in the homeroom, but even with the addition of the social guidance functions the homeroom does not seem to have solved our social problem. Some educators are stating that the homerooms for this purpose are not successful.

One says:

Except in those schools in which there are competent and forceful head counselors or chief advisors with the authority and the time to direct the activities of the advisors, the homeroom, or group, advisory organization has rarely been very successful as an instrument for guidance.37

Williamson and Hahn add:

Contrary to general impression, the homeroom did not originate as a personnel activity. . . . The homeroom as an agency for guidance activities originated at a later date than the homeroom as a branch of administration. At present the number of nonguidance activities in the homeroom are greater than the guidance activities in a ratio of between two and three to one.

The homeroom program has possibilities of being an effective part of the personnel program, but at present no school has succeeded in establishing it as a valid substitute for trained counselors. In schools with efficient classroom teachers, trained counselors, and group guidance classes, the homeroom appears to add but little to the personnel program.38

Another makes this comment:

In many instances the homeroom plans have been imposed upon both the students and teachers. The

37Douglass, op. cit., p. 193.

38E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, pp. 140-141.
policy of giving every teacher a homeroom has frequently been followed. However, in many instances a worthwhile, workable program was not provided. In theory, some of the highest aims and ideals of education were to be attained through this agency. But many teachers lacked the temperament, training, ingenuity, or interest to accomplish these purposes. Poor administrative leadership frequently complicated the practice.39

One more statement on the subject is as follows:

Several years ago the author participated in a state survey of high schools. As one phase of the survey, inquiry was made into the organization and activities of the homeroom. All of the forty-two schools which composed the sample reported "homerooms," but only one activity was common to the forty-two. That was taking attendance.40

Very many people are of the opinion that the homeroom has been a failure for guidance purposes, and that this is not the proper place for such teaching. The "core" curriculum is also discussed along with the homeroom as a guidance technique, but there is evidence to show that this also has not met the need, or been satisfactory.

It is possible that special guidance classes for the teaching of human relations and human behavior should be included in the curriculum. It is possible that these classes might be successfully taught by teachers who are specially trained in guidance work. It is also possible that special student-needs materials should be used.


40Edger O. Johnston, Administering the Guidance Program, p. 100.
The purpose of this study was to experiment with this plan, and it has been found successful in some measure, at least.

Related Studies

The most comprehensive of the studies in this field, and probably the most complete, and the most successful from a practical standpoint, is the study made by Colonel H. Edmund Bullis, Emily O'Malley, and Joseph Jastak in Delaware. The study is outlined in a bulletin published by the Delaware Society for Mental Hygiene. Their study was made on group guidance discussion classes in human relations, with tests in social acceptance by Jastak.

In the year 1941 Colonel Bullis and Miss O'Malley gave extension courses at the University of Delaware and at Hofstra College to train teachers to carry on the human relations work. The work or experiment is described as human relations group guidance classes by the discussion method. The experiment was carried on successfully by over one hundred and fifty teachers in Delaware and New York in 1942 and 1943. The experiment is described in the bulletin Human Relations in the Classroom.41

Lucille Cottrell in her Master's thesis, "The Accuracy of Teacher Rating of Pupil Personality and Achievement as

41 Human Relations in the Classroom, bulletin of the Delaware State Society for Mental Hygiene, 1944, [47].
Compared with Standardized Tests,\textsuperscript{42} presents a comparable study of personality rating. In the study which was made in the Albany Elementary School with the several different classes and eight of the teachers, Miss Cottrell used the California Test of Personality -- Elementary Form A, and compared the subjective ratings with the test ratings. The results showed that there was a high relationship between the teachers' ratings of pupils' achievement and the test score, and that the teachers were more accurate in rating their pupils' achievement than in rating their personality. All teachers were fairly accurate in rating the self-adjustment of their pupils.

A test of the personalities of the freshmen and senior women at North Texas State Teachers College was made by Anna Bonds Odell in 1941. She also used the California Test of Personality.\textsuperscript{43} The test revealed that the women, both freshmen and seniors, were, as a whole, adjusted to the problems and conditions of their environment, and were developing a normal, happy, and socially effective personality. She made the recommendation that school systems should develop a common philosophy concerning a student guidance program.

\textsuperscript{42}Lucille Cottrell, "The Accuracy of Teacher Rating of Pupil Personality and Achievement as Compared with Standardized Test Scores" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1941).

\textsuperscript{43}Anna Bonds Odell, "A Comparative Study of the Personality of Freshman Women and Senior Women in North Texas State Teachers College" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1941).
The thesis, "To Develop and to Evaluate a Functional Home Room Program for Citizenship Training,"\textsuperscript{44} by Edra Robinson, shows the development of a fundamental homeroom program of citizenship training through a specially arranged curriculum in contrast to the so-called traditional program. Recommendations were that schools be instrumental in the formation of civic attitudes, and that they give training in citizenship. This, she says, can be done through group guidance, which is not the traditional or customary method. This is very much the same idea that is expressed in this study.

In the thesis, "Development of Criteria for Evaluating Some Guidance Practices of the Student Council and Home Room Organizations of the Junior High School,"\textsuperscript{45} by Dorris Christine McCready, it was found that in democratic practice experimental methods may replace standardized and traditional procedures, and that guidance practice based upon a democratic philosophy presents many and varied possibilities for educational purposes which may insure a way of living together and accomplishing common goals or purposes through which the individual himself may realize to fuller

\textsuperscript{44}Edra Robinson, "To Develop and to Evaluate a Functional Home Room Program for Citizenship Training" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1940).

extent his own personal development and accomplishment of desirable achievement.

Vera Mayo in her thesis, "A Comparative Study of Pupil-Teacher Ratings of the Amount of Democracy Practices in the William James Junior High School, Fort Worth, Texas," found by using questionnaires and comparing the results, that the teachers and the pupils rated high with reference to observance of the principles of democracy; and that, although there were some differences of opinion of pupils and teachers, there was a close parallel between their expressed opinions on the principles of democracy. STOP

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CHAPTER II

APPROACH TO THE PROBLEM

Instruments Used in Securing Data

As mentioned above, this study grew out of an expressed need of the pupils for a practical guidance program that would help them fit themselves into a new environment, and also from the desire of the writer to assist in formulating a guidance program that would help the students to form a philosophy for their high school days, and to help them improve their personalities and attitudes.

The fact that the students were given a study period on the days that they did not have physical education made the opportunity for this work to be undertaken, and an unorganized guidance program was carried on for several years during these periods, with definite evidence of success in improved attitudes and personalities; but up to the time of this experiment no objective method had been used to measure the amount of personality improvement.

This experiment covered a year and a half, and was made with three different groups at three different times. Only the last three groups were given the tests for the measurement of personality development. Only anecdotal
records were kept for the other groups during the study for the three school semesters.

The following three tests were used: (1) Every-Day-Life, by Leland H. Stott; (2) The Guilford-Martin Personnel Inventory I; and (3) the California Test of Personality -- Intermediate Form A. Stott's test measures the three personality traits of independence, resourcefulness, and personal responsibility. Independence in personal matters, as expressed here, shows that the individual prefers to make his own decisions, and to rely on his own judgment. A high degree score shows that he is inclined to meet and solve his own problems and difficulties in his own way. A high score in resourcefulness shows that an individual is willing to work and lead out in a group situation, and to participate actively in group discussion and to make suggestions and contributions which may be acted upon by the group. In the variable personal responsibility, a high score would show a dependable, responsible individual; one who is conscientious in meeting his obligations.

In the Guildford-Martin test the following traits are tested: objectivity, agreeableness, and cooperation. In this test the traits opposite the ones mentioned are given consideration by the author of the test. Objectivity, or not taking things personally or being touchy about things, is the opposite of subjectivity. Being agreeable, or
agreeableness, is opposed to belligerence, domineering, or craving for superiority. Cooperativeness is opposed to over-criticism, fault-finding, and suspiciousness. A low score on the traits which are the opposite of the ones mentioned on the test show aspects of a paranoid disposition. A high score would show a well-balanced personality.

The third test provides data for aiding students to measure their self-adjustment and their social adjustment. The test is divided into these two sections, self-adjustment and social adjustment. According to the authors:

The purpose of Section I is to indicate how the student feels and thinks about himself, his self-reliance, his estimate of his own worth, his sense of personal freedom, his feeling of belonging. In this section the student also reveals certain withdrawing and nervous tendencies which he may possess. Section II consists of social adjustment components. Its purpose is to show how the student functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school, and community relationships.¹

Eighteen personality variables are included in the three tests, which include a rather broad scope of the individual's personality. Each one of the authors of the tests claims a high validity and reliability for the rating on the variables. The validity of a test is determined by the degree to which it measures what it is supposed to measure, or what it attempts to measure; while the

reliability of a test is determined by the measure of the efficiency with which it measures what it does measure, or the consistency of measurement.

Class Materials and Procedure

At the beginning of the semester the classes A and B were told the nature of the guidance course, and were asked if they would cooperate in a project in personality development. It was explained that the course would be a non-credit course, and that it would take the study period usually given to students on the days that they did not have physical education, but in spite of this the classes agreed almost unanimously to cooperate. It was suggested that notebooks would be helpful, and methods of keeping and preparing them was discussed. The notebooks were not required, but all except five or six in each class of forty-five members presented notebooks, some of which were unique. There was not a textbook for this work, and no formal outline was used. Lesson plans were made in advance of each class, but they were very flexible. After a few introductory lectures by the writer, she became a leader for the discussions, and the classes became discussion groups.

The students were asked to suggest subjects in human relations, or in every-day functions that they would like to have discussed; and as nearly as possible, they were allowed to select the subject that each would like to lead
in discussion. Often several students worked together on the preparation of a subject, with each one of the group taking a specific phase of the topic. One panel discussion and one debate were held.

The students were asked to discuss the subjects as they related directly to the student's own experience in every-day life. Some students made lists of the actual experiences that they had come in contact with during the school day, when the topic was such that this could be done. There were three rules that the classes were asked to observe. They were asked that courtesy be practiced at all times, that identities not be revealed when human behavior was being discussed, and that race and religious tolerance be practiced at all times. This seemed necessary as the classes were composed of children of very many foreign-born families, and several religious denominations were represented.

The personality traits, or the eighteen personality variables listed above, were not discussed directly as a part of the test; but most of them were included indirectly in the discussions that were held. As an example of this, the variable nervous symptoms was not a topic for discussion; but when mental disorders, mild and severe, were discussed, it was brought out that people's thinking and emotional behavior affect the nervous system, and that nervous
symptoms or disorders could be detected by types of emotional reactions. Objectivity was another example included in this discussion of mild and severe mental disorders. Here it was brought out that being too suspicious, and thinking that other people were talking about one and trying to do one harm, could lead to a more serious mental disorder called paranoia. Mention was also made as to how people could ward off and overcome such emotional reactions by objective thinking. Another example of the indirect approach was with social skills and social standards. During the term such topics as table manners, how to make introductions, how to act at a party, how to act on a date, as a guest at the hospital, and at shows and other public places were discussed.

There is a possibility that a great deal of the spontaneity and success might have been lost had the variables been formally discussed as a part of the regular tests; but the grades might have been higher if the variables had been studied in preparation for the second test. However, the indirect method was preferred.

Since it is very important that the teacher know the students, and that the students know each other, each one in the class introduced herself, telling something about herself which would help others to become acquainted with her.
The principal of the school had given to each new student a mimeographed copy of his welcome to them. This included some of the things that the student might expect from the school, and some of the things that the school might expect from the student. These points were gone over with the students. It was probably more impressive to them after being discussed.

During the early days of school organization, the principal had also issued a bulletin to the teachers and students in regard to some regulations, policies, and suggestions on the following: general attitudes, smoking on the campus, defacing and destroying public property, cleanliness of building and grounds, student passes and their use, use of halls, use of cafeteria, leaving grounds, use of the library, conduct in general, grades, honor roll, makeup examinations, and some other school functions. These things were gone over rather thoroughly, and all of the rules and regulations were listed by the students. At this time the reason and purpose of all the school rules was brought out.

A new grading system was adopted by the school, and a new report card was to be used, so these were taken up and explained. Also, at this time the courses and requirements for graduation, college requirements, and preparation for after-school activity were brought out.

The National Honor Society was somewhat new to the
school; and since the requirements for membership were not based on scholarship alone, but also on some personality traits, such as character, leadership, and service, these were discussed. This was an opportunity to bring these traits out as they related to the students themselves.

It was explained, as was shown from the list of requirements, that the concept of character included honesty, courtesy, friendliness, cheerfulness, generosity, reliability, neatness, poise, stability, faithfulness, and obedience. The concept of service included a willingness on the part of the student to do extra work, without compensation.

The concept of leadership not only included the pupil's qualities as a social leader of fellow classmates, but also many other qualities. Some of these qualities included initiative, interest, energy, alertness, patience, activity, and dependability. Some objectionable traits were also discussed.

Membership in the National Honor Society depended somewhat on the evaluation and recommendation of the teachers. The student ratings ranged from excellent or superior to very poor. These ratings were taken up rather thoroughly.

The value of character, leadership, and service was discussed in relation to scholarship. Very high grades were not requirements, as a student making grades in the
upper quartile of his class could qualify, thereby making the personality traits of equal value or importance with scholarship.

It was brought out that teachers are very often called upon to evaluate and recommend students for jobs, colleges, and organizations, and that they very often evaluate the student's personality traits and consider them of more importance than scholarship.

Near the beginning of the school year a letter appeared in the newspaper entitled "Getting the Right Start in School."2 This was brought to the class for discussion, and the following are some of the results found listed in the students' notebooks: it is expensive to go to school; it is more expensive to fail; give undivided attention or interest; have perfect attendance; have the necessary equipment; understand your program; share liberally your valuable time between hard study and leisure; stay healthy and happy; relegate all late social hours to the week-end; observe and adopt the study and recitation habits of the progressive student; do not be discouraged; prepare each day's lessons well; contribute your share in recitation work; answer all questions thoroughly; overcome unnecessary feeling of timidity; practice good behavior; follow the necessary rules and procedures; be obedient to special

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rules and orders; be friends with everyone; counsel often with your teachers; get extra help when it is necessary. The students went over these things themselves and talked about them as they related to their own school work.

At this time some definitions were studied. The first one was the definition of health, which they found from the dictionary to be "state of being hale or sound in body, mind, or soul." This occasioned the explanation of the individual as not being just physical, or mental, but as having several aspects, which are all integrated. Mind was found to be "that which one thinks, the total of the conscious state of an individual, one's capacity for mental activity." Soul was found to be "man's moral and emotional nature, the seat of real life, vitality, action." The three aspects of the individual were then discussed. Some of the other definitions included hygiene, behavior, psychology, personality, and individuality.

The class then took up the principles of physical health, some physical diseases, and the prevention of physical diseases. Then the fundamentals of mental health such as instructive and wholesome learning, reason, discrimination, judgment, wisdom, perception, understanding, knowledge, memory, recall, activity, and application, were explained. Some of the other topics along this line were intelligence quotient, mental deficiencies, the characteristics of mental deficiencies, mental diseases mild and
severe, fundamental principles of moral health or good behavior, and temperament types. Explanation of growing up emotionally, or how to reach emotional maturity, was given.

All of these topics were to help the students to understand their own natures. Why people behave as they do, and how they may be able to alter their behavior so that they may have a happier and fuller life, was discussed. This was to give background for other discussions in behavior and every-day activity, which the students were to lead in discussion.

Some of the topics which the students led in discussion were student-teacher relationship, why we go to school, why students fail, table manners, attitudes toward afflictions, leadership, service, scholarship, character, loyalty, talents, punctuality, courtesy, tolerance, thrift and hoarding, popularity, self-control, self-reliance, discouragement, and poise. The students worked in groups at one time to dramatize introductions.

The pupils used their own talent in giving two programs during the term. They formed committees and worked out the programs with dancing, singing, music, and readings. Three speakers were invited in to talk with the classes. One speaker talked on "Boy and Girl Relationships." This was very interesting, as the discussion included questions from the girls on how to act on a date. At another time
a member of the school board talked on "Personality Is Your Goal." This talk included a description of the four-sided nature of the individual. Later in the year a Hogg Foundation speaker who was visiting the city was invited in to talk with these classes. This speaker's topic was "Just Between Us Girls." Boy and girl relationships were also discussed at this time. Dramatization of calling on the telephone for the date, coming for the girl, and typical boy and girl conversation was carried out by the speaker and some of the students.

At the close of the semester the battery of tests that were given at the first of the semester was given again as a test of improvement in personality. Another test asking for the students' opinion on the class was also given.

Two emergency problems relating directly to the students came up during this study. They occurred during the classes preceding the tested classes, but might be worth mentioning here, as they became a part of the study.

The first problem arose over the current fad of wearing the plaid shirts or "lumberjacks" by the whole student body. The students insisted on wearing the shirts with the shirt-tails outside of the skirts or pants. The dean and the principal had asked some of the students to tuck the shirt-tails inside, or to cut them off square, so that they could be worn as a jacket. Some of the teachers had objected to the students wearing the lumberjacks to classes.
The requests from the dean and the principal and the objections from the teachers seemed to interfere with the students' ideas of freedom and democracy. The mob psychology or gang spirit spread fast, and the whole student body planned to appear at school on a set date with all shirt-tails outside. This was to be done in defiance of authority or in defense of their liberty and freedom. This plan was not kept from the teachers and administrators.

This was a splendid opportunity for some guidance work when it was most needed, so before the date set for the "shirt-tail parade," the special guidance classes were asked if they would like to have a panel discussion on the matter of lumberjacks and how they should be worn. This was agreed upon, and plans were made.

One of the girls on the panel had already been called in by the dean of girls, and had told the dean that she thought that she had the right to wear her clothes as she liked, as this was a democratic country, and she could do as she pleased.

Some of the principles of democracy, and the difference between democracy and license were brought out in the panel discussion, and after the panel they were gone into and discussed more thoroughly. New concepts of the meaning of democracy and license were formed, and some attitudes were changed as a result of the whole discussion.
The result of this panel and class discussion was taken before some of the physical education classes and done into further by these classes, with interesting results.

The student body came on the day designated, and were wearing the lumberjacks, but they wore them as requested by the school officials, with very few exceptions. The "gang" spirit had subsided perceptibly, and soon the whole matter was dropped.

The extent to which the guidance may have changed the situation cannot be determined objectively, but it may be assumed that it helped, and it was a splendid opportunity for a guidance lesson on democracy versus license.

Another instance of setting everything aside for the problem at hand was when sentiment among the girls was growing over the rule forcing them to stay on the campus or school grounds at the lunch periods, while the boys were allowed to leave the grounds and go to town for lunch.

