RELATIONSHIP OF SOCIAL CONCEPTS AND PERSONALITY IN
THE THIRD GRADE OF TRAVIS ELEMENTARY SCHOOL,
MINERAL WELLS, TEXAS

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Anna Elizabeth Christiansen, B. S.

Mineral Wells, Texas
August, 1942
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Problem</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Source of Data</td>
<td></td>
</tr>
<tr>
<td>Plans for Procedure</td>
<td></td>
</tr>
<tr>
<td>Plans for Presenting the Data</td>
<td></td>
</tr>
<tr>
<td>II. SOCIAL CONCEPTS</td>
<td>10</td>
</tr>
<tr>
<td>Basic Philosophy</td>
<td></td>
</tr>
<tr>
<td>Procedure Followed in Studying Social Concepts of Third-Grade Pupils</td>
<td></td>
</tr>
<tr>
<td>Procedure in Giving the Social Information Tests</td>
<td></td>
</tr>
<tr>
<td>Facts Revealed by Administering the Social Information Tests</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>III. PERSONALITY ADJUSTMENT</td>
<td>28</td>
</tr>
<tr>
<td>Basic Philosophy</td>
<td></td>
</tr>
<tr>
<td>Explanation of California Personality Test</td>
<td></td>
</tr>
<tr>
<td>Procedure Used in Administering the California Personality Test</td>
<td></td>
</tr>
<tr>
<td>Interpretation of Test Results</td>
<td></td>
</tr>
<tr>
<td>Relationship of Social Concepts and Personality Adjustment</td>
<td></td>
</tr>
<tr>
<td>IV. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>54</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td>57</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>74</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Number and Per Cent of Sixty-Two Families Representing Each Status Contained in the Questionnaire</td>
<td>13</td>
</tr>
<tr>
<td>2. The Range and Median of the Chronological and Mental Ages and the Intelligence Quotients of the Fifty-Six Third-Grade Pupils Studied</td>
<td>16</td>
</tr>
<tr>
<td>3. The Number of Right and Wrong Answers Made by Fifty-One Third-Grade Pupils on Social Vocabulary Tests, Forms A and B</td>
<td>22</td>
</tr>
<tr>
<td>4. The Number of Right and Wrong Answers Made by Fifty-One Third-Grade Pupils on the Social Concepts Tests, Forms A and B</td>
<td>24</td>
</tr>
<tr>
<td>5. The Lowest, Highest, and Median Scores of Fifty-One Third-Grade Pupils in Social Vocabulary and Social Concepts Tests</td>
<td>26</td>
</tr>
<tr>
<td>6. Range of Scores and the Range, Median, and Norm in Percentile Scores Made by Sixty-Two Third-Grade Pupils on the Self-Adjustment Section of the California Personality Test</td>
<td>33</td>
</tr>
<tr>
<td>7. The Questions and Responses of Sixty-Two Pupils as Results of Section 1D, Feeling of Belonging, Taken from the California Personality Test</td>
<td>34</td>
</tr>
<tr>
<td>8. Range of Scores and the Range, Median, and Norm in Percentile Scores Made by Sixty-Two Third-Grade Pupils on the Social Adjustment Section of the California Personality Test</td>
<td>38</td>
</tr>
<tr>
<td>9. The Responses of Sixty-Two Third-Grade Pupils to Questions Asked in Section 2A, Social Standards, of the California Personality Test</td>
<td>40</td>
</tr>
<tr>
<td>10. Actual Range Scores, Medians, and the Percentile Range, Median, and Norm of Self-Adjustment, Social Adjustment, and Total Adjustment of Sixty-Two Third-Grade Pupils</td>
<td>43</td>
</tr>
</tbody>
</table>
11. The Range of Scores Made on Tests Administered to Groups of Children from the Unbroken Home, the Broken Home, and the Army Family .... 45

12. The Score Range and Class Median in Self, Social, and Total Adjustment of the Personality Test, and the Social Vocabulary and Concepts Tests, Form B, from Home Owned, Home Rented, and Tent or Trailer Home Groups .. 48

13. The Possible Score on Each Test and the Class Median and Range of Scores Made by the Pupils.. 52
CHAPTER I

INTRODUCTION

The present trend toward educational growth and development is focused upon the final product, the child. Education is centered upon personality development. In this study the writer attempts to discover the extent to which the child's social concepts affect his personality.

There are many phases of one's personality and many influences which go to make that personality either pleasing, agreeable and charming, or undesirable. Since the modern trend is to make the best citizen possible of the child, it is clear that education for better living is personality development.

In A Program for Teaching Science, the Thirty-First Yearbook of the National Society for the Study of Education, a statement of the aim of education is given.