This was taken up in debate in the same classes that had the panel discussion. Some of the facts brought out were: the school cafeteria could not accommodate all of the students; the boys and girls, if allowed to leave together, might linger too long in the down-town eating places, when the space was needed for war workers and business people; the girls could leave the grounds at the lunch periods by getting special permission from the parents and
having it approved through the dean's office. This situation was settled at that time, at least, to the satisfaction of all through the students' own discussion and conclusions.
CHAPTER III

COMPARISON OF RESULTS

Organization of Data

Three classes were used in this study. Classes designated A and B were the experimental groups. Forty-five students finished the tests in each of these classes. Between the time of the first and second tests Classes A and B became group guidance classes using the discussion method of procedure. The topics used in these classes are described in the preceding chapter.

The class designated as C was the control group. Thirty-five students finished the tests in this class. This class did not have group discussion, but was given a study period instead.

At the beginning of the semester Classes A, B, and C were given a battery of three tests. The three tests are: Guilford-Martin Personnel Inventory I, Stott's Inventory of Every-Day-Life, and California Test of Personality -- Intermediate Form A. These tests include the following personality traits or variables: objectivity, cooperation, agreeableness, independence, resourcefulness, responsibility, self-reliance, sense of personal worth, sense of personal
freedom, feeling of belonging, freedom from withdrawing tendencies, freedom from nervous symptoms, social standards, social skills, freedom from anti-social tendencies, family relations, school relations, and community relations.

The first battery of tests was given as an inventory of the students' personality traits. The second battery of tests was given at the end of the semester to test the possible gain or improvement in personality and attitudes, and for comparison of grades of the three classes. The results of the computations of the test scores are found in the tables in this paper.

Table 1 shows the comparison of the classes in chronological order as to age, mental ability, grade point mean for the last semester's work at junior high school, and grade point mean for the first semester's work in the senior high school.

Tables 2 through 22 show the mean, standard deviation, difference in mean, standard error of mean, standard error of difference in mean, and critical ratio for the eighteen personality variables from the three tests.

Table 23 shows the critical ratio for Classes A and C, and Classes B and C for the eighteen personality variables from the three tests.

The computations of the test scores have gone through a series of steps as described below.

The raw test scores were changed into percentile
scores that were presented in the individual test manuals. Tabulations for the percentile scores were then made. The arithmetic mean was used throughout as it is a more accurate measure of central tendency than the median or mode, and it is a shorter method for computations. The mean is a point on the scale where the sum of the deviations above a selected point is exactly equal to the sum of the deviations below it. The formula for the arithmetic mean for grouped data is:

\[ \bar{M} = \left( \frac{\sum f d}{N} \right) i \]

The standard deviation was the next step in the computations. The standard deviation shows a dispersion or deviation from the point of central tendency. The standard deviation or sigma (\( \sigma \)) is found by squaring each individual deviation and adding them, then dividing them by \( N \) or the number of cases. The correction (or \( C \)) is then squared and subtracted, and the result is then squared. The result is then multiplied by the size or number of the interval and the result gives the standard deviation. The formula for the standard deviation is:

\[ \sigma = \left( \sqrt{\frac{\sum f d^2}{N} - C^2} \right) i \]

The standard error of the mean was computed by dividing the sigma or standard deviation by the square root of \( N \).
The purpose of the standard error of mean is to show the fluctuation or variability from the true mean. The formula for the standard error of mean is:

\[ \sigma_M = \frac{\sigma_S}{\sqrt{N}} \]

The standard error of the difference in mean is computed by securing the standard error of two means to be compared. They are then added and the square root of the sum gives the standard error of difference in mean. The purpose of the standard error of difference is also to show the fluctuation or deviation from the true difference. The formula is:

\[ \sigma_d = \sqrt{\sigma_M^2 + \sigma_M^2} \]

The final step in the computations is the critical ratio, which is the difference between two means. The critical ratio is obtained by subtracting the arithmetic mean of two samples to be compared, and dividing the result by the standard error of the difference in mean of the two samples. The result is the critical ratio, and the formula is:

\[ CR = \frac{D}{\sigma_d} \]

According to Edna E. Kramer: "A difference should be three or more times \( \sigma_d \) in order to be completely reliable."\(^1\)

The results of the computations for the test scores on the eighteen personality traits are shown in the following tables.

Table 1 shows that the three classes are evenly matched as to chronological age, intelligence quotients, grade points for the last semester at junior high school, and grade points for the first semester in the senior high school.

### TABLE 1

**THE MEAN OF THE CHRONOLOGICAL AGE, INTELLIGENCE QUOTIENT, LAST JUNIOR HIGH SCHOOL GRADE POINTS, AND FIRST SENIOR HIGH SCHOOL GRADE POINTS FOR CLASSES A, B, AND C**

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean Age</th>
<th>Mean I. Q.</th>
<th>Mean Grade Points in Junior High School</th>
<th>Mean Grade Points in Senior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>14.40</td>
<td>108.15</td>
<td>81.48</td>
<td>81.06</td>
</tr>
<tr>
<td>B</td>
<td>14.34</td>
<td>109.00</td>
<td>82.23</td>
<td>83.85</td>
</tr>
<tr>
<td>C</td>
<td>14.35</td>
<td>112.70</td>
<td>83.10</td>
<td>80.35</td>
</tr>
</tbody>
</table>

The greatest difference in age is .05 of a mean percentile point. This difference is between the ages of Classes A and C. There is a difference of 4.55 mean points between Classes A and C in mental ability. There is a difference of only 1.62 in the mean points for the junior high school grades between Classes A and C. Classes B and C
have a difference of 3.50 mean percentile points for the senior high school grades. There apparently is not enough difference in any of the scores to make any material change in the test scores.

Computations for the score on objectivity are found in Table 2. The grades for all three classes were low on the first test, and Class C made the highest grade. Class B made the greatest gain in percentile mean points, and Class C fell slightly below the first score on the second test. The standard deviation for Class C shows a greater scatter of grades than the other two classes. The standard error or mean and the standard error of mean for the three classes is low. The standard error of difference in mean for Classes A and C is high, and the critical ratio for the difference for these two classes is not entirely reliable. The critical ratio for classes B and C is high and shows complete statistical reliability.

The gain in the percentile mean points on the second test for the experimental classes shows that instruction in the guidance class has enabled the students to view themselves more objectively, which is improvement in one phase of personality.

Table 3 shows that the grades on the first test for the personality trait cooperation are very low for all three classes, and although there is considerable gain for the experimental classes, there is need for much more improvement.
TABLE 2

OBJECTIVITY

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION
OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>38.35</td>
<td>48.35</td>
<td>10.00</td>
</tr>
<tr>
<td>B</td>
<td>42.15</td>
<td>60.40</td>
<td>18.25</td>
</tr>
<tr>
<td>C</td>
<td>46.85</td>
<td>46.00</td>
<td>-.85</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.96</td>
<td>2.63</td>
<td>4.12</td>
</tr>
</tbody>
</table>
TABLE 3

COOPERATION

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION
OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>35.25</td>
<td>48.85</td>
<td>13.60</td>
</tr>
<tr>
<td>B</td>
<td>40.25</td>
<td>57.95</td>
<td>17.70</td>
</tr>
<tr>
<td>C</td>
<td>43.30</td>
<td>44.50</td>
<td>1.20</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.72</td>
<td>3.24</td>
<td>3.46</td>
</tr>
</tbody>
</table>
Class C gained slightly on the second test. The standard deviation shows that there is not much spread in scores. A low score on the standard error of mean and standard error of difference in mean shows reliability, but Classes A and C have a low score for critical ratio, showing that it is good but not a completely reliable difference. The critical ratio for Classes A and C shows a high rate of reliability or a reliable difference.

**Cooperation** is a personality trait that is flexible, and the gain in percentile score by the experimental classes shows that the students improved considerably in this trait. This improvement was also reflected in the anecdotal records for the classes.

**Agreeableness** is the last of the personality traits measured by the Guilford-Martin test. The computations are found in Table 4. The gain in percentile mean points for the second test is considerable for the experimental classes, and Class C gained less than two points. There is more scatter on the standard deviation for the first test than there is for the second test for the three classes. The standard error of percentile mean and the standard error of difference in mean is low, which is indicative of good reliability. The critical ratio for classes designated as A and C is good but not a statistically reliable difference. The difference for Classes B and C is significantly high, showing complete reliability.
### TABLE 4

**AGREEABLENESS**

The mean, difference in mean, and standard deviation of the percentile scores for classes A, B, and C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>37.45</td>
<td>51.65</td>
<td>14.20</td>
</tr>
<tr>
<td>B</td>
<td>41.70</td>
<td>59.10</td>
<td>17.40</td>
</tr>
<tr>
<td>C</td>
<td>42.85</td>
<td>44.77</td>
<td>1.92</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.13</td>
<td>2.93</td>
<td>3.46</td>
</tr>
</tbody>
</table>
The three personality variables for the Guilford-Martin test are psychological traits that could reasonably be expected to fluctuate with guidance. The gain in percentile mean for these variables is very high, showing that the children improved greatly through the personality classes.

Table 5 shows the computations for the first trait of the Stott's test of personality. **Independence** is a flexible personality trait, and this is represented in the gain in percentile mean points on the second test by Classes A and B, while Class C fell below the score on the first test. The grades on the first test for the three classes was very low, and the second test shows that much improvement is needed, although there is considerable gain by the experimental classes. A very high score is represented in the standard deviation for the first and second tests, showing a wide scatter of grades for all of the classes. The standard error of mean and standard error of difference in mean are low enough to show reliability. Although the critical ratio for classes designated as B and C is not a true difference, it is good. The critical ratio for Classes A and C is significantly high, showing a statistically reliable mean.

The gain in score on this trait is one of the highest for the experimental classes, showing that the guidance classes were successful in developing this personality trait.
TABLE 5

INDEPENDENCE

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>21.10</td>
<td>41.15</td>
<td>20.05</td>
</tr>
<tr>
<td>B</td>
<td>24.30</td>
<td>46.15</td>
<td>21.85</td>
</tr>
<tr>
<td>C</td>
<td>26.85</td>
<td>24.70</td>
<td>-2.15</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>4.70</td>
<td>4.73</td>
<td>4.29</td>
</tr>
</tbody>
</table>
The results for the test scores on the personality variable *resourcefulness* are found in Table 6. The scores for the first test were comparatively high, and the gain for the experimental class designated as A was greater than the score for any of the other traits for any of the classes. Class B had a high score on this trait also, and Class C fell one point below the score for the first test. This shows that the students in the guidance classes learned a great deal about ways of being resourceful in their everyday experience. A low score for standard error of mean, and standard error of difference in mean is low, showing reliability. The critical ratio for both groups is significantly high, showing complete statistical reliability.

Table 7 shows the computations for the scores of the test of responsibility. The gain in percentile mean points by Class B on the second test is one of the highest gains. Class A also made a large gain on the second test. Although Class C made the highest score on the first test, it took its greatest loss by a drop of 17.95 percentile mean points on the second test. A low score on standard error of mean and standard error of difference in mean shows reliability. The critical ratio for Classes A and C shows a significantly high reliability or statistically reliable difference. Although the critical ratio for Classes B and C is good, it is not a reliable difference.
### TABLE 6

**RESOURCEFULNESS**

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>35.00</td>
<td>68.60</td>
<td>33.60</td>
</tr>
<tr>
<td>B</td>
<td>47.05</td>
<td>72.50</td>
<td>25.45</td>
</tr>
<tr>
<td>C</td>
<td>59.30</td>
<td>58.30</td>
<td>-1.00</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.76</td>
<td>3.40</td>
<td>4.61</td>
</tr>
</tbody>
</table>
TABLE 7

RESPONSIBILITY

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION
OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>25.60</td>
<td>44.05</td>
<td>18.45</td>
</tr>
<tr>
<td>B</td>
<td>32.05</td>
<td>65.00</td>
<td>32.95</td>
</tr>
<tr>
<td>C</td>
<td>45.00</td>
<td>27.05</td>
<td>-17.95</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>4.56</td>
<td>4.71</td>
<td>4.56</td>
</tr>
</tbody>
</table>
The students in the experimental classes learned very much about resourcefulness and how to apply it in their every-day experience. Why the control group should have fallen so low on the second test cannot be accounted for here, since the calculations show reliability. It could be due to poor personality adjustment, and lack of direction or assistance in the development of this trait.

The personality variable found in Table 8 is self-reliance. It is one of the twelve traits of the California test devised by Clark, Tieg s, and Thorpe. The computations for this trait show that the scores on the first and second tests were comparatively high, and the gain on the second test was also fairly high for the three classes. The standard deviation shows a wide scatter of grades for each class for the two tests. The standard error of the mean is small, and the standard error of difference in mean does not show much reliability. The critical ratio for Classes A and C is so low that there is great probability of error. This discrepancy cannot be accounted for here. The critical ratio for Classes B and C is larger than that for A and C. It is too insignificant for any reliability in difference.

The personality trait of self-reliance is a psychological trait that is flexible. The directed discussion in the guidance classes was effective in improving the students' personalities in this trait.
TABLE 8
SELF-RELIANCE

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION
OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>62.65</td>
<td>76.30</td>
<td>13.65</td>
</tr>
<tr>
<td>B</td>
<td>59.10</td>
<td>75.55</td>
<td>16.45</td>
</tr>
<tr>
<td>C</td>
<td>56.65</td>
<td>66.00</td>
<td>9.15</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>4.07</td>
<td>3.37</td>
<td>5.08</td>
</tr>
</tbody>
</table>
Table 9 shows that the scores for the tests on the personality variable sense of personal worth were high for the first and second tests. The gain is greater for Classes A and B than for Class C, which is due to the guidance class discussions. The standard error of mean and the standard error of difference in mean shows some reliability, but very little reliability is shown in either group by the small critical ratio. The difference appears to be a chance difference.

The computations for the test scores on the third personality trait of the California test are found in Table 10. The scores for the first test for the three classes are comparatively high, and they were also high on the second test. Gain is shown for all three classes but the gain for the experimental classes is considerably more than for the control class. This indicates that the discussions held in the guidance classes probably was effective in giving the students a new concept of personal freedom.

The standard error of mean and the standard error of difference in mean show some reliability, which is further brought out by the critical ratio, or a fairly high score on the difference in the groups. Although the critical ratio shows a fairly reliable difference, it is not a completely reliable difference.

Table 11 shows that the gain on the test scores for
### TABLE 9

**SENSE OF PERSONAL WORTH**

The mean, difference in mean, and standard deviation of the percentile scores for classes A, B, and C.

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>56.05</td>
<td>72.30</td>
<td>16.25</td>
</tr>
<tr>
<td>B</td>
<td>60.55</td>
<td>76.20</td>
<td>17.65</td>
</tr>
<tr>
<td>C</td>
<td>63.50</td>
<td>70.00</td>
<td>6.50</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.68</td>
<td>3.01</td>
<td>4.44</td>
</tr>
</tbody>
</table>
### TABLE 10

**SENSE OF PERSONAL FREEDOM**

The mean, difference in mean, and standard deviation of the percentile scores for classes A, B, and C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>61.40</td>
<td>78.00</td>
<td>16.60</td>
</tr>
<tr>
<td>B</td>
<td>62.60</td>
<td>76.70</td>
<td>14.00</td>
</tr>
<tr>
<td>C</td>
<td>67.55</td>
<td>70.70</td>
<td>3.15</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A      B  C  A and C  B and C  A and C  B and C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.89   3.27 4.35  5.22  6.30  2.48  2.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 11

FEELING OF BELONGING

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>61.65</td>
<td>79.20</td>
<td>17.55</td>
</tr>
<tr>
<td>B</td>
<td>66.25</td>
<td>79.30</td>
<td>13.05</td>
</tr>
<tr>
<td>C</td>
<td>61.70</td>
<td>60.00</td>
<td>-1.70</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.03</td>
<td>2.93</td>
<td>4.75</td>
</tr>
</tbody>
</table>
the personality trait **feeling of belonging** is much higher for Classes A and C than for C; in fact, Class C fell below the score of the first test. The standard deviation shows much scatter in scores for all of the groups. The scores for the standard error of mean and the standard error of difference in mean is low enough to indicate reliability. The critical ratio for Classes A and C shows a difference that is statistically complete. The critical ratio for Classes B and C does not show a true difference, but the score is high enough to indicate some reliability.

**Feeling of belonging** is a psychological personality trait that is flexible, and the gain in score on the second test shows that considerable change has been made in the personalities of the students who were in the guidance classes.

Computations for the scores on the personality trait **freedom from withdrawing tendencies** are found in Table 12. The scores on the first test for all three classes are very low, and the gain for the second test is considerable for the three groups. The control group of the experiment, or Class C, has the highest gain of the three groups, which is very unusual. The gain for this class is also one of the greatest of all the classes for the groups of traits considered. Although the gain is considerable for the groups, there is little reliability for score. The standard error of mean and the standard error of difference in mean is
### Table 12

**Freedom From Withdrawing Tendencies**

The mean, difference in mean, and standard deviation of the percentile scores for classes A, B, and C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>50.60</td>
<td>69.30</td>
<td>16.70</td>
</tr>
<tr>
<td>B</td>
<td>60.90</td>
<td>73.50</td>
<td>12.60</td>
</tr>
<tr>
<td>C</td>
<td>47.30</td>
<td>70.85</td>
<td>23.55</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>4.27</td>
</tr>
</tbody>
</table>
too high for much reliability. The critical ratio for Classes A and C is less than one, which shows that the reliability in difference is insignificant. The critical ratio for Classes B and C is somewhat larger, but it is not high enough to show a statistically reliable difference.

The discrepancy in this variable cannot be accounted for. There are fifteen questions for all of the variables of the California test, and since computations for a majority of the other traits on this test have shown some reliability, this would not be a factor here. The N or number of cases may affect the results when the N is small, but this has not effected the other scores, so it is concluded that this is not a factor here.

Table 13 shows the computations for the scores on the personality variable freedom from nervous symptoms. The scores for the three classes on the first test are low, and there is little gain for the three groups. This is another trait that does not show reliability. It differs somewhat from the trait found in Table 12, in that the gain for the groups is very low. There seems to be some discrepancy here also, as there is little reliability shown for the scores. The standard error of mean and the standard error of difference in mean is too high and the critical ratio is too low for reliability. The critical ratio for Classes A and C is so low that little reliability of difference is shown. Although the critical ratio for Classes B and C is somewhat
### TABLE 13

**FREEDOM FROM NERVOUS SYMPTOMS**

The mean, difference in mean, and standard deviation of the percentile scores for classes A, B, and C.

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>50.35</td>
<td>59.90</td>
<td>9.55</td>
</tr>
<tr>
<td>B</td>
<td>46.70</td>
<td>57.15</td>
<td>10.45</td>
</tr>
<tr>
<td>C</td>
<td>44.50</td>
<td>47.85</td>
<td>3.35</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>4.57</td>
<td>4.47</td>
<td>5.22</td>
</tr>
</tbody>
</table>
higher, it is not a statistically reliable difference.

This trait is probably more of an organic trait than a psychological trait, and it would be expected to fluctuate less than some of the other variables, but some reliability might be expected. The discrepancy in this trait cannot be accounted for here.

The computations for the scores for the total of self-adjustment are found in Table 14. These totals are for the personality traits already discussed in Tables 8 through 13. The total shows that there is considerable gain for Classes A and B and some gain for Class C. The standard deviation shows that there is considerable scatter for the scores of all the groups, and some reliability is shown in the standard error of mean, standard deviation, and critical ratio. The critical ratio shows a deviation from a true difference, as the score is less than two.

Social standards is the first of the traits of the social adjustment phase of the California test. The computations for the test score on this trait are found in Table 15. The test scores for the three groups are high for the first test, and considerable gain is made by Classes A and B. Class C fell below their own score on the second test. The standard deviation for the three classes shows the scores to be rather grouped on the second test, at least there is less scatter than on the first test. Much reliability is shown for the three groups in the small scores for the standard
TABLE 14
TOTAL SELF-ADJUSTMENT
THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION
OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
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<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>55.60</td>
<td>75.95</td>
<td>20.35</td>
</tr>
<tr>
<td>B</td>
<td>58.85</td>
<td>76.50</td>
<td>17.65</td>
</tr>
<tr>
<td>C</td>
<td>56.85</td>
<td>66.30</td>
<td>9.45</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.36</td>
<td>3.81</td>
<td>4.65</td>
</tr>
</tbody>
</table>
TABLE 15
SOCIAL STANDARDS

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION
OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>64.30</td>
<td>75.25</td>
<td>10.95</td>
</tr>
<tr>
<td>B</td>
<td>67.15</td>
<td>78.10</td>
<td>11.95</td>
</tr>
<tr>
<td>C</td>
<td>68.45</td>
<td>66.20</td>
<td>-2.25</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A B C A and C B and C A and C B and C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.16 2.14 4.03 5.12 4.55 2.58 3.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
error of percentile mean, and the standard error of difference in mean for the two groups. The critical ratio for Classes A and C is good, but deviates somewhat from a true mean. The critical ratio for Classes B and C shows a statistically reliable difference for the groups.

This characteristic or personality trait is one that is flexible, and could be expected to change with discussion as carried on in the personality or guidance classes. Some of the materials treating this trait are discussed in an earlier chapter.

Table 16 shows the computations for the scores on the personality variable social skills. The scores on the first and second tests were comparatively high for the three groups, but the gain was the greatest for Classes A and B, or the experimental classes. Class C gained slightly. There is reliability shown for the two groups, or Classes A and C and B and C. The critical ratios for these groups shows some deviation from the true difference, but they represent some reliability.

Some of the materials for discussion on this trait through the group guidance classes have also been described in an earlier chapter, and the flexibility of the trait shows improvement in personality of the students.

The scores for the personality trait freedom from antisocial tendencies are found in Table 17. This is another trait that shows discrepancies that cannot be accounted
TABLE 16

SOCIAL SKILLS

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>68.00</td>
<td>80.60</td>
<td>12.60</td>
</tr>
<tr>
<td>B</td>
<td>64.65</td>
<td>79.55</td>
<td>14.90</td>
</tr>
<tr>
<td>C</td>
<td>62.55</td>
<td>64.50</td>
<td>1.95</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Classes</th>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.48</td>
<td>2.64</td>
<td>4.95</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A and C</td>
<td>5.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B and C</td>
<td>5.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A and C</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B and C</td>
<td>2.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 17
FREEDOM FROM ANTI-SOCIAL TENDENCIES

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>59.75</td>
<td>70.60</td>
<td>10.85</td>
</tr>
<tr>
<td>B</td>
<td>68.85</td>
<td>78.40</td>
<td>9.55</td>
</tr>
<tr>
<td>C</td>
<td>56.70</td>
<td>66.50</td>
<td>9.80</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.58</td>
<td>3.43</td>
<td>4.63</td>
</tr>
</tbody>
</table>
for here. The gain for the three groups is slight and just about the same, which is unusual, but there is less reliability shown in the computations for the scores on this trait than on all of the rest. The critical ratio is less than one for Groups A and C and B and C. The score is so insignificantly small that no reliability is indicated.

This trait apparently is a flexible psychological personality trait that can be changed by instruction, but the gain for the experimental classes is just about the same as the gain for the control class. The discrepancy is unusual, and no explanation for it can be made here.

Computations for the scores on the personality variable family relations is found in Table 18. The scores for the three classes on both tests are comparatively high, but very little gain is shown for either class. Class C gained less than one per cent in mean point. Some reliability is shown, but the critical ratio shows that there is some deviation from a true difference.

Although this is a flexible personality trait, it could not reasonably be expected to change over so short a period of time. Also, the scores on this trait show a great deal of adjustment in family relations is already existing.

The personality variable found in Table 19 is school relations. The computations show that the test scores on both tests are comparatively high. Class A made the highest gain, and Class C gained less than one percentile mean
### TABLE 18

**FAMILY RELATIONS**

The mean, difference in mean, and standard deviation of the percentile scores for classes A, B, and C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>71.60</td>
<td>80.10</td>
<td>8.50</td>
</tr>
<tr>
<td>B</td>
<td>68.20</td>
<td>74.55</td>
<td>6.35</td>
</tr>
<tr>
<td>C</td>
<td>71.55</td>
<td>70.70</td>
<td>-0.85</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.26</td>
<td>3.70</td>
<td>4.74</td>
</tr>
</tbody>
</table>
TABLE 19

SCHOOL RELATIONS

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>64.30</td>
<td>75.35</td>
<td>11.05</td>
</tr>
<tr>
<td>B</td>
<td>70.35</td>
<td>76.15</td>
<td>5.80</td>
</tr>
<tr>
<td>C</td>
<td>61.15</td>
<td>61.50</td>
<td>.35</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Classes</th>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.91</td>
<td>2.53</td>
<td>4.28</td>
</tr>
<tr>
<td>B</td>
<td>2.53</td>
<td>4.11</td>
<td>1.13</td>
</tr>
<tr>
<td>C</td>
<td>4.11</td>
<td>5.03</td>
<td>2.11</td>
</tr>
</tbody>
</table>
point. The standard error of mean is low, showing some reliability, and the standard error of difference in mean is also low. The critical ratio for Classes A and C shows a more reliable difference than that for Classes B and C.

The high score on the tests shows that the classes were adjusted rather well in their school relations, but the gain made by the experimental class shows that the group guidance classes were influential in aiding the students in these classes to make better adjustment in school relations.

Table 20 shows the computations for the scores on the personality trait community relations. The comparatively high score for both tests shows that there is some adjustment in community relations for the three groups already existing. Class A made the lowest grade on the first test and the most gain on the second test. Class C gained only slightly. Some reliability is shown in the critical ratio. Classes A and C show that there is a statistically reliable difference, but Classes B and C do not show nearly so much reliability.

This trait shows some fluctuation. The students in Class A gained very much in score on the second test, showing that apparently the guidance work was effective.

Table 21 shows the computations for the total scores for social adjustment of the California test. This total includes the traits already mentioned in Tables 15 through 20.
### TABLE 20

**COMMUNITY RELATIONS**

The mean, difference in mean, and standard deviation of the percentiles scores for classes A, B, and C.

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>51.05</td>
<td>70.45</td>
<td>19.40</td>
</tr>
<tr>
<td>B</td>
<td>64.55</td>
<td>74.00</td>
<td>9.45</td>
</tr>
<tr>
<td>C</td>
<td>67.30</td>
<td>68.70</td>
<td>1.40</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>4.03</td>
<td>3.81</td>
<td>4.73</td>
</tr>
</tbody>
</table>
TABLE 21

TOTAL SOCIAL ADJUSTMENT

THE MEAN, DIFFERENCE IN MEAN, AND STANDARD DEVIATION OF THE PERCENTILE SCORES FOR CLASSES A, B, AND C

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>62.55</td>
<td>77.55</td>
<td>15.00</td>
</tr>
<tr>
<td>B</td>
<td>65.45</td>
<td>81.50</td>
<td>16.05</td>
</tr>
<tr>
<td>C</td>
<td>64.55</td>
<td>68.00</td>
<td>3.45</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.07</td>
<td>2.58</td>
<td>3.99</td>
</tr>
<tr>
<td>5.03</td>
<td>4.75</td>
<td></td>
</tr>
<tr>
<td>2.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The average or total gain for the experimental classes is exceptionally high, and the total for Class C shows a slight gain. Although the critical ratio does not show a statistically true difference, the score is high enough to show some reliability. The total for social adjustment on the California test shows more gain and reliability than does self-adjustment on the same test. This may be due to the flexibility of the traits or to the training in the personality classes, or to both.

Table 22 shows the computations for the total for the traits of the California test. The total gain is considerably high for the experimental classes, and slight for the control class. The standard deviation as a whole does not show much scatter. The standard error of mean, and the standard error of difference in mean are comparatively low, showing reliability. The critical ratio for both groups is two, but not three. This shows there is some reliability of difference but not a statistically reliable difference.

The computations for this test of twelve variables does not show the gain nor the reliability that is shown for the variables of the Guilford-Martin and the Stott tests, but as a whole, or as represented as a total in this table, some gain is shown and some reliability is shown.

Table 23 shows a comparison of the critical ratio for all of the personality traits for the three tests. Since
### Table 22

**Total Self- and Social Adjustment**

The mean, difference in mean, and standard deviation of the percentile scores for classes A, B, and C.

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean of Percentile Score</th>
<th>Difference in Mean of Percentile Scores</th>
<th>Standard Deviation of Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Test</td>
<td>Second Test</td>
<td>Difference Between Tests 1 and 2</td>
</tr>
<tr>
<td>A</td>
<td>59.65</td>
<td>77.80</td>
<td>18.15</td>
</tr>
<tr>
<td>B</td>
<td>62.41</td>
<td>80.55</td>
<td>18.14</td>
</tr>
<tr>
<td>C</td>
<td>60.85</td>
<td>67.00</td>
<td>6.15</td>
</tr>
</tbody>
</table>

Standard Error of Mean, Standard Error of Difference in Mean, and Critical Ratio

<table>
<thead>
<tr>
<th>Standard Error of Percentile Mean</th>
<th>Standard Error of Difference in Percentile Mean</th>
<th>Critical Ratio of Difference in Percentile Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.95</td>
<td>2.58</td>
<td>4.12</td>
</tr>
<tr>
<td>Personality Variables</td>
<td>Classes</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A and C</td>
<td>B and C</td>
</tr>
<tr>
<td>Objectivity</td>
<td>1.90</td>
<td>3.49</td>
</tr>
<tr>
<td>Cooperation</td>
<td>2.44</td>
<td>3.48</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>2.63</td>
<td>3.42</td>
</tr>
<tr>
<td>Independence</td>
<td>4.02</td>
<td>2.59</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>5.64</td>
<td>4.09</td>
</tr>
<tr>
<td>Self-reliance</td>
<td>.72</td>
<td>1.14</td>
</tr>
<tr>
<td>Responsibility</td>
<td>5.43</td>
<td>2.20</td>
</tr>
<tr>
<td>Sense of personal worth</td>
<td>1.69</td>
<td>1.14</td>
</tr>
<tr>
<td>Sense of personal freedom</td>
<td>2.48</td>
<td>2.02</td>
</tr>
<tr>
<td>Feeling of belonging</td>
<td>3.42</td>
<td>2.61</td>
</tr>
<tr>
<td>Withdrawing tendencies</td>
<td>.77</td>
<td>1.77</td>
</tr>
<tr>
<td>Nervous symptoms</td>
<td>.89</td>
<td>1.03</td>
</tr>
<tr>
<td>Social standards</td>
<td>2.58</td>
<td>3.12</td>
</tr>
<tr>
<td>Social skills</td>
<td>2.00</td>
<td>2.29</td>
</tr>
<tr>
<td>Anti-social tendencies</td>
<td>.18</td>
<td>.01</td>
</tr>
<tr>
<td>Family relations</td>
<td>1.63</td>
<td>1.21</td>
</tr>
<tr>
<td>School relations</td>
<td>2.11</td>
<td>1.13</td>
</tr>
<tr>
<td>Community relations</td>
<td>2.90</td>
<td>1.16</td>
</tr>
</tbody>
</table>
these have been explained in detail in the tables, no other explanation will be made.

Comparison of the Classes

The general comparison of the three classes shown in Table 1 indicates close relationship in chronological age, mental ability, and grade accomplishment. There apparently is not enough difference in these aspects to influence the test grades materially.

Classes A and B had forty-five students each, and Class C had thirty-five students. The difference in the number in these classes does not seem to alter the test grades; at least, it does not do so in the Guilford-Martin test and in the Stott test.

The average of the median percentile scores on the first battery of tests is 50.65 for Class A, 56.33 for Class B, and 53.31 for Class C. The average of the median percentile score on the second battery of tests for Class A is 71.13; for Class B, 73.45; and for Class C, 59.18. The first test shows that the grades for the personality traits were very low. These low scores indicate a definite need for improvement in personality development. Although some gain is shown for the experimental classes, it also shows that much more improvement is needed.

The computations show that considerable gain has been made by the experimental classes over the control class,
indicating that guidance is effective in personality improvement.

The computations also show reasonable reliability of difference of score for most of the personality variables used in the tests.

It might be assumed that twice the improvement in personality development might have been accomplished if the guidance classes had been held every day instead of every other day, and if very much time had not been consumed for testing.

It has been proved, to some extent at least, that personality traits can be measured scientifically and with some measure of validity and reliability, and that group guidance does improve personality.

Student opinions and anecdotal records, although not measured objectively, also give evidence of personality development as a result of group guidance.

Student Opinions

Other outcomes not shown in the computations of test scores, but which are results of the experiment are the students' opinions and anecdotal records.

At the end of the semester the students in the A and B classes were asked to write short paragraphs giving their opinions of the personality guidance classes. They were asked to leave their papers unsigned, as a free expression
of opinion was desired. All of the remarks were interesting and most gratifying. The only adverse criticism of the classes and the procedure was concerning the tests and their repetition, as expressed in the first quotation below.

Since the papers were unsigned, no footnotes will be used. Some of the excerpts from the papers follow:

I think that this course was valuable to me. I learned a great many things. It might be more valuable to some people than algebra or any of the other subjects. The only thing that I didn’t like in the course was the personality tests. They seemed to be silly. I don’t see the sense in them, and they were too long. They asked the same things over and over again, and they never seemed to get anywhere.

The other part of the course was grand and the talks were very good. I’m sure that they brought forth many things that might not have been brought out any other way. We had some good subjects discussed, and they were all very interesting.

I think it was most certainly a very valuable course to take. It was not only interesting, but useful in our every-day living. We discussed many well chosen topics from which we all gained much that will help us in every day life. We learned much by having open discussion, and a chance to express ourselves thoroughly on the subjects important to us all.

The speakers that came and talked with us helped us very much. I thought they were very interesting.

I enjoyed being in the class very much. I learned a great deal of new things. I think that every school should have a personality course.

I thoroughly enjoyed preparing my notebook and clippings. It was a lot of fun for me to keep the notebook. Finding articles and pictures for it was the most fun. It was rather amazing to find in so many current magazines subjects on so many of the things that we are studying, which show that we were thinking on some lines with many other people and learn new facts about things other interested people are talking about at this time.
I think keeping notebooks was a very good idea, because it seems to me that when I write down things they stick with me better than they would if they had just been told to me.

I have enjoyed this course very much, and I think it can and will be very helpful to me in the future. I will say though, that to begin with I was disappointed because the other classes had a study period and we had a class. I thought that either they should have class, too, or that we should have study, but now I realize that this class will give us a lot of help and advice when we have problems in the future.

This class has helped me in more ways than one. Though I am not completely cured of my self-consciousness, I am at ease more often, thanks to the personality course.

I think that this personality class taught the majority a great many things. It was very interesting, and the different things discussed were very interesting and useful and not just a waste of time. I took an interest in the things we said and did, and I enjoyed it, and I am sure that the rest of the class feels the same as I do.

I think that this class has helped me very much. I have enjoyed it. On a whole I think that the class is one of the best courses in school.

I have enjoyed being in this class. I have learned many helpful and useful things which I always wished to know. I really do believe that this is a class which should continue.

Anecdotal Records

There was a general feeling of cooperation and friendliness expressed by the girls of the guidance classes throughout the year. There was a wholesome attitude expressed by these girls that is difficult to describe. However, the wholesome attitude expressed by these girls is represented in such incidents as are described below.
One instance of behavior that may have been a result of the guidance classes is as follows: The majority of the girls came into a physical education class together the following semester. They were asked one day if they would move some arm-chairs from the balcony of the gymnasium to the third-floor study hall. It was explained that the man shortage during war time gave the janitor much more work to do, and that he could not move them for some time. The girls could hardly wait until the roll was checked until they were on their way with the chairs. When they had set them down in the study room, the study teacher asked the girls in the study hall if they would arrange them, as the physical education class had brought them up and both groups were to use them. They said to let the janitor do it, and did not stir. The next day the students who had carried the chairs up stairs arranged them also.

Another instance of a possible carry-over from the guidance classes may have been evidenced when all of the physical education classes were taken on hikes, and only the classes that had the group guidance stopped for the traffic signals.

Some of the other things observed are as follows: Those students who came into the study halls from the guidance classes were more quiet and orderly, and worked with an air of industry. There were no discipline problems.
In the guidance classes there was much enthusiasm most of the time, and some of the discussions took several days. Some students read as much as two books on their topics. At one time some of the junior and senior girls who were assigned to the class since other study halls were so overcrowded, became interested in the class and asked to be allowed to participate in the discussions and to take subjects for preparation.

One of the most significant features growing out of the guidance classes was the amount of counseling of individual students who came for help on different problems. Many of these results which may be attributed to the influence of the guidance classes are gratifying.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The felt need and expressed need for group guidance as a part of the curriculum has been pointed out in an earlier chapter, and this study shows that guidance classes for the purpose of meeting these needs, by improving personalities and attitudes, is successful to some degree.

Since some extent of reliability and validity has been established in this experiment for the improvement of personalities and attitudes of high school students through a certain type of course called group guidance course, and with particular types of materials called student needs materials, and by the writer who recognizes the need for more specialized training for such work, therefore three recommendations are made for the change in education. These recommendations are: (1) discussion-method group guidance classes; (2) materials suited to student's personal and every-day needs; and (3) teachers who have had specialized training for this work, and who have the personalities suited for guidance work.

Special Classes

Since the homes seem to be neglecting the child, and
the schools are having to meet so many of the child's needs, the school will probably be compelled to meet the child's personality and problem needs also. This may be done by including special classes of group guidance in the schools. Some schools have already installed guidance classes or departments. These departments have gone in under the name of psychology, mental hygiene, citizenship, character training, child guidance clinic, counseling, and others. The group guidance class using discussion methods is not entirely new to some schools.

Some of the above-named departments up to the present time, however, have been installed for the therapeutic purpose, rather than for the prophylactic purpose.

The homerooms for guidance purposes were probably an attempt at the prophylactic approach, but the evidence is that the homeroom is unable to attain success in fulfilling this purpose. Whatever the cause for the seeming failure of the homeroom, it was one approach to positive guidance.

The preventive approach is the personal guidance method often spoken of as "progressive" and "positive" guidance. This type of guidance is used to meet students' personal and emotional needs and thus to prevent mental disorders and bad behavior by developing proper attitudes and wholesome personalities.

Since the group guidance discussion method is a prophylactic approach, and since it has been used in this
experiment and found to be successful in a measure, at least, it is recommended for the schools from the primary grades through high school and college. By reaching the child early in life with this method of guidance and continuing the use of it through his school experience, constructive life patterns will probably be set for wholesome and constructive living.

Special Materials

With the consideration of special classes for guidance, is the consideration of special materials for use in these guidance classes. A number of topics for the guidance program have been listed in an earlier chapter, and some of the materials used in this study have already been described. The material mentioned and described is the type that would be practical for the guidance class. The materials or topics deal with human behavior in every-day life.

To put into the curriculum a course of study that would outline a formal course by which all students should try to pattern their lives would probably be an utter failure at the outset. A program, however, that will teach children how to live, by discussing every-day problems that are directly related to the student and his behavior, and by discussing the "how" and the "why" of human behavior with all of its assets and failures, might be a more successful approach for a successful end. A fixed pattern or
a formal course of study will not meet the needs of individual differences. Individual differences must be considered in the art of living.

The art of living depends upon a philosophy of life for each individual, and this philosophy of life comes from within the individual. It is true that a philosophy of life cannot be taught by a formal course of study, or by merely teaching facts; but through proper teaching a child may be inspired to formulate a wholesome philosophy of life for himself.

Experiment in the past has very well proved that book learning, or cold intellectualism, does not build wholesome personalities; but proper guidance in the development of wholesome attitudes by some of the progressive methods such as "mental contagion," "repetitious moralizing," and other methods will likely be more influential in building the good life.

In this unique program of progressive mental hygiene or positive guidance called the group guidance course, attitudes and virtues will no longer be the by-products of our formal course of study, but will become the main interests of the educators. The discussion of human problems and human behavior will be for the purpose of building up proper attitudes and virtues in each individual child. Ideals and philosophies will be built up so that the child
will have a constructive outlook on the world about him.

Special Teachers

Because of the responsibility involved in guidance work, the one to direct this work should be selected with care. Three primary factors should be considered in the individual who deals with the guidance groups, whether she be called teacher, counselor, psychiatrist, personnel director, homeroom teacher, or psychologist. These three essentials are: interest and enthusiasm for the work, specialized training for the work, and an acceptable personality.

The guidance teacher plays a leading role in the guidance class or program. The role is a responsible and important one. The work that she is intrusted with is far more intricate than just the teaching of some subject-matter course. She is intrusted more directly with the building of human lives, philosophies, and characters than is any other teacher. It has been mentioned that this type of work is an art, and the teacher of guidance should be an artist in this field, also. This field takes much more specific training than some of the subject-matter fields.

The importance placed upon the qualifications of the individual who has the guidance work cannot be overestimated. Very many educators speak of the responsibility and importance of the guidance teacher's role.
This may point conclusively to the fact that the guidance teacher should not be any and all homeroom teachers, but should be teachers selected for this work who have special qualifications for the work by special training, interest for the work, and acceptable personalities.

A teacher specializes and chooses a particular field because she is interested in and likes that work. She teaches art, mathematics, science, or music because she is more interested in that subject than in any other. Therefore, when the guidance work is thrust upon her as part of her homeroom duties, she may not be very enthusiastic about it.

The guidance field probably requires more specialized training than some of the subject-matter courses because it deals mostly and more directly with the behavior of the child. Most homeroom teachers have had little, if any, training in mental hygiene or guidance; and they rarely get much help from administrators because they, too, have had so little guidance training.

Some of the colleges and universities have guidance programs or departments for special teacher training, but all teachers are not required to take these courses. Eventually all teachers may be required to specialize in guidance, but the average teacher at present has little, if any, guidance training.
The personality of the guidance teacher is an important consideration. Not all teachers have the temperament or an acceptable personality for guidance work. The personality of some teachers may be inadequate and undesirable. Some teachers are very young and have not reached emotional maturity, and therefore are not a very good influence or example for children. Teacher personnel in guidance is important because children learn by association, by example, by mental contagion, by repetitious moralizing, and by social conditioning. The importance of the personality of guidance personnel cannot be overestimated.

Conclusions

The purpose of this experiment has been to determine the extent to which the teaching of group guidance will improve the personality and attitude of sophomore high school girls by (1) using three standardized personality tests for the three classes at the beginning of the semester as an inventory of personality traits, (2) using discussion-method group guidance for the two experimental classes, (3) giving the three tests to the three classes at the end of the semester for a test of gain in the personality traits, (4) computing the data, and (5) comparing the grades of the three classes.

The data computed show the following:

1. The grades of the first test for the three classes
are very low except for a few variables.

2. There is substantial gain on the grades for all of the variables on the second test by the experimental classes.

3. There is slight gain in the grades for two-thirds of the traits on the second tests for the control class; one-third of the grades fell below the score of the first test.

4. Discrepancies appear on four of the variables of the California test which cannot be accounted for here.

5. Low grades on the second test show need for further personality development for all three classes.

Recommendations

Conclusions given above warrant the following recommendations:

1. Group guidance classes using the discussion method should be made a part of the secondary curriculum.

2. Time should be given for the guidance classes as a regular part of the school program.

3. Materials suited to the students' every-day needs should be used in the group guidance classes.

4. Teachers who have had specialized training for guidance should be in charge of the work in the group guidance classes.
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APPENDIX

The Appendix includes the three tests and the manual for each test which were used in securing the data used in this experiment. The tests include the following: The Guilford-Martin Personnel Inventory I and the manual of directions, Stott's Every-Day-Life and the manual of directions, and the California Test of Personality -- Intermediate Form A and the manual of directions.
THE GUILFORD-MARTIN PERSONNEL INVENTORY I.

Name.......................................................................................................................... Date..........................................................................................................................

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

Raw Scores: O......... Ag........ Co........

C-Scores: ............................................ ............................................ ............................................

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

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

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

Manual of Directions and Norms

Purpose of the Test.—This instrument was designed with two primary purposes in mind. It was first of all designed as a means of assisting supervisors of workers in business and industry to single out and to diagnose those individuals who are personally maladjusted in their jobs, particularly those who are discontented and likely to become troublemakers—hence the name, “Personnel Inventory.” The locating of potential troublemakers in advance of their being hired, or if already employed, in advance of their overt difficulties, is undoubtedly a worthwhile goal. As a second motive, the test was designed to extend the list of temperament traits already assessed by Guilford’s “Inventory of Factors S T D C R.” The temperamental area covered by the new inventory may be roughly designated by the term “paranoid,” though only the extreme symptoms deserve that appellation borrowed from psychopathology. The new Inventory, therefore, has general clinical applications which extend beyond the industrial situation.

The Traits.—Factor analysis studies1 and clinical experience2 show that there are several aspects to the paranoid disposition, though it seems probable that these aspects are interrelated. These aspects may be described as (1) subjectivity (taking things personally; ideas of reference; touchiness), (2) belligerence (domineering attitude; craving for superiority), (3) suspiciousness, and (4) faultfinding or hypercriticalness. In setting up the lists of items diagnostic of these traits it was found that the last two could not be scored with sufficient independence to justify separate scores. The list of traits measured by the Inventory therefore reduces to three. Using the names of the more favorable end of the scale in each instance, they are:

O—objectivity (as opposed to personal reference or a tendency to take things personally)

Ag—agreeableness (as opposed to belligerence or a dominating disposition and an overreadiness to fight over trifles)

Co—cooperativeness (as opposed to faultfinding or overcriticalness of people and things)

Selection of the Items.—More than 200 items were constructed with the supposition that they would be diagnostic of one or more of the four aspects listed above. This list, stated in question form to be answered by either “Yes,” “?” or “No,” was administered to 250 men and 250 women workers who were or had been employed by a number of California industrial concerns, business offices, and civil service units. The age range was from 20 to 45. A minimum requirement of sixth-grade literacy insured adequate reading ability for all subjects. An effort was made to make the sample of 500 individuals truly representative of a diverse employed population. Preliminary scoring keys were prepared on the basis of the best statistical and clinical evidence at hand. Four hundred papers were scored with these keys and after the test of internal consistency was applied to every item, approximately 150 items remained as significantly diagnostic as evidenced by their correlation with highest and lowest quarters of the sample.

Reliability of the Scores.—Scoring weights were assigned to responses of the items in accordance with a method devised by Guilford.4 The reliability of the three scoring keys was checked by applying them to the 100 papers not used in deriving the weights, including 50 men and 50 women. The split-half method was employed, dividing the scored items into two random halves. Pearsonian coefficients of correlation were computed and reliabilities were estimated by means of the Spearman-Brown formula. These coefficients were .82 for trait O, .80 for trait Ag, and .91 for trait Co. Such reliabilities are sufficiently high for vocational and clinical purposes.

Intercorrelations of the Trait Scores.—As is usually true of inventories of this type, there are intercorrelations among the trait scores. Previous experience has shown that scorings may be intercorrelated even when the traits themselves are probably independent, due to the fact that items are not pure indicators of traits. Very few items were scored for more than one trait. The intercorrelations in the sample of 100 were: O and Ag, .64; O and Co, .55; and Ag and Co, .63. These intercorrelations are low enough to make separate scores useful.

Validity of the Scores.—It was possible to make a brief study with the new inventory which throws some light on its validity in an industrial situation. A Southern California industry administered the test to 51 employees among whom were a large number whom the personnel executives regarded as troublemakers or malcontents. The remaining employees in the group were regarded by the same judges as being satisfactory from the same point of view. The scores for traits O, Ag, and Co yielded very flat distributions of the 51 cases, tending distinctly toward bimodality. Having no knowledge of the proportion of satisfactory and unsatisfactory workers in the group, and having no knowledge of which individuals belonged in each category, it was decided, in view of the form of the distributions, to accept the medians as the critical scores. Any individual who was below the median on two or more traits was predicted to be in the unsatisfactory group. Of the 22 workers judged unsatisfactory by management, 73% were detected as unsatisfactory in terms of the critical scores adopted for the purpose. Of the 29 judged as satisfactory by management, only 34% were mistakenly placed in the unsatisfactory category by the test. It is possible that the individuals had not all been correctly judged by the personnel observers. It is likely that critical scores derived empirically would have given better predictions. At any rate, a
test which makes more than twice as many correct predictions as errors can be said to offer definite usefulness. It is strongly urged that similar experiments be conducted in any particular industrial situation before the Inventory is put to the use of making this kind of discriminations. Critical scores based upon experience are best for each situation. In this way the maximal usefulness of the test can be assured, and its validity for the purpose intended can be demonstrated. The Test Division of the Sheridan Supply Co. is prepared to render advisory service on technical matters in connection with such validation studies.

Administration of the Inventory.—Best results will be obtained if the test is administered to subjects individually or in small groups under supervision. An appeal for full cooperation is desirable. Ideally, any implication that the individual's future status will hinge on the outcome should be avoided. The instructions as printed on the test booklet should not be altered by additions or amendments. Every person should be given sufficient time to complete the test. All can usually finish within 90 minutes.

Scoring the Inventory.—Cut the scoring key into strips along the three heavy vertical lines, making four strips. Place each strip on its corresponding page and to the left of the “Yes? No” column, the top row of scoring weights corresponding with the top row of “Yes? No” of that page and the bottom row of scoring weights corresponding with the bottom row. Record at the right of the number of the items in the margin, three scoring weights for every encircled answer which includes either a 1, 2, or 3 value in its score. If the three weights are zero, record nothing; if the weights, for example, for a “No” answer are 002 (meaning O is not weighted, Ag is not weighted, but Co is weighted 2), then record all three figures 002. This will facilitate adding the three columns accurately for the total scoring of the three factors. Examples: the testee has encircled “No” in answering question 7. Then record 002 at the right of the number 7 since these are the three weights given in the “No” column for the three factors. The testee has encircled “?” in his answer to question 8. Then record “002” at the right of figure 8 because these are the weights given in the center “?” column of the key. The testee has encircled “Yes” for question 10. Record nothing since all weights for a “Yes” answer are zero. The score in each factor is the total number of points from the four pages for that factor. Record these three totals at the top of page 1 of the test booklet at the right of “Raw Scores.” The raw scores may now be converted into scaled scores (C-scores) by reference to the table below:

<table>
<thead>
<tr>
<th>C-Score</th>
<th>Raw Scores</th>
<th>C-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>71-+</td>
<td>97-+</td>
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<tr>
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<td>68-70</td>
<td>89-96</td>
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<td>20-26</td>
</tr>
<tr>
<td></td>
<td>0-12</td>
<td>0-19</td>
</tr>
</tbody>
</table>

Interpretation of the Scores.—Scores have meaning only when referred to certain landmarks, such as averages, highest scores and lowest scores. More definite ideas can be obtained from a set of norms such as those in the above table. This table of norms was derived from the 500 papers upon which the item selections and reliabilities were also based. A standard C-scale of 11 points is used for all three traits. Each person’s raw score can be readily converted into the common C-scale in the following manner. Note that corresponding to each C-score the highest and lowest raw score is given for each trait. Thus, all raw scores from 54 through 64 in trait Co correspond to a C-score of 5. Raw scores from 0 through 12 on trait O correspond to a C-score of 0. Scores of 56 and up for trait Ag correspond to a C-score of 10. A person with raw scores of 28, 13 and 70 for traits O, Ag and Co, respectively, would have C-scores of 3, 1 and 6 in those same traits. From these C-scores it can readily be seen that this person is rather low in objectivity, in the lowest four percent of the group in agreeableness, and just slightly above average in cooperation (5 is always average). High scores here also mean favorable characteristics and low scores mean unfavorable characteristics. The C-scores have the distinct advantage of placing an individual with respect to the distribution of a large sample. It must be remembered, however, that the sample on which the norms were based was not seeking employment or promotion. In groups under other circumstances scores may not be at all comparable. The norms as given apply where rather full cooperation and honesty of the individual may be taken for granted.

EVERY-DAY LIFE
By Leland H. Stott, Ph. D., University of Nebraska

Name............................................................................................................ Age................ Grade.......... Sex.............

Town or city and State............................................................................. School........................... Date................

Directions: The following questions are about yourself—the things you do, how you feel and what happens to you in every-day life. Please answer every question by making a circle around YES, Yes, ?, No or NO.

YES means “yes, always,” “entirely,” “very much,” etc.
Yes means “yes, usually,” “rather often,” etc.
? means “about as often as not,” “average amount,” “can’t decide,” etc.
No means “usually not,” “not often,” “seldom,” etc.
NO means “no, never,” “not at all,” “none whatever,” etc.

Be sure to answer every question. There are no “right” or “wrong” answers to them. Just select the answer to each one that describes you best. See how well you know yourself.

1. Do you mind being late for appointments? ............................................. YES Yes ? No NO
2. Are you asked to help plan special parties and programs at school?........ YES Yes ? No NO
3. Does it bore you to have to spend an occasional evening by yourself? ...... YES Yes ? No NO
4. Can you rely upon yourself to do the proper thing in an emergency? ...... YES Yes ? No NO
5. Are you late for school or work on mornings when you must get up without having someone call you? ......................................................... YES Yes ? No NO
6. Would you dislike finding your own way about in a strange city? .......... YES Yes ? No NO
7. Do you like to work out new ways of doing your every-day tasks? ......... YES Yes ? No NO
8. Would you want to rely upon your own judgment in the use of your money?... YES Yes ? No NO
9. Is it hard to find something really interesting to do during your spare time?... YES Yes ? No NO
10. When buying an article of clothing do you want to decide for yourself which particular color or style to choose?................................. YES Yes ? No NO
11. Do you go ahead with other work besides what you have been told to do? YES Yes ? No NO
12. Do you feel lost or bored when you have “nothing to do” for the evening?.... YES Yes ? No NO
13. Do you have a stock of jokes and riddles which you use to spice conversation when it becomes dull? .............................................. YES Yes ? No NO
14. Are you able to keep up a conversation when you are on a date? ............ YES Yes ? No NO
15. Do you allow someone to call you more than once when it is time to get up in the morning? ................................................................. YES Yes ? No NO
16. Do you leave the public picnic ground without cleaning it up after your picnic? YES Yes ? No NO
17. When you tell your parents (or those with whom you live) you will be home from a party at a certain time, are you careful to keep your promise?..... YES Yes ? No NO
18. Do you find yourself in class without the necessary book, pencil or notebook? YES Yes ? No NO
19. Do you observe traffic rules? ............................................................... YES Yes ? No NO
20. When you are on a committee do you fail to attend some of the meetings?... YES Yes ? No NO
21. When taking part in a program, can you perform with apparent ease (even though frightened)? ......................................................... YES Yes ? No NO
22. If you were eating out on a “date,” would you know the customary ordering procedure? ................................................................. YES Yes ? No NO
23. When you are going out for the evening, do you plan your chores and school work so as to have them done before you go? ......................... YES Yes ? No NO
24. If your parents have made a decision regarding you that is not to your liking, do you try to “argue them out of it”? .................................. YES Yes ? No NO
25. Are you glad to have time by yourself to work on your hobbies? .......... YES Yes ? No NO
26. If you became lost in a large city, would you know what to do? ............. YES Yes ? No NO
27. Are your suggestions and ideas made use of in class meetings and committee meetings? ................................................................. YES Yes ? No NO
28. Do you find it easy to “make up your mind”? ....................................... YES Yes ? No NO
29. Do you mind missing a class period? .................................................... YES Yes ? No NO
30. Do you become quite upset at examination time because you have put off studying until the last minute? ........................................ YES Yes ? No NO
31. If, without meaning to do so, you got into difficulty with the law, would you handle the matter the best you could by yourself? ............... YES Yes ? No NO

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32. Would you rather wait to be invited to go on a hike or party than to plan one yourself? .................................................. YES Yes ? No NO
33. When working on a committee are you easily convinced that your idea is not good if someone else does not agree with you? ..................YES Yes ? No NO
34. Do you accept the consequences of whatever you do without blaming anyone else? ..........................................................YES Yes ? No NO
35. Do you like to have someone else help you to remember your agreements? ..................YES Yes ? No NO
36. Do you face your own personal troubles alone without seeking help? ..................YES Yes ? No NO
37. If present when a child is injured in a playground accident would you be the first to decide what should be done and to take charge of the situation? ..................YES Yes ? No NO
38. Would you dislike planning work for yourself and others? ..................YES Yes ? No NO
39. Do you prefer to let someone else arrange your schedule of study, work and recreation? ..................YES Yes ? No NO
40. If a difficult problem were assigned in class for next day, would you go for help in working it out? ..................YES Yes ? No NO
41. Do you have practical ideas for making money? ..................YES Yes ? No NO
42. Do you like to solve complicated puzzles by yourself? ..................YES Yes ? No NO
43. If you were traveling would you prefer to make all your own plans and arrangements? ..................YES Yes ? No NO
44. Do you take the blame for your own failures? ..................YES Yes ? No NO
45. Are you asked to serve on committees at school? ..................YES Yes ? No NO
46. Do you work out your own problems as best you can by yourself? ..................YES Yes ? No NO
47. Would you dislike visiting strange foreign countries alone? ..................YES Yes ? No NO
48. Can you be easily “talked into” doing something against your better judgment? ..................YES Yes ? No NO
49. Do you find it difficult or uninteresting to meet and converse with elderly persons? ..................YES Yes ? No NO
50. Do you mind breaking the rules of conduct during study period? ..................YES Yes ? No NO
51. Are you called upon for suggestions or help in planning the activities of a group? ..................YES Yes ? No NO
52. Would you willingly take a minor role in the class play even though you had hoped for a more important part? ..................YES Yes ? No NO
53. If it were against the rules to shake ink from your fountain pen on the floor, would you remember not to do it? ..................YES Yes ? No NO
54. If your committee were decorating for a party, would you prefer to let the others plan the decorations? ..................YES Yes ? No NO
55. If your friend were accused unjustly, would you take his part even though it were “none of your business”? ..................YES Yes ? No NO
56. If your “crowd” was blamed for something it didn’t do, would you “just let it blow over”? ..................YES Yes ? No NO
57. If your actions are criticised by your associates, do you attempt to defend them? ..................YES Yes ? No NO
58. If you are given a letter to mail, do you remember to mail it when you should? ..................YES Yes ? No NO
59. Do you slight, or leave until the last, the school subject that is most difficult for you? ..................YES Yes ? No NO
60. Do you take care to introduce your friends to your parents when they meet? ..................YES Yes ? No NO
61. When your school books are called in at the end of the year, do you like to leave your personal marks on them? ..................YES Yes ? No NO
62. If the arrangement of your room at home does not satisfy you, if you had a chance, would you rearrange it to suit yourself? ..................YES Yes ? No NO
63. Do you have to be reminded to eat the foods that are good for you? ..................YES Yes ? No NO
64. If you were in a strange town and could not get home, would you find it difficult or unpleasant to make the necessary arrangements for taking care of yourself? ..................YES Yes ? No NO
65. Do you neglect to count the change that is given back to you after a purchase? ..................YES Yes ? No NO
66. After you are given directions for doing something new, do you proceed by doing it your own way? ..................YES Yes ? No NO
67. If you had disagreed with a friend, and discover later that you are wrong, would you let the matter pass and say no more about it? ..................YES Yes ? No NO
68. If you were eating in a restaurant where you had never eaten before, could you order what you wanted at the price you wished to pay? ..................YES Yes ? No NO
69. If you, and a group of your friends were staying at a hotel, would you be among those who take souvenirs from their rooms or the dining room? ..................YES Yes ? No NO
70. Can you prepare and serve light refreshments to your friends if they happen to “drop in”? ................................................................. YES Yes ? No NO
71. Do you prefer to purchase your own school supplies, as pencils, paper, etc.? .... YES Yes ? No NO
72. Do you leave your personal belongings anywhere you happen to drop them? ....... YES Yes ? No NO
73. If you were the one to discover a fire which had broken out at school or at home would you be able to act immediately? ........................................ YES Yes ? No NO
74. Do you need to be with “the crowd” in order to enjoy yourself? ....................... YES Yes ? No NO
75. Do you give someone else the responsibility of getting you up at the right time in the morning? ............................................................. YES Yes ? No NO
76. Do you like to have help in making important decisions? ............................... YES Yes ? No NO
77. Do you find it difficult to think of practical suggestions to make when working with a group on some problem or job? ............................... YES Yes ? No NO
78. Do you have difficulty finding anything that seems worth doing on evenings at home? ......................................................................... YES Yes ? No NO
79. Do you like to get someone to help you with your “tough” assignments? ....... YES Yes ? No NO
80. Do you do your work in the same routine manner every day? ......................... YES Yes ? No NO
81. Do you have to “cram” at examination time? .................................................... YES Yes ? No NO
82. When some special event at school must be planned and put over, do you get the job? ...................................................................... YES Yes ? No NO
83. Is leisure time the proper time to catch up on odd jobs? ................................. YES Yes ? No NO
84. Can you rely on yourself to get up in time for your early morning classes? ....... YES Yes ? No NO
85. Do you take a leading part in the discussions in class and in student meetings? YES Yes ? No NO
86. Do you forget to keep your appointments? ...................................................... YES Yes ? No NO
87. When you get an unsatisfactory grade do you go to the instructor about it? ... YES Yes ? No NO
88. Are you always able to find a way to make a little spending money? .............. YES Yes ? No NO
89. Do unexpected quizzes catch you unprepared? .............................................. YES Yes ? No NO
90. When shopping is it hard for you to decide which particular article of clothing to choose? ............................................................... YES Yes ? No NO
91. Do you like to help plan group picnics? ............................................................ YES Yes ? No NO
92. Would you rather spend more time and effort yourself than to ask for help in a subject in which you have made a low grade? .......... YES Yes ? No NO
93. When you find yourself in a “tight spot” do you depend upon others to get you out? ...................................................................... YES Yes ? No NO
94. Does leisure time bore you? ............................................................................. YES Yes ? No NO
95. Does breaking a “date” bother you? ................................................................. YES Yes ? No NO
96. If a classmate and you were required to use the same textbook, would you be sure to get it to him when your time is up? ............ YES Yes ? No NO
97. If you were allowed to use the family car, would you be likely to leave it with the gas tank empty? ............................................. YES Yes ? No NO
98. Do you think you should be expected to keep your own room tidy? .............. YES Yes ? No NO
99. If you were asked by phone to give a message to a person who is out, would you remember the message and give it accurately? ...... YES Yes ? No NO
100. If you were given a small allowance for spending money, would you be able to keep your spending within that amount? .... YES Yes ? No NO
101. If you carried lunch to school, would you be able to put it up yourself? ....... YES Yes ? No NO
102. Do you think you should be expected to look after your own clothes? ......... YES Yes ? No NO
103. Are you good at figuring out ways to make money for your organization or club? YES Yes ? No NO
104. Are you chosen to be chairman of groups? .................................................... YES Yes ? No NO
105. If you are getting behind in a class, do you wait for the teacher to call you in for extra help? ......................................................... YES Yes ? No NO
106. Do you attend to habits of cleanliness, as bathing, washing your neck and ears and brushing your teeth, without being reminded? YES Yes ? No NO
107. If a sign says “Keep off the grass,” do you walk on the lawn? ....................... YES Yes ? No NO
108. In a class discussion, are you one to make contributions which receive consideration? ........................................................... YES Yes ? No NO
109. Do you bring to class pictures or clippings that have bearing on the topic which your class is studying? ................................. YES Yes ? No NO
110. If you are changing desks or lockers, do you leave in them the things you no longer want? ....................................................... YES Yes ? No NO
111. If you are to have an examination in a difficult subject, do you wait until the last night to study for it?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
112. Would you be likely to observe the custom of quiet and reverence in church?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
113. Does treating your "date" with the proper social courtesies in the presence of others embarrass you?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
114. Do you prefer to have someone else attend to small repairs of your clothing (as sewing on buttons, shining shoes, pressing)?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
115. Do you make use of the dictionary when you need information about a word?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
116. Do you carve your initials, or write on walls, desks, or buildings?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
117. Is it difficult for you to ask for, or accept a date?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
118. Do you have to be reminded to clean the mud from your shoes or to remove your overshoes?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
119. Do you go to school unprepared the morning after you have been out?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
120. Do you lose personal articles?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
121. Do you keep watch of the condition of your teeth?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
122. If a storm comes at night, and the rain blows in your bedroom window, do you wait for someone else to shut it?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
123. Do you prefer to have your mother (or someone else) select your clean clothes and lay them out for you?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
124. Are you often sleepy at school?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
125. If your parents are away when guests drop in, is it difficult for you to extend hospitality to them?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
126. Can you be relied upon to make small purchases, such as groceries, for lunch?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
127. If you borrow school or church property, do you make sure that nothing is lost or broken?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
128. Do you have difficulty remembering what your assignments are?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
129. If you were given a six-week period to read a book and write a book report, would you be likely to wait until the last week before doing it?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
130. Would you prefer to decide for yourself when it is time to change your clothing for clean ones?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
131. If the last period of the day were your study period, would you spend it in studying?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
132. Does it bother you to be late for class?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
133. Are you able to see your way out of difficulty better by facing it alone than by talking the matter over with others?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
134. When you are given a familiar task to perform, do you like to be told just how to do it?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
135. In the stress of a dangerous moment are you unable to decide what to do until the time for action is past?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
136. Are you interested in puzzles?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
137. When the one under whom you are working is satisfied with a particular piece of your work, are you willing to leave it as finished before you yourself are satisfied with the results?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
138. Do you dislike planning social functions?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
139. Do you on your own responsibility keep up with the assignments in your studies?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
140. If unexpectedly asked to take charge of a program at school, would you be able quickly to decide what to do and how to do it?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
141. Do you like to look out for yourself when away from home?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
142. Do you try to avoid assuming the responsibility for your own mistakes?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
143. Do you prefer to have someone else plan your course of study for you?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
144. Would you be a good person to depend upon in the excitement of an emergency?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
145. Do you do extra work or unassigned reading in your courses?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
146. Would you like to take a trip around the world all by yourself?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
147. When you are given a new piece of work to do, do you like to be told just how to do it?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
148. Do you like to work out new stunts and games?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
149. Is it easy for you to make a definite choice between two things which seem equally desirable to you (e.g., going on an interesting trip vs. taking an odd job to earn money for the purchase of an object which you much desire)?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
150. Does it discourage you to have others disagree with you?\hspace{1cm}YES\hspace{0.5cm}Yes\hspace{0.5cm}?\hspace{0.5cm}No\hspace{0.5cm}NO
Development of the Scale.—This instrument is the result of a several years of analytical study of the nature of self-reliance in adolescents and of work on the problem of its measurement. The first step was to make a factor analysis1 of a preliminary form containing sixty items which were judged by a group of psychologists to reflect the self-reliant behavior of adolescents in a variety of everyday-life situations. This analysis revealed that what is commonly called "self-reliance" consists of a number of fairly distinct "traits" or varieties of self-reliance. It also indicated that each variety might be developed in an individual independently of the others. The development of any one variety apparently depends upon experience and training in a particular type of life situation. The three most clearly defined of these varieties were called "independence of decision in meeting personal problems and difficulties," "resourcefulness in group situations," and "personal responsibility." They were subsequently verified in four separate analyses involving different items and using samples of subjects from farm, city, and town, as well as those of the better person skills. Altogether, more than 4000 high-school students were used in the analyses and other phases of the development of the scale.

In selecting the items of the present form, the phi coefficient was used as the index of validity.2 The criterion score for each of the three variables was determined from items which had very high factor loadings in the analysis. Every selected item passed the phi test of validity as "very significantly valid" for at least one of the variables to be measured. Strong's method3 was used in determining scoring weights for the different responses to these valid items. In order to provide for machine scoring, however, all scoring weights were rounded to the nearest whole number. Investigation showed that the scores based upon these unit weights were correlated with those obtained with the Strong weights to the extent of .97. The reliabilities were also found not to be materially affected by resorting to unitary weights.

Nature of the Variables.—The three varieties of "self-reliance" as measured by this inventory may be described as follows:

I. Independence in personal matters.—An individual scoring high in this variable indicates that he prefers to make his own decisions and to rely upon his own judgment, particularly in regard to matters of a personal nature. He is inclined to meet and solve his own problems and difficulties in his own way.

II. Resourcefulness in group situations.—High scores indicate resourcefulness, together with dependability and willingness to work and lend a hand in group situations. They indicate the tendency to participate actively in group discussions and to make contributions and suggestions which are acted upon by the group.

III. Personal responsibility.—A high score in this variable is made by the dependable and responsible sort of individual—one who is especially conscientious in keeping his agreements, meeting his obligations and doing his share generally in his relationships with others.

Reliability.—Several estimates of the reliability of the scores of the Every-Day Life scale have been made. These estimates indicate a reliability of the three scales of better than .80, as measured by means of the Spearman-Brown formula. Each set of coefficients is based upon a separate sample of 100 subjects.

Validity.—The validity of the scores as indicators of the "factors" measured was insured by the methods of item selection employed. Every item scored for a particular factor was selected, first, because it was found to be very significantly correlated with a criterion score based upon the items highly loaded with that factor in the original analysis, and second, because it bore a logical relationship with the factor.

Interrelations.—As was suggested above, the three variables measured by the Every-Day Life inventory should be relatively independent of each other. The factors which they represent constitute an orthogonal (uncorrelated) system of dimensions which resulted from the factor analysis. However, since the items making up an inventory of this sort are usually correlated among themselves, and since they are never "pure" indicators of the factors, correlations among the variables as measured are likely to occur. In a sample of 100 subjects the intercorrelations of these three variables were as follows:

\[
\begin{align*}
\text{r}_{12} &= .60, \text{r}_{13} &= .64, \text{and} \text{r}_{23} = .42.
\end{align*}
\]

These coefficients are sufficiently low to justify separate scoring for each of the three varieties of self-reliance.

Directions for Administering.—Although the instructions at the beginning of the inventory are simple and easily understood by the average high-school student, it is usually best to read them aloud as the students follow from their own papers. Added emphasis might also be given to the fact that the questions are to be answered in terms of what the subject himself does, how he feels, and what he thinks and that the purpose is not to test his information about "right" and "wrong" behavior. The importance of answering every question should also be stressed.

There should be no time limit for answering the questions. The students should be asked to work as rapidly as possible and still take time to read carefully and understand every question. About thirty minutes is usually sufficient time for an ordinary group of high-school students to complete the inventory.

Scoring.—Scoring keys for hand-scoring of the inventory should be applied according to directions provided with them. The total score for a factor is the number of significant responses indicating that factor. Special stencils are designed for machine scoring.

Cenile Norms.—The following norms are derived from the results of 318 high-school students in grades 9 to 12 inclusive at Jackson High School, Lincoln, Nebraska. Additional norms will be provided for other groups in a future supplement to this Manual.

<table>
<thead>
<tr>
<th>Centile</th>
<th>I. Independence</th>
<th>II. Resourcefulness</th>
<th>III. Personal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>111</td>
<td>84</td>
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<td>1</td>
<td>40</td>
<td>24</td>
<td>39</td>
</tr>
</tbody>
</table>

2J. P. Guilford. The phi coefficient and chi square as indexes of item validity. Psychometrika, 1941, 6, 11-19.
CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE Form A
A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT
Devised by Willis W. Clark, Ernest W. Tiegö, and Louis P. Thorpe

Name...........................................................................................................Date...........................................Sex: Boy-Girl

School........................................................................................................Age..............Last Birthday...........................................

Teacher......................................................................................................Grade..............................

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Possible Score</th>
<th>Student's Score</th>
<th>Percentile</th>
<th>PERCENTILE Chart</th>
<th>Student's Percentile Rank</th>
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<td>1. Self Adjustment</td>
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<td>B. Sense of Personal Worth</td>
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<tr>
<td>C. Sense of Personal Freedom</td>
<td>15</td>
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<td>D. Feeling of Belonging</td>
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<td>F. Nervous Symptoms (Freedom from)</td>
<td>15</td>
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<td>A. Social Standards</td>
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<tr>
<td>B. Social Skills</td>
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<tr>
<td>C. Anti-social Tendencies (Freedom from)</td>
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<tr>
<td>D. Family Relations</td>
<td>15</td>
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<td></td>
<td></td>
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<tr>
<td>E. School Relations</td>
<td>15</td>
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<tr>
<td>F. Community Relations</td>
<td>15</td>
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<td>TOTAL ADJUSTMENT</td>
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</tbody>
</table>

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5916 Hollywood Boulevard, Los Angeles 38, California
INTERESTS AND ACTIVITIES

INSTRUCTIONS TO STUDENTS

After each of the following questions, make a circle around the YES or NO.

For example, if you have a dog at home make a circle around YES. Do the other two the same way.

A. Do you have a dog at home? YES NO
B. Can you drive a car? YES NO
C. Did you go to school last Friday? YES NO

On the next pages are questions.

The questions are not right or wrong, but show what you think, how you feel, or what you do about things?

Go right on from one page to another until you have finished them all.
1. Do you keep on working even if the job is hard?  
   YES NO

2. Is it hard for you to be calm when things go wrong?  
   YES NO

3. Does it usually bother you when people do not agree with you?  
   YES NO

4. When you are around strange people, do you usually feel uneasy?  
   YES NO

5. Is it easy for you to admit it when you are in the wrong?  
   YES NO

6. Do you have to be reminded often to finish your work?  
   YES NO

7. Do you often think about the kind of work you want to do when you grow up?  
   YES NO

8. Do you feel bad when your classmates make fun of you?  
   YES NO

9. Is it easy for you to meet or introduce people?  
   YES NO

10. Do you usually feel sorry for yourself when you get hurt?  
    YES NO

11. Do you find it easier to do what your friends plan than to make your own plans?  
    YES NO

12. Do you find that most people try to boss you?  
    YES NO

13. Is it easy for you to talk to important people?  
    YES NO

14. Do your friends often cheat you in games?  
    YES NO

15. Do you usually finish the things that you start?  
    YES NO

16. Are you often invited to parties where both boys and girls are present?  
    YES NO

17. Do you find that a good many people are mean?  
    YES NO

18. Do most of your friends seem to think that you are brave or strong?  
    YES NO

19. Are you often asked to help plan parties?  
    YES NO

20. Do people seem to think that you have good ideas?  
    YES NO

21. Are your friends usually interested in what you are doing?  
    YES NO

22. Are people often unfair to you?  
    YES NO

23. Do your classmates seem to think you are as bright as they are?  
    YES NO

24. Are the other students glad that you are in their class?  
    YES NO

25. Do both boys and girls seem to like you?  
    YES NO

26. Do you have a hard time doing most of the things you try?  
    YES NO

27. Do you feel that people do not treat you as well as they should?  
    YES NO

28. Do many of the people you know seem to dislike you?  
    YES NO

29. Do people seem to think you are going to do well when you grow up?  
    YES NO

30. Do you find that people do not treat you very well?  
    YES NO
SECTION 1 C

31. Are you allowed to say what you think about most things? YES NO
32. Are you allowed to choose your own friends? YES NO
33. Are you allowed to do many of the things you want to do? YES NO
34. Do you feel that you are punished for too many little things? YES NO
35. Do you have enough spending money? YES NO
36. Are you usually allowed to go to socials where both boys and girls are present? YES NO
37. Do your folks usually let you help them decide about things? YES NO
38. Are you scolded for things that do not matter much? YES NO
39. Are you allowed to go to as many shows and entertainments as your friends? YES NO
40. Do you feel that your friends can do what they want to more than you can? YES NO
41. Do you have enough time for play and fun? YES NO
42. Do you feel that you are not allowed enough freedom? YES NO
43. Do your folks let you go around with your friends? YES NO
44. Do you help pick out your own clothes? YES NO
45. Do other people decide what you shall do most of the time? YES NO

Score Section 1 C

SECTION 1 D

46. Do you find it hard to get acquainted with new students? YES NO
47. Are you considered as strong and healthy as your friends? YES NO
48. Do you feel that you are liked by both boys and girls? YES NO
49. Do most people seem to enjoy talking to you? YES NO
50. Do you feel that you fit well into the school where you go? YES NO
51. Do you have enough good friends? YES NO
52. Do your friends seem to think that your folks are as successful as theirs? YES NO
53. Do you often feel that teachers would rather not have you in their classes? YES NO
54. Are you usually invited to school and neighborhood parties? YES NO
55. Is it hard for you to make friends? YES NO
56. Do you feel that your classmates are glad to have you in school? YES NO
57. Do members of the opposite sex seem to like you as well as they do your friends? YES NO
58. Do your friends seem to want you with them? YES NO
59. Do people at school usually pay attention to your ideas? YES NO
60. Do the other boys and girls seem to have better times at home than you do? YES NO

Score Section 1 D
SECTION 1 E

61. Have you noticed that many people do and say mean things?
    YES NO

62. Does it seem as if most people cheat whenever they can?
    YES NO

63. Do you know people who are so unreasonable that you hate them?
    YES NO

64. Do you feel that most people can do things better than you can?
    YES NO

65. Have you found that many people do not mind hurting your feelings?
    YES NO

66. Would you rather stay away from parties and social affairs?
    YES NO

67. Have you often felt that older people had it in for you?
    YES NO

68. Do you have more problems to worry about than most boys or girls?
    YES NO

69. Do you often feel lonesome even with people around you?
    YES NO

70. Have you often noticed that people do not treat you as fairly as they should?
    YES NO

71. Do you worry a lot because you have so many problems?
    YES NO

72. Is it hard for you to talk to classmates of the opposite sex?
    YES NO

73. Have you often thought that younger boys and girls have a better time than you do?
    YES NO

74. Do you often feel like crying because of the way people neglect you?
    YES NO

75. Do too many people try to take advantage of you?
    YES NO

SECTION 1 F

76. Do you frequently have sneezing spells?
    YES NO

77. Do you sometimes stutter when you get excited?
    YES NO

78. Are you often bothered by headaches?
    YES NO

79. Are you often not hungry even at meal time?
    YES NO

80. Do you usually find it hard to sit still?
    YES NO

81. Do your eyes hurt often?
    YES NO

82. Do you often have to ask people to repeat what they just said?
    YES NO

83. Do you often forget what you are reading?
    YES NO

84. Are you sometimes troubled because your muscles twitch?
    YES NO

85. Do you find that many people do not speak clearly enough for you to hear them well?
    YES NO

86. Are you troubled because of having many colds?
    YES NO

87. Do most people consider you restless?
    YES NO

88. Do you usually find it hard to go to sleep?
    YES NO

89. Are you tired much of the time?
    YES NO

90. Are you often troubled by nightmares or bad dreams?
    YES NO
SECTION 2 A

91. Is it all right for one to avoid work that he does not have to do?    YES NO
92. Is it always necessary to keep promises and appointments?    YES NO
93. Is it necessary to be kind to people you do not like?    YES NO
94. Is it all right to make fun of people who have peculiar notions?    YES NO
95. Is it necessary to be courteous to disagreeable persons?    YES NO
96. Does a student have the right to keep the things that he finds?    YES NO
97. Should people have the right to put up "keep off the grass" signs?    YES NO
98. Should a person always thank others for small favors even though they do not help any?    YES NO
99. Is it all right to take things that you really need if you have no money?    YES NO
100. Should rich boys and girls be treated better than poor ones?    YES NO
101. Is it all right to laugh at people who are in trouble if they look funny enough?    YES NO
102. Is it important that one be friendly to all new students?    YES NO
103. When people have foolish beliefs is it all right to laugh at them?    YES NO
104. If you know you will not be caught is it ever all right to cheat?    YES NO
105. Is it all right to make a fuss when your folks refuse to let you go to a movie or party?    YES NO

SECTION 2 B

106. When people annoy you do you usually keep it to yourself?    YES NO
107. Is it easy for you to remember the names of the people you meet?    YES NO
108. Have you found that most people talk so much you have to interrupt them to get a word in edgewise?    YES NO
109. Do you prefer to have parties at your own home?    YES NO
110. Do you usually enjoy talking to people you have just met?    YES NO
111. Do you often find that it pays to help people?    YES NO
112. Is it easy for you to pep up a party when it is getting dull?    YES NO
113. Can you lose games without letting people see that it bothers you?    YES NO
114. Do you often introduce people to each other?    YES NO
115. Do you find it hard to help plan parties and other socials?    YES NO
116. Do you find it easy to make new friends?    YES NO
117. Are you usually willing to play games at socials even if you haven't played them before?    YES NO
118. Is it hard for you to say nice things to people when they have done well?    YES NO
119. Do you find it easy to help your classmates have a good time at parties?    YES NO
120. Do you usually talk to new boys and girls when you meet them?    YES NO

Score Section 2 A

Score Section 2 B
121. Do you have to get tough with some people in order to get a fair deal?  
Yes No

122. Do you find that you are happier when you can treat unfair people as they really deserve?  
Yes No

123. Do you sometimes need to show anger to get your rights?  
Yes No

124. Do your classmates often force you to fight for things that are yours?  
Yes No

125. Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble?  
Yes No

126. Do you often have to fight for your rights?  
Yes No

127. Do your classmates often try to blame you for the quarrels they start?  
Yes No

128. Do you often have to start a fuss to get what is coming to you?  
Yes No

129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things?  
Yes No

130. Do you find some people so unfair that it is all right to be mean to them?  
Yes No

131. Do you often have to push younger children out of the way to get rid of them?  
Yes No

132. Do some people treat you so mean that you call them names?  
Yes No

133. Is it all right to take things away from people who are unfair?  
Yes No

134. Do you disobey teachers or your parents when they are unfair to you?  
Yes No

135. Is it right to take things when people are unreasonable in denying them?  
Yes No

136. Are your folks fair about it when they make you do things?  
Yes No

137. Do you often have good times at home with your family?  
Yes No

138. Do you have good reasons for liking one of your folks better than the other?  
Yes No

139. Do your folks seem to think that you will be a success?  
Yes No

140. Do your folks seem to think you do your share at home?  
Yes No

141. Do your folks seem to feel that you are interested in the wrong things?  
Yes No

142. Do you and your folks agree about things you like?  
Yes No

143. Do members of your family start quarrels with you often?  
Yes No

144. Do you prefer to keep your friends away from your home because it is not attractive?  
Yes No

145. Are you often accused of not being as nice to your folks as you should be?  
Yes No

146. Do you have some of your fun when you are at home?  
Yes No

147. Do you find it difficult to please your folks?  
Yes No

148. Have you often felt as though you would rather not live at home?  
Yes No

149. Do you sometimes feel that no one at home cares about you?  
Yes No

150. Are the people in your home too quarrelsome?  
Yes No
151. Have you found that your teachers understand you?  **YES NO**
152. Do you like to go to school affairs with members of the opposite sex?  **YES NO**
153. Is some of your school work so hard that you are in danger of failing?  **YES NO**
154. Have you often thought that some teachers care little about their students?  **YES NO**
155. Do some of the boys and girls seem to think that you do not play as fair as they do?  **YES NO**
156. Are some of the teachers so strict that it makes school work too hard?  **YES NO**
157. Do you enjoy talking with students of the opposite sex?  **YES NO**
158. Have you often thought that some of the teachers are unfair?  **YES NO**
159. Are you asked to join in school games as much as you should be?  **YES NO**
160. Would you be happier in school if the teachers were kinder?  **YES NO**
161. Do you have better times alone than when you are with other boys and girls?  **YES NO**
162. Do your classmates seem to like the way you treat them?  **YES NO**
163. Do you think the teachers want boys and girls to enjoy each other's company?  **YES NO**
164. Do you have to keep away from some of your classmates because of the way they treat you?  **YES NO**
165. Would you stay away from school oftener if you dared?  **YES NO**

---

166. Do you often visit at the homes of your boy and girl friends in your neighborhood?  **YES NO**
167. Do you have a habit of speaking to most of the boys and girls in your neighborhoods?  **YES NO**
168. Do most of the boys and girls near your home disobey the law?  **YES NO**
169. Do you play games with friends in your neighborhood?  **YES NO**
170. Do any nice students of the opposite sex live near you?  **YES NO**
171. Are most of the people near your home the kind you can like?  **YES NO**
172. Are there boys or girls of other races near your home whom you try to avoid?  **YES NO**
173. Do you sometimes go to neighborhood parties where both boys and girls are present?  **YES NO**
174. Are there people in your neighborhood that you find it hard to like?  **YES NO**
175. Do you have good times with the boys and girls near your home?  **YES NO**
176. Are there several people living near you whom you would not care to visit?  **YES NO**
177. Is it necessary to be nice to persons of every race?  **YES NO**
178. Are there any people in your neighborhood so annoying that you would like to do something mean to them?  **YES NO**
179. Do you like most of the boys and girls in your neighborhood?  **YES NO**
180. Do you feel that the place where you live is not very interesting?  **YES NO**

Score Section 2 E  
Score Section 2 F
MANUAL OF DIRECTIONS
CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE SERIES
A Profile of Personal and Social Adjustment
Devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe

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PART 1. Purpose of the Test

The California Test of Personality has been designed to identify and reveal the status of certain highly important factors in personality and social adjustment usually designated as intangibles. These are the factors that defy appraisal or diagnosis by means of ordinary ability and achievement tests. Measurements of capacity, skill, and achievement, important as they are, do not constitute a complete picture of a functioning personality. When the teacher has, in addition to the above, evidences of a student's characteristic modes of response in a variety of situations which vitally affect him as an individual or as a member of a group, he can use this more complete picture to guide the student to better personal and social adjustment.

From one standpoint, use of the term personality is unfortunate. Personality is not something separate and apart from ability or achievement but includes them; it refers rather to the manner and effectiveness with which the whole individual meets his personal and social problems, and indirectly the manner in which he impresses his fellows. The individual's ability and past achievements are always an inevitable part of his current attempts to deal with his problems intelligently. Since tests of ability and achievement are already available, the term personality test (measure, inventory, or profile) has become attached to instruments for identifying and evaluating the more intangible elements of total complex patterns of feeling, thinking, and acting.

Insistence on respect for the "wholeness" of the adjusting organism or guidance of the whole student represents a major contribution of the modern movement in education. This personality test is an implement or tool through which the teacher can more easily and effectively approach this desirable goal.

Some of the distinctive features of the California Test of Personality may be stated as follows:

1. The major purpose of the test is to reveal the extent to which the student is adjusting to the problems and conditions which confront him and is developing a normal, happy, and socially effective personality.

2. The profile of the test is divided into two sec-

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tions. The purpose of Section 1 is to indicate how the student feels and thinks about himself, his self-reliance, his estimate of his own worth, his sense of personal freedom, and his feeling of belonging. In this section the student also reveals certain withdrawing and nervous tendencies which he may possess. Section 2 consists of social adjustment components. Its purpose is to show how the student functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school, and community relationships.

An evaluation of these components discloses whether or not the student's basic needs are being satisfied in an atmosphere of security and whether he is developing a balanced sense of self-realization and social acceptance.

3. The diagnostic profile is so devised that it is possible to compare and contrast the adjustment pattern and habits of each student with the characteristic modes of response of large representative groups of similar students. The profile thus reveals graphically the point at which a particular student differs from presumably desirable patterns of adjustment and which constitute the point of departure for guidance. No computations are necessary on the part of the teacher in completing the profile.

4. This profile is based upon a study of over 1000 specific adjustment patterns or modes of response to specific situations which confront students of these ages. Many of these items had previously been validated by other workers. The items finally included in the two sections of the test were selected on the basis of:

a. Judgments of teachers and principals regarding their relative validity and significance.

b. The reactions of students, expressing the extent to which they felt competent and willing to give correct responses.

c. A study of the extent to which student responses and teacher appraisals agreed.

d. A study of the relative significance of items by means of the bi-serial \( r \) technique.

5. In harmony with the generally recognized importance of a well balanced personality, the profile is so devised as to reveal graphically when adjustment in various situations is satisfactory, when it departs significantly, and when characteristic patterns deviate so far from typical adjustment that they indicate possible or actual danger.

**Part II. The Nature of the Test**

The California Test of Personality is a teaching-learning or developmental instrument primarily. Its purpose is to provide the data for aiding students to maintain or develop a sane balance between self and social adjustment. Student reactions to items are obtained, not primarily for the usefulness of total or section scores, but to detect the areas and specific types of tendencies to think, feel, and act which reveal undesirable individual adjustments. Each group of related unsatisfactory responses becomes in a sense, therefore, a major objective of student guidance. Part IX of this Manual presents methods of classifying and treating such adjustment difficulties. This is a unique feature of the test.

The fact that exactly six sub-tests appear in each of the two sections of the profile may erroneously suggest a purely arbitrary classification. Research began with sixteen components, some of which had been at least partially validated by other workers. Three of these components subsequently disappeared while two others were thrown together and treated as a single component, leaving twelve in all. The use of exactly fifteen items in each component is partially arbitrary and resulted from the decision to develop a one-period instrument. However, the final selection of items in each component was based upon the relative sizes of their bi-serial \( r \) and the relative number of yes, no, and omitted responses which they received in the experimental tryout.

Although factor analysis studies of the data secured through the use of this test have been in progress for many months, the factors extracted represent a grouping of tendencies to act which vary considerably from the concepts which abound in the literature on personality and with which teachers are familiar.

From a practical operational standpoint arrived at through experimental tryouts of the test, it has seemed wise to retain familiar terminology in an organization of components based on logical analysis, experience, the judgments of workers in this field, and a considerable number of statistical studies.

Factor analysis and other statistical studies are continuing in the hope that as the nature of these personality factors becomes better known to investigators and teachers alike, their component designations and profile organization may increasingly approach the realities which they seek to represent.

The differentiation of personality and social adjustment into twelve or less well defined components continues in the hope that at this point that a response to a single item of the test abstracted from its component setting and its relationship to other components may be misleading. Neither should the significance of a single deviation from what is typical for the larger group be overemphasized. Such deviations must be interpreted in the light of the drives and urges which motivate them.

The authors are primarily interested in determining the seriousness of deviation from other group means. They are not interested in measuring the exact degree to which such deviations represent internally consistent conduct on the part of students which is significantly out of step with the group means or standards. Most such deviations probably do represent definite attempts to maintain such consistency. The authors are interested rather in utilizing this factor of probable internal consistency in identifying the causes of deviation in behavior in order to provide a basis for guiding students to better adjustment.

The teacher need not be worried because this changing complex of tendencies to feel, think, and act cannot be defined in simple static terms, or because some traditional concepts of alleged traits must be abandoned. Neither need the teacher be perturbed because some of the concepts and techniques of the present instrument represent departures from those utilized in conjunction with ability and achievement tests. So long as the teacher can with reasonable success identify significant departures from typical adjustment patterns through the use of norms or group tendencies, and deal tendenices in terms of their most probable causes, philosophical arguments and debates can safely be left to those who are not so familiar with what happens in the classroom.

This problem has been emphasized in a comprehensive manner by Douglas Spencer in his Fulcrum of Conflict.
ORGANIZATION OF THE CALIFORNIA TEST OF PERSONALITY

LIFE ADJUSTMENT:
A balance
between self and
social adjustment

1. Self Adjustment: Based on
   feelings of personal security
   A. Self-reliance
   B. Sense of Personal Worth
   C. Sense of Personal Freedom
   D. Feeling of Belonging
   E. Freedom from Withdrawing Tendencies
   F. Freedom from Nervous Symptoms

2. Social Adjustment: Based on
   feelings of social security
   A. Social Standards
   B. Social Skills
   C. Freedom from Anti-social Tendencies
   D. Family Relations
   E. School Relations
   F. Community Relations

BRIEF DEFINITIONS OF THE VARIOUS COMPONENTS

1A. Self-reliance—A student may be said to be self-reliant when his actual actions indicate that he
can do things independently of others, depend upon
himself in various situations, and direct his own
activities. The self-reliant boy or girl is also char-
acteristically stable emotionally, and responsible in
his behavior.

1B. Sense of Personal Worth—A student possesses
a sense of being worthy when he feels he is well
regarded by others, when he feels that others have
faith in his future success, and when he believes that
he has average or better than average ability. To feel
worthy means to feel capable and reasonably
attractive.

1C. Sense of Personal Freedom—A student enjoys
a sense of freedom when he is permitted to have a
reasonable share in the determination of his conduct
and in setting the general policies that shall govern
his life. Desirable freedom includes permission to
choose one's own friends and to have at least a little
spending money.

1D. Feeling of Belonging—A student feels that
he belongs when he enjoys the love of his family, the
well-wishes of good friends, and a cordial relation-
ship with people in general. Such a student will as a
rule get along well with his teachers and usually
feels proud of his school.

1E. Withdrawing Tendencies—The student who
is said to withdraw is the one who substitutes the
joys of a fantasy world for actual successes in real
life. Such a boy or girl is characteristically sensitive,
lonely, and given to self-concern. Normal adjust-
ment is characterized by reasonable freedom from
these tendencies.

1F. Nervous Symptoms—The student who is
classified as having nervous symptoms is the one who
suffers from one or more of a variety of physical
symptoms such as loss of appetite, frequent eye
strain, inability to sleep, or a tendency to be chron-
ically tired. Boys or girls of this kind may be ex-
hibiting physical expressions of emotional conflicts.

2A. Social Standards—The student who recog-
nizes desirable social standards is the one who has
come to understand the rights of others and who ap-
preciates necessity of subordinating certain desires
to the needs of the group. Such a pupil understands
what is regarded as being right or wrong.

2B. Social Skills—A student may be said to be so-
cially skillful or effective when he shows a liking for
people, when he inconveniences himself to be of as-
sistance to them, and when he is diplomatic in his
dealings with both friends and strangers. The so-
cially skillful person subordinates his egoistic tend-
cencies in favor of interest in the problems and ac-
tivities of his associates.

2C. Anti-social Tendencies—A student would
normally be regarded as anti-social when he is given
to bullying, too frequent quarreling, disobedience,
and destructiveness to property. The anti-social
person is the one who endeavors to get his satisfac-
tions in ways that are damaging and unfair
to others. Normal adjustment is characterized by
reasonable freedom from these tendencies.

2D. Family Relations—The student who exhibits
desirable family relationships is the one who feels
that he is loved and well-treated at home, and who
has a sense of security and self-respect in connection
with the various members of his family. Superior
family relations also include parental control that is
neither too strict nor too lenient.

2E. School Relations—The student who is satis-
factorily adjusted to his school is the one who feels
that his teachers like him, who enjoys other students,
and who finds the school work adapted to his level
of interest and maturity. Good school relations in-
volve the feeling on the part of the individual that
he counts for something in the life of the institution.

2F. Community Relations—The student who may
be said to be making good adjustment in his com-
munity is the one who mingles happily with his
neighbors, who takes pride in community improve-
ments, and who is tolerant in dealing with both
strangers and foreigners. Satisfactory community
relations include as well the disposition to be re-
spectful of laws and of regulations pertaining to the
general welfare.

The reader's attention is called to the fact that these compon-
ents are not names for so-called general traits. They are, rather,
names for groupings of more or less specific tendencies to feel,
think, and act.
ments as a basis for diagnosis and guidance represents, in itself, a wide departure as well as a significant challenge for teachers. Such a treatment should result in an increasingly sympathetic and intelligent handling of adjustment problems.

Part III. Reliability

Certain outcomes such as knowledges, understandings, and skills, once attained, remain relatively stable and tests designed to reveal their presence may possess relatively high statistical reliability. The normal student, on the other hand, is a growing organism whose integration must be preserved while his feelings, convictions, and modes of behavior are changing in accordance with his experiences. Some of the items of this test touch relatively sensitive personal and social areas, and such student attitudes may change in a relatively short time. For these and other reasons, the statistical reliability of instruments of this type will sometimes appear to be somewhat lower than that of good tests of ability and achievement.

However, the reliability of the California Test of Personality does not suffer by comparison with many widely used tests of mental ability and school achievement. The following correlations were obtained with 792 cases by the split-halfes method corrected by the Spearman-Brown formula:

\[
\begin{align*}
S.D. \text{ dist.} & \quad P.E. \text{ est.} \\
\text{Total Adjustment} & \quad .952 \\
\text{Sec. 1. Self Adjustment..} & \quad .898 \\
\text{Sec. 2. Social Adjustm't..} & \quad .873
\end{align*}
\]

\[r \quad \text{score} \quad \text{score} \]

20.9 3.7
11.8 2.5
10.7 2.6

The correlation between Section 1 and Section 2, .74, is sufficiently low to emphasize the desirability of studying the student from the standpont of both self and social adjustment. The reliabilities of the component tests are sufficiently high that they provide an aid in locating more restricted areas of personality difficulty. After these areas have been located, the teacher may proceed to identify specific adjustment difficulties as indicated in Part IX.

Part IV. Validity

The validity of any instrument is dependent not only upon its intrinsic nature but also upon the manner in which it is to be used. The latter point is an important consideration in the validation of instruments in the personality field. Among the factors of importance that are related to the validity of the present test are the following:

A. Selection of Items

B. The Personality Components

C. Test Item Disguise

D. Limitations

Each of these factors will receive brief consideration.

A. Selection of Items

Adequate selection of test items is, in general, the best guarantee of the validity of any testing instrument. Attention has already been called to the manner in which reactions of students, teachers, and principals, other tests, and statistical techniques were utilized in the process of validation of the California Test of Personality.

B. The Personality Components

The twelve components mentioned in Part I and presented in Part II of this Manual represent functionally related groups of crucial, specific evidences of personal or social adjustment; their names correspond to some of the most important present-day personality adjustment concepts which are vital to normal growth and development. The items of each component represent fundamental adjustment patterns. The obtained correlations among components emphasize the unity or "wholeness" of normal individuals; as would be expected, these personality components are not mutually exclusive.

C. Test Item Disguise

The authors have been sensitive to the tendency of some students to paint self-portraits which are better than the originals. They have attempted to nullify the effects of these tendencies in two ways; namely, by disguising as many items as possible which might conflict with the student's tendency to protect himself, and by providing outside checking devices as indicated in Part X.

The authors do not ask, "Are you sometimes mean" but rather, "Do you find some people so unfair that it is all right to be mean to them?" They do not ask, "Do you tell lies?" but rather, "Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble?" They do not tempt the student to detect their purpose by asking, "Are you too sensitive?" but rather ask, "Have you found that many people do not mind hurting your feelings?"

In many such instances the facts about a student's adjustment are not as important as the way he feels and what he believes concerning them, since such beliefs and feelings are frequently the keys to his intimate personality status, as well as to his possible improvement.

D. Limitations

Practical considerations have limited the test to one hundred and eighty items. Many others might have been used to obtain a more complete sampling. However, it is possible that a careful selection of items has produced a relatively short instrument which is as reliable and useful as one of greater length.

Language difficulties may affect the usefulness of achievement, intelligence, and personality tests. In spite of the safeguards used, the present test probably has not escaped the influence of this shortcoming. The differing points of view and attitudes
of those who read the test items will, no doubt, result in interpretations somewhat at variance from those intended. The varying language abilities of students may also produce discrepancies in understanding and response. Changing attitudes and a lack of self-knowledge are other problems which must be faced. However, the authors have evaluated the language of these tests by means of the Leuvenez Vocabulary Grade Placement Formula, teacher reactions, and student responses, and have, in general, kept the language difficulties at or below the fifth grade level of difficulty.

Part V. The Integrated Personality

The authors wish to re-emphasize the desirability of interpreting and aiding the student in terms of an essential unity of function and adjustment. For this reason, interpretations of test data should be made, and plans for personal improvement should be projected, not only in terms of the testimony of the test itself, but also in terms of the factors that are operating to defeat adequate adjustment.

Mental deficiency or mental immaturity may be productive of many types of difficulties. Inability to read or to succeed in some other type of school activity may create conflicts which encourage the development of various kinds of defense mechanisms. These difficulties frequently first come to the attention of the teacher in such forms of misbehavior as negativism, day-dreaming, ego-centrism, or other unsatisfactory detours around the problems of a too complex educational environment. Many of the apparently physical difficulties of students have no observable physical basis whatsoever but may result from unsatisfactory efforts to solve conflicts which arise because school activities are not in harmony with their interests, needs, and capacities.

It is desirable, therefore, that after the test has revealed specific evidences of difficulty, the teacher view the whole individual in his total environment, as far as possible, before selecting and using the types of remedial activities described in Part IX of this Manual.

Part VI. Directions for Administering

The student responses secured in this test are designed to furnish diagnostic information regarding various elements of personality and social adjustment. It will be noted that, beginning on page 3, there are twelve sections with a total of 180 questions. A list of interests and activities is presented on page 2 of the booklet. Students are to indicate the things they like and the things they do after completing the test questions.

There is no time limit for the responses and students should be permitted to answer all items. Ordinarily the responses may be given in one class period of 45 minutes.

Each student should have a lead pencil and a test booklet. Directions to be given students are in black type.

After identifying data are recorded on the front page, state: Open your booklet and fold back the page to page 2. (Ignore Interests and Activities for the present. Demonstrate and be sure that students have found page 2.)

Now look at the bottom where it says: "Instructions to Students." After each of the following questions, put a circle around the YES or NO. (Illustrate circle on blackboard if necessary.) Do you have a dog at home? Put a circle around the YES or the NO. Now answer the other questions by putting a circle around the YES or NO.

On the next pages are more questions. The answers are not right or wrong, but show what you think, how you feel, or what you do about things.

Go right on from one page to another until you have finished them all.

An Interest and Activities questionnaire is provided on page 2. This may be given immediately following completion of the test or at a later time, if desired. The instructions are: The examiner is to read the directions aloud and explain that students are to draw a circle around "L" for things they like or would like to do. They are to draw a circle around "D" for the things they really do. They will mark both "L" and "D" in some instances.

For use of the Interests and Activities questionnaire, see Part XI of this Manual.

Note for Machine Scoring Answer Sheet. When the special machine scoring answer sheet is to be used, read the instructions given on this answer sheet. Do not read the instruction on page 2 of the test booklet.

Part VII. Directions for Scoring

Use the answer key which is furnished with the test to determine desirable responses in each section of the test. There are fifteen items in each subsection and the score for each column is the number of student responses which conform with the answer key. Indicate desirable responses with a C.

If erasures or changes are made, consider the intent of the pupil.

If both YES and NO are marked, or if the answer is omitted, no credit is given.

 Needless to say, the scorer should be careful to use the correct column of the answer key for each test column.

Count the desirable student responses (number of C's) and record the number on the dotted line at the bottom of each column.
Part VIII. Directions for Recording and Charting Scores and Percentiles

The steps in recording and summarizing data on the front page of the booklet are as follows:
1. Transfer the section scores of each of the twelve sections to the right of the 15's in the column headed "Student's Score."
2. Add the scores of Sections I, A-F, to obtain the Self Adjustment Score.
3. Add the scores of sections II, A-F, to obtain the Social Adjustment Score.
4. Add the Self Adjustment and the Social Adjustment scores to obtain the Total Adjustment Score.
5. To determine percentile ranks for each section and for total adjustment refer to the table of percentile norms on the last page of this Manual. (See illustration on page 7.)
6. To prepare the chart on the right half of the page, mark with an x the percentile rank for each section and connect these x's with lines in Sec. 1 and in Sec. 2. Also indicate with an x the percentile rank for Total Adjustment.

Directions for interpretation of these data and for student guidance are given in Part IX. Briefly, it may be stated that maladjustment in the various components is indicated when the student's score is among the lower percentiles, or when the percentile graph tends to the left.

In the event that the examiner believes there are serious divergencies in the profile from observed behavior, read the comments in Part X.

Part IX. Directions for Interpreting Profiles and Guiding Adjustment

A. Student Adjustment: a Problem for All Teachers

Examination of the completed profiles for the students of a class will usually reveal the fact that the need for assistance in improving personality and social adjustment is not restricted to a limited number of "problem" students; instead, the impact and interaction of environmental factors with individual needs and desires creates some adjustment problems for all.

These adjustment problems vary in complexity. The great majority of them are probably unfortunate habit patterns of feeling and action which must be changed. Others have their origin in physical difficulties which must be relieved or corrected before re-education is possible. Actual or virtual mental deficiency may account for others. An appreciable number of problems undoubtedly arise from deep-seated conflicts which must be detected and brought to light. These conflicts may result from such factors as feelings of insecurity, real or fancied injury to the individual or to others, and to lack of successful achievement either in or out of school.

In some instances lack of adjustment may be evidence of actual or incipient mental disorders which teachers may learn to recognize even though they are not qualified to attempt to treat them.

In the past we have emphasized the achievement of such more or less academic outcomes as knowledges, appreciations, attitudes, and skills for all students in proportion to their capacities and needs. A better understanding of the nature of the learner and his problems now leads us in a similar manner to recognize and to meet his needs for assistance in personality development and social adjustment. Just as the teacher periodically combines the results of informal observation and tests to evaluate academic achievement, she may now combine informal observation, the testimony of the profile, and other types of evidence to determine individual success or need for assistance in personality problems and social adjustment difficulties.

B. Studying the Profile

The profile (personality picture) has been divided into twelve aspects or components because these seem to represent the most important identifiable personality and social adjustment areas. An attempt has been made to give these components names which correspond in a general way to behavior concepts with which teachers are already familiar. Please note that components IE, IF, and 2C represent undesirable tendencies. The test is so devised, however, that a high score means a favorable score, and is to be interpreted as freedom from withdrawing tendencies, nervous symptoms, and anti-social tendencies.

Each component (self-reliance, for instance) is composed of fifteen personal questions yielding evidences of the presence or absence of an adjustment problem of its kind. From the profile the teacher first discovers the components, if any, in which a given student deviates seriously from the average. Such components may next be examined to discover specific answers which reveal lack of adjustment.

In general, study of the profile results may consist of the following steps:
1. Determining the number of students who deviate seriously in each component. This information will reveal what component areas constitute adjustment problems for the group as a whole.
2. Determining the specific items of each of the above components which are giving difficulty. These specific difficulties may then be treated as specific class adjustment problems.
3. Studying the individual profiles which deviate markedly from the general class problems and determining the specific difficulties of each such student.
4. Studying the student's records of interests and activities, both for possible causes of difficulty and for clues to appropriate remedial treatment.

C. General Principles of Method

In the past it has been a too common practice, in giving various personality inventories and interest blanks, to note total or partial scores and then to file these results for future action, which rarely materialized. It has been the purpose of the authors of the

(Continued on page eight)
The above profile of Joan A. Doe reveals that she is located at the 55 percentile in self-adjustment. This means that she surpasses slightly more than one-half and is surpassed by about one-half of the pupils on whom the percentile of norms of this test are based. Her social-adjustment is better than average (65 percentile).

Joan is low in self-reliance, and she also has an evident feeling of inferiority in sense of personal worth. She does not feel that her opportunities, or personal freedom, are restricted. Also, she feels that she is appreciated, as evidenced by an adequate feeling of belonging. Likewise, she is not inclined to withdraw from reality and is free from nervous symptoms.

In social relationships, Joan shows an average or superior status, except that community relations are somewhat low. Her specific responses in this area should be examined to see if they would provide indications as to the causes of her low sense of personal worth and her lack of self-reliance.

This student’s major problems of adjustment should be readily cared for by providing opportunities for the development of self-confidence and for success in handling problems such as those listed in Section I-A of the Test Booklet.

The profile, as a whole, suggests decided lack of success in becoming self-reliant and in attaining a sense of being worthy, both of which are reflected particularly in community relations. An examination of the specific item answers, particularly in those areas in which the percentile rank is low, will reveal the responses which resulted in the unsatisfactory rating secured. These responses should be analyzed and interpreted in relation to the recommended plan of treatment given in Part IX of this Manual.
California Test of Personality to create an instrument which will implement the desire of teachers to direct learning and adjustment in harmony with the major objectives of modern education. In other words, the test represents a means by which teachers can more easily and effectively translate their desires to aid students into actual accomplishments.

The modern curriculum emphasizes the democratic ideals of learning and adjustment through freedom and direction. Since it is often the only part of the person's environment which may be specifically planned to meet his interests and needs in the light of capacities, the curriculum may well be regarded as a crucial factor in the development of symmetrical, effective, and well-balanced personalities.

In general, the improvement of personality and social adjustment consists of learning to substitute better responses for unsatisfactory or inadequate reactions in the concrete types of situations in which the pupil experiences adjustment difficulties. This means that the point of departure in aiding students to make better adjustments should be by way of an attack on the particular difficulties revealed by the test profile.

There are two major approaches, with their many variations, in the matter of student adjustment methodology. These contrasting approaches may, as a matter of convenience, be called the direct and the indirect. In the former the student is informed and understands the purposes of the activities in which he engages and may thus be led to cooperate voluntarily. By the latter method, the student is led to engage in or refrain from activities and to clarify errors of feeling or thinking which will improve his outlook without being made conscious of the process itself. This technique is somewhat analogous to that of obtaining correct expression in English by asking appropriate questions. Where the cause or contributing factor in maladjustment has been the teacher or a parent, care must be exercised in the use of the direct method. In such an instance, both the teacher and the parent should take a less evident part in remedial measures.

Teachers should exercise the greatest care in distinguishing between symptoms and causes of personality difficulty. In identifying types of maladjustment and planning remedial activity, the teacher must not lose sight of the danger of regarding symptoms as basic causes of personality disturbance and of attempting to remedy these difficulties by the mere elimination of symptoms. Causes of maladjustment frequently lie deeply imbedded in the emotional life of the pupil and can be identified only by careful and painstaking diagnostic study.

Remedial activity or treatment may be classified for convenience into six types, as follows:

1. Personality exercise and practice. This type of treatment is particularly useful for changing undesirable habit patterns. Examples of such patterns abound in the self-reliance and social skills components of the test.

2. Correcting erroneous beliefs and attitudes. Such attitudes occur in components dealing with knowledge of social standards, sense of worth, feeling of belonging, sense of freedom, and in many family, school, and community relationships.

3. Dealing with unfavorable environmental conditions. Frequently the student could adjust satisfactorily except for certain factors in his home, school, or community environment. A change in attitude or activity on the part of teachers, parents, or neighbors frequently aids in the solution of a difficult problem.

4. Modifying undesirable forms of attempted adjustment. The treatment in this form of disturbance constitutes a different type of procedure. The maladjustments in question are illustrated in the anti-social and withdrawing tendency components.

5. Elimination of physical and nervous difficulties. These difficulties are fairly objective and easily recognized. They are sampled in the nervous tendency component. They may require medical attention and treatment. Their elimination may, however, involve considerable mental hygiene work with the student afflicted.

6. The recognition and recording of apparent mental disorders. Many students, at one time or another, appear to be egotistic and conceited; often they give evidence of being unduly suspicious. But when these and other more or less common, yet undesirable, adjustment tendencies become habitual or extreme, they may lead to serious mental disorders.

It is apparent that no one component of the test should be treated as a completely independent unit in personality. Neither should re-education activities be planned without reference to all other components. In addition, such sources of information as school records of ability, interests, and achievement, as well as other facts regarding home, out-of-school activities, and the like, should be investigated in difficult cases.

There are two basic principles which must be observed regardless of what method of treatment is indicated.

1. The maladjusted student must often have something definite done for him before he can help himself. Often positive social adjustments cannot be made until self-confidence and feelings of personal security are restored. Thus it is important that teachers attempt to determine the underlying causes of observed difficulties.

2. Adjustment problems should be broken into their simpler elements in order that improvement activities may be chosen with due regard to the needs and progress of the student. When the student does not seem sufficiently challenged by the methods utilized, the teacher may safely suggest more stimulating activities; but if the student fails in his efforts it may be necessary for the teacher to retrace her steps and break down the problem into its simpler phases.

The teacher should show the student that learning to deal with one's self and with others in an intelligent, sympathetic, and many-sided manner is one of the most important ways to attain happiness and success in life.
Space will not permit a separate illustration for each component of the profile; instead, six illustrations of these six approaches to improvement will be given.¹

D. Illustrative Examples and Suggestions for Treatment

1. Situations Requiring Practice

Component 1A: Developing Self-Reliance

Form A, Item 5: Is it easy for you to admit it when you are wrong?

Assuming that the answer is "No" and that the item constitutes a significant problem in the life of the student, there are several steps in its solution.

The student must be aided in understanding the nature and causes of his difficulty. Mere practice in admitting he is "wrong" will not be effective unless through insight into the problems involved he understands what is wrong, how to avoid being wrong, and why he should admit "wrongness" when he is in the wrong.

The following steps are suggested:

1. Show by example and through explanation that it is not only natural but inevitable that everyone will make some mistakes. Stress the fact that no one can possibly possess such complete experience and knowledge that he will never use bad judgment or make wrong decisions. Cite examples of great men who have made mistakes. Analyze one or more cases of error and show how they occurred.

2. Show the student how better thinking may enable him to avoid making wrong statements. Explain the importance of understanding a given situation and the various facts relating to it. Indicate the desirability of refusing to be led into decision or action, when he does not have these facts. Suggest the further desirability of asking questions and of delaying his response until he has a proper basis for action.

3. Explain the undesirable effects upon himself, as well as upon his relations with others, when he refuses to admit his errors; the tensions which he builds up, the unhappiness which may occur, and the suspicions and avoidance behavior which he may have to face from his schoolmates.

4. Explain the release from tension and the feeling of security which come from admitting an error, with or without an explanation of how it occurred. Assist him in understanding that such behavior is mature and desirable, and that only those who have not grown up and who are not self-reliant refuse to admit their mistakes.

5. Have the student reveal specific cases of erroneous statements which he has previously refused to admit, discuss these objectively, and attempt to eliminate their residual emotional elements.

6. Have the student admit his errors to those with whom he has had differences. If this proves difficult for him at first, the following simplified series of steps may be utilized:

   a. Ask permission of the student in question to tell the offended student and then ask the latter to take the initiative.

   b. Tell the offended student that the offender has admitted his error and have the offending student take the initiative, if possible.

   c. Send the erring student to the offended one without previous preparation.

   d. Keep in touch with the student until he has established the habit of avoiding errors as far as possible, but of admitting them as a matter of honor when he fails.

2. Erroneous Beliefs and Attitudes

Component 1D: Feeling of Belonging

Form A, Item 47: Are you considered as strong and healthy as your friends?

Assume that a student answered "No" to this question. The fact that he may be wrong as shown by later investigation does not change the unfavorable influence of his belief or attitude. It is necessary in some way, through explanation or evidence, actually to change the attitude of this student before the influence of the erroneous belief can be eliminated.

An approach characterized by sympathetic interest and understanding on the part of the teacher, and a knowledge on the part of the student that the teacher is not judging or accusing, but simply explaining, will often eliminate the problem.

The general method of approach in handling these erroneous beliefs and attitudes which are responsible for another large proportion of adjustment difficulties may be stated as follows:

1. Determine whether or not the student is right in his beliefs or attitudes.

2. If it is found that he is mistaken, explain his difficulties and show him his errors.

3. If the student is not convinced ask him to keep a record of his specific “weaknesses and illnesses” (or other erroneous beliefs). The mere keeping of a record will often convince him of his error.

4. If the student keeps a record of actual instances of weaknesses and illnesses, and they appear to uphold his belief, the teacher must often readjust her first judgment. If, however, she is still convinced that the student is wrong, it is advisable to gather similar evidence regarding the extent to which other students face and meet the same problems. In the present instance it would be a record of the extent to which other students exhibited the same weaknesses and illnesses. If this evidence shows that the status of the student in question is typical, he no longer has any justification for his attitude.

5. If the student still persists in his belief, it may be based on other factors. Search should be made for evidence of conflicts in other components, for excessive feelings of inferiority, or for difficulties in his record of ability and achievement.

6. If investigation proves that the student was right to begin with and that the evidence he gathered seems to uphold his point of view, the handling of his problem requires the modification of his activities to suit his physical condition and may be carried on in accordance with the procedures outlined in our next remedial section (No. 3), dealing with unfavorable environmental conditions.

It is rarely necessary to go into such detail with single evidences of difficulty and then usually only when the student deviates markedly in the component in question from the general pattern of behavior as revealed by the profile. But if boys and girls are more important than subjects, equipment, and time schedules, the wise teacher will be willing to go into this detail in order that they may be properly oriented and assisted in their efforts to make successful adjustments.

The same approach with appropriate modifications may be used in other similar types of difficulty.

3. **Dealing With Unfavorable Environmental Conditions**

Component 2E: School Relations

Form A, Item 153: Is some of your school work so hard that you are in danger of failing?

Component 2D: Family Relations

Form A, Item 149: Do you sometimes feel that no one at home cares about you?

Assume that the student answers “Yes” to both of these and similar questions and that he is right in his beliefs. In both these instances something should be done. In the first case, the school has the major responsibility; and in the second, the problem is one for the home.

The school has long been aware of the first problem but only recently has it been possible to approach the solution for it with a rational and defensible plan. The mental age or intelligence quotient of a student reveals neither the cause nor the method of prevention of failure; neither does it reveal the worry and stress to which his personality is being subjected. The student should be shown an analysis of his learning difficulties, given some reduction in amount of work, and any other kind of treatment necessary to the development of a feeling of security. He must be put on a basis of equality with those who happen to be so constituted that they fit well into the program as it exists. In short, the school program should fit his maturity level. Sometimes this ideal requires a distinct change in teacher attitudes and procedures.

The second problem is more time consuming but just as important. It usually involves contact with individual parents, and great tact is sometimes necessary to make them understand how they are defeating their own purpose and failing as parents when they destroy the feeling of security and of achievement necessary for personal growth and adjustment on the part of their children.

After the problems of a schoolroom or of a whole school have been tabulated from the profile answers, the most general difficulties can be handled by the principal and teachers in informal talks to their students. These problems may also be made the subject of parent-teachers’ and mothers’ club meetings. Frequently outside speakers can be used to advantage after they have been informed of the major adjustment problems which exist in a particular group.

In addition to this general approach, the following technique will be found useful in handling individual parents:

1. Meet parents casually and “size them up.” Try to determine what personality characteristics they exhibit.

2. If they appear to be intelligent, understanding, and cooperative, begin at once explaining the student’s difficulties and asking for their cooperation. Suggest definite things for them to do in changing the student’s attitude.
3. If the parents are unfriendly, indifferent, or conditions are otherwise unfavorable, they must be influenced through P.T.A. or other meetings and through personal contacts before the erroneous attitude is mentioned.

4. If the family is cooperative but unconvincing, attempt to have the parents keep a record for a short time of actual instances in which they exhibit the attitude which is so discouraging to the child.

5. It is not necessary that the parent admit his error, if he is in error, or that the student be made to admit his error in case the parent is right. Merely raising the question, dealing with it objectively so far as the facts of the case will permit, and discussing the difficulties and their implications is as far as the teacher can usually go. This procedure will, however, often improve the situation considerably, if not entirely eliminate the difficulty. Furthermore, the teacher frequently can compensate for the ill effects of the parents’ treatment by giving the student the feeling of self-respect and security which he so much needs.

The specific difficulties mentioned above are representative of a large class for which the same general type of remedial procedures may be used.

4. Dealing With Anti-social and Withdrawing Tendencies

Component 2C: Anti-social Tendencies

Form A, Item 131: Do you often have to push young children out of the way to get rid of them?

Component 1E: Withdrawing Tendencies

Form A, Item 65: Do you know people who are so unreasonable that you hate them?

For the most part, individuals tend to scare, push, bully, dominate, and otherwise mistreat younger or smaller boys and girls because of inner feelings of inferiority or lack of ego recognition. The sufferer tries to convince himself that he is not inferior to others. His bullying is an anti-social way of attempting to compensate for his feeling of weakness.

Students withdraw from their problems and are characteristically shy, timid, sensitive, suspicious, and given to daydreaming about their troubles for much the same reasons. Such persons tend to give up the battle of life; their daydreams are but substitute avenues to the goal of being considered successful and worthy. The withdrawing tendency is considered serious because it leads to a disinclination to adjust to real people and to society in general. It is indicative of a need for a deeper feeling of security.

In general, the following treatment is recommended:

1. Develop the best teacher-student relationship possible. Let the teacher lose no opportunity to convince the student of her sympathetic understanding.

2. Whenever possible, give the student ego-satisfying responsibilities such as policing school halls, acting as club or group leader, or assisting in other school responsibilities. Care must be observed to assign responsibilities which the maladjusted student can and will carry successfully and which will not be resented by other students.

3. Adjust regular school tasks and activities to the needs and capacities of the student. Make a complete and detailed analysis of his difficulties and work with him until he wins success, with its attendant satisfaction, within the limits of his possibilities.

4. The major objective in this instance is adjustment and success within the student’s own limitations, and not conformity to standards, of which his limitations will prevent him from attaining. The teacher must find a sufficient number of activities in which the student can thus be successful if she is to provide the necessary feelings of security and relieve him of the necessity of maintaining his ego by anti-social or withdrawing behavior.

5. Dealing With Nervous Symptoms

Component 1F: Nervous Symptoms

Form A, Item 88: Do you usually find it hard to go to sleep?

Form A, Item 79: Are you often not hungry even at meal time?

Form A, Item 81: Do your eyes hurt often?

Some symptoms, such as lack of appetite, eye strain, dizzy spells, headaches, and chronic fatigue may be due to physical disorders, and should thus be diagnosed and treated by an authorized physician. Many physical symptoms of this kind, however, are caused by feelings of insecurity and by emotional conflicts.

Students suffering from these nervous difficulties are usually unhappy in their homes, without good friends, lacking in social skills, and very much inclined to utilize their energy in self-concern and selfishness. Psychologically, the chief difficulty with such unfortunate boys and girls is that their attention is centered upon their own troubles rather than upon the interesting things that are going on around them. This is usually caused by the fact that these students have for years been frustrated in their efforts to secure the response and recognition from parents and others that provide the much coveted feeling of being wanted, of being considered worthy and successful. Thus these neurotic individuals are maladjusted in both the self and the social phases of life.
The following methods of handling difficulties of this kind are recommended:

1. Examine the student’s health record in the nurse’s or physician’s file. If the record is old or otherwise unsatisfactory, or no record of a physical examination is available, such an examination should be requested.

2. If the examination record appears to reveal any evidence of a physical basis for nervous tendencies, the student should be referred to a physician for treatment.

3. If the physician reports no physical basis for adjustment difficulties the most probable cause of these nervous symptoms is similar to the major cause of anti-social behavior and withdrawing tendencies; namely, the lack and need of a feeling of adequate personal security.

4. Provide the appreciation, approval, and ego satisfactions that the individual as recommended for the anti-social behavior and withdrawing tendencies, but with the following modification: endeavor to restore hope and confidence before attempting to delegate responsibilities. This may be done by setting up conditions which tend to guarantee recognized success in school and elsewhere.

5. Students exhibiting nervous symptoms are aided by physiological as well as psychological relaxation. Teachers should avoid putting them in tension-producing situations. Excessive self-concern must gradually be replaced by satisfying experiences with others if nervous tensions are to be relieved.

6. The Beta hypothesis (negative practice) technique, as developed by Dunlap, is good for nervous tics. In other words, actually practicing a periodic closing of the eyes, a muscle tremor, or other nervous aids in gaining conscious control over it and thus assists in its elimination. Such practice should, however, be directed by a psychologist, or a teacher who has been specially trained.

6. Dealing With Mental Disorders

In general, mental disorders may be considered extreme and persistent deviations from normal adjustment. From the standpoint of the teacher there would be reason to suspect such a case when long and persistent treatment with one or more of the five treatment types was unsuccessful. However, the lack of teacher success is not proof of mental disorder. Under no circumstance should teachers suggest the existence of such a disorder. They should first of all seek the cooperation of the parents. If the student is referred to a psychiatrist or a clinic the teacher should give as objectively as possible the data which she has gathered and the treatment which she has attempted, and then cooperate with the psychiatrist or agency which is taking over the treatment of the case.

It should be recognized, however, that some students display the early symptoms of what is in legal terms called “insanity” under the very eyes of the teacher. Many of these unhappy students are no doubt disintegrating in their emotional life due to excessive frustration and the constant presence of hostility. Certainly an appreciable fraction of this group could be assisted to better adjustment if their difficulties were detected and treated in time.

At any rate, there is danger that teachers untrained in mental hygiene matters will overlook symptoms of grave significance in the behavior of their charges. As a prominent psychologist recently commented, it is a matter of no small import that some teachers, as well as parents, permit students to manifest symptoms of psychosis (insanity) that may later become decidedly serious, without doing anything about them until it is too late. As an example, the student who is conceited and egoistic, who displays a superficial attitude in his relations to other people, and who is markedly suspicious may be developing the form of insanity called paranoia (a psychosis characterized by attitudes of conceit and grandeur and by systematic delusions of persecution).

E. Conclusions on Student Adjustment

Finally, the teacher should realize that students do not group themselves into personality types and that patterns of maladjustment often include disturbances in several of the components that have been included in the profile. A boy or girl may, and ordinarily will, need assistance in several of the areas of possible disturbance. A student who lacks self-reliance may have erroneous attitudes, may be out of harmony with school and home regulations, and may be decidedly inclined to be anti-social in his relations to others. Maladjustments are not confined to types; they present a variety of symptoms that may pervade many areas of both self-adjustment and social adjustment.

Because all aspects of personality are closely interlocked or integrated, remedial treatment that develops self-reliance may also eliminate anti-social behavior. And a change in environment that stimulates the withdrawing person to attack his problems may bring about a reduction in nervous symptoms as well. In short, sympathetic help that enables an unhappy individual to find self-realization and to develop generous social attitudes will tend to help him achieve that balance of personality that makes for good life adjustment.

Part X. Directions for Checking Profiles Which Appear to Diverge from Observed Student Adjustment

If a student appeared ill or disturbed when responding to the questions of the test he should be given an opportunity to repeat the exercises at a more favorable time.

If lack of reading ability was a disturbing factor the teacher may give and interpret orally such parts of the test as appear to be in conflict with her observations.

If it appears that the student has consciously misrepresented himself, a number of checks are possible with most of the items:

1. Other teachers familiar with the student may be asked to respond to the items in question.
2. A few students may be asked to complete profiles for each other, including the student under examination.

3. After the parents have been apprised of the nature and objective of the test, they may be asked to complete the items in question.

4. The student may be requested to repeat his performance at another time.

5. The teacher may keep a record of careful, systematic observation over a sufficiently extended period of time to obtain an adequate sampling of the student’s characteristic behavior.

It should be remembered that not many such problem cases arise. The major purpose of the test is to detect the actual or incipient difficulties of normal children in order to aid them in making better adjustments. But when apparent discrepancies arise between student responses and teacher observations it is important to determine the facts in order that remedial activities may be intelligently directed. The teacher should not trust her informal opinions too far; evidence from the profile will usually be much more valid. Furthermore, it must be remembered that teachers sometimes stimulate unnecessary maladjustment by their unjustified unfavorable attitude toward both individual students and whole classes.

Part XI. Interests and Activities

The Interests and Activities questionnaire (page 2 of test booklet) is not a part of the test proper and is not scored or charted on the first page profile as are the twelve adjustment components. The teacher will find it profitable to study the responses in this Interests and Activities questionnaire for students whose percentile profiles are low or to the left in any of the twelve components, and for others about whom additional information is desired.

The questionnaire yields four types of information about different interests and activities: (1) The things the student likes, or would like very much to do, but does not do; (2) The things the student likes, or would like to do, and actually does (3) The things which the student does not like, or does not wish to do, but actually does; (4) The things the student neither likes nor does.

The interest and activity items are divided into (a) those of a primarily individual nature (Items 1-46) and (b) those that are predominantly social (Items 47-74). Within each of these two groups the items are arranged in the general order of the amount of activity involved, beginning with the more passive sedentary types and advancing to those involving more activity or social participation.

After the teacher has identified the component or components in which a student appears to be experiencing difficulties, and has reviewed such other data as she can obtain regarding such factors as health, attendance, ability, and achievement, she should examine the student’s responses to the Interests and Activities questionnaire.

A study of the questionnaire will still further enlarge the teacher’s understanding of a student’s personality, lend additional assistance in determining the cause or causes of his difficulty, and provide clues for planning remedial work. Among other facts the teacher should endeavor to determine why the student fails to do things he would enjoy doing but does not do, and whether or not anything can be done to bring about a better adjustment in the interests and activities field.

In general, a wide range of interests and activities is evidence of good adjustment; a narrow range in this respect may be indicative of actual or potential maladjustment. Therefore, a basic principle in dealing with most adjustment difficulties of this type is that of stimulating individual and social interests, and encouraging the student to become more active in such interests and activities as may be suited to his degree of physical, social, and mental maturity.

Part XII. Administrative Uses

Although this test has been designed primarily to aid teachers in detecting and dealing with adjustment problems, its usefulness is not confined to the individual classroom.

The normative data, or scores on the various sections of the test, should be summarized on the blanks provided in order that they may supply administrative officers with information regarding the adequacy of personal and social adjustment in:

1. Single classes in a given school

2. Individual schools

3. The whole school system

If the majority of self adjustment scores for a school or school system are low, it may indicate that the educational procedures in vogue are too formal or traditional and that more informal activities should be undertaken. If scores on freedom from withdrawing tendencies, freedom from nervous symptoms, and freedom from anti-social tendencies are low, it may indicate that the course of study materials are too difficult for student capacities. Such a situation might well be investigated. Low scores on social standards or social skills suggest the desirability of more emphasis on aspects of social training, etiquette, and attitude building which, in some school systems, are not regarded as being a part of the regular curriculum. Low scores on the community relations section of the test may indicate too little stress on school-community relations and suggest more emphasis on interpreting the activities and needs of the community in terms that junior high school students can comprehend.

Unsatisfactory school and school district trends revealed by percentile summaries are to be regarded as the points of departure for investigating the need.
or desirability of modification in the objectives, materials, and procedures of the curriculum.

Teachers, supervisors, and administrators should be alert to the opportunities which are provided in the school environment for setting up stimulating situations that may act as important factors in the processes of student adjustment. The school provides many normal situations in which there are opportunities for social interaction, wholesome conflicts and accommodations, applications of social controls, exercise of leadership, and acceptance of responsibilities. These facilities should be inventoried, utilized, and when necessary, modified to harmonize with such objectives and procedures as are requisite to the development of well-adjusted and effective personalities.

A careful analysis of the available opportunities for personality development and their constructive utilization in the problem of student adjustment is the privilege and opportunity of all who are engaged in conducting the Nation's educational program.

Part XIII. Percentile Norms

The percentile norms provided on the last page of this Manual were derived from test data for students in grades seven to ten inclusive in different schools in and near Los Angeles, California. A percentile may be described as a point on a 100 point scale which gives the per cent of scores which fall below that particular percentile. For example, a student whose score falls at the 35 percentile point exceeds 35 per cent of the students on whom the test was standardized; such a score may also be interpreted to mean that this student is lower than 65 per cent of the students in the standardization group.
Examiner's Memoranda:
### Sub-Section Scores and Percentiles

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### Percentile Norms

**California Test of Personality—Intermediate Series**