An aim of education that seems consistent with the postulation of modern philosophy is "Life Enrichment through Participation in a Democratic Social Order." Education is an effect which comes from experiences operating as causes. The education of an individual is the effect on his whole behavior that comes from the experiences in which he has participated. A planned program of education (the ambition of educational workers) is one that provides experiences that will contribute as fully as may be possible to the attainment of life enrichment.¹

A functional understanding of a principle has been attained if the learner has acquired ability to associate with the principle the ideas for his immediate and from his subsequent experiences that are related to it and if he is able to apply the principle in practical situations. . . . The aim of education is life enrichment. The enriched life is one that enables the individual to participate intelligently and with satisfaction in the experiences of living.

In order to participate intelligently and well in this American life of ours, the social concepts of a person and his personality adjustment are important factors to be studied and noted. Gardner Murphy in his study of personality influences in General Psychology tells us that many emotions and thoughts are affected by social groups.

The child's language and aesthetic preferences, its ethical standards and conceptions of the truth, the specific things it loves and hates, and even the qualities of its loves and hates, are determined in large part for it by the group into which it grows. Personality, then, is literally shaped and cultivated by modes of interaction which are already part of the civilization into which a person is born.  

Problem

The value of proper concepts and an adjustable or adaptable personality are teaching factors to be considered in present-day education. The education for richer living must be through the main institutions of learning, the schools.

\[2^{\text{Ibid.}}, \text{pp. 42-43.}\]

\[3^{\text{Gardner Murphy, General Psychology, pp. 466-467.}}\]
The problem in this study was to try to determine the relationship of the social concepts and personality adjustment of children in the third grade of Travis Elementary School, Mineral Wells, Texas.

Purpose

In the Travis School area the majority of the pupils come from homes of low material standards. A large number of the children are mal-nourished, underweight and irregular in attendance. Besides this major group, we have the average child and some superior ones who make up the regular enrollment.

To this group, during the school year 1941-1942, there were added many new pupils of varied intelligence, talents, social status, and experiences. These were the children of the Army personnel and workers of Camp Wolters.

In order to aid both our native pupils and the newcomers, in making the proper adjustments, the writer felt that a study of this type would help in better understanding the behavior and personality of the children. Through this understanding of the child's personality, social concepts and mental abilities, it was felt that the school program could be made to fit the individual needs and so aim for a life enrichment of each child.

The influence of psychology and of the field of social studies on recent educational trends make a study of this
type timely and valuable. It is the purpose of this study to see what relationship there is between the child's social concepts and his personality. It is believed that the relationship of this particular group of children will be approximately the same as that of a similar age group elsewhere.

Definition of Terms

Concepts defined. -- R. S. Woodworth gives us this definition of concepts:

The concept is the sum total of what you know about the object. It is the sum total of what you have retained from observing, dealing with, and thinking about the object. It is what it means to you. Anything that can be perceived by the senses, or thought of, or imagined, can be conceived -- persons, things, events, qualities, and relations, concrete or abstract, individual or general.4

R. H. Wheeler's definition of concept is as follows:

Concepts represent the sum total of our previous experience or knowledge of the matter. They may be rich or meager in content but they represent a building-up process.5

For this study the definitions as given by Bagley and Bode seem to be most appropriate. Bagley says in his study:

A concept, for our purpose, is simply meaning. It may be either general or particular in its reference, -- it is in any case, ultimately a "cue" to adjustment, or better a bundle of possible "cues" to adjustment, the particular cue to be acted upon being determined by the situation or the problem. Thus, my concept

---


"water" is simply the center of a vast number of possibilities of conduct -- drinking, bathing, swimming, drowning, pouring, rowing, sailing, looking at, admiring, etc.\textsuperscript{6}

Bode gives this discussion of concepts:

From the standpoint of education the nature and function of meanings are of peculiar importance, because meanings are the tools of thinking. There is a sense in which we can say that the whole education centers on the development of concepts. A proper development provides both tools for later thinking and exercise in their use. Thinking means flexibility of habit, it means dominating purpose which achieves its realization by a reconstruction or reorganization of previous experience. . . . Learning activities, then, grow honestly, or poorly, from the child's past -- his store of concepts and experiences.

In this study a concept is a meaning -- a meaning developed by a child of certain social standards, and words which he has developed through his experiences and environment.

**Personality defined.** -- Today one of the most generally used words is that of personality. Personality is that which constitutes a person, the person himself. In Louis Thorpe's *Psychological Foundations of Personality*, we find this discussion of the word:

The term "personality" is probably one of the most ambiguous in modern psychology. Practically every

\textsuperscript{6}Human Meltzer, *Children's Social Concepts*, p. 2.

writer has his own notion of what it means and what definitions should be attached to it. While we all recognize that each person possesses a unique individuality which is peculiar to him alone, we do not know exactly how to describe this individuality and so we have fallen into the habit of giving it a general unanalysed label, viz., personality.

In writing of the many integrating factors that go to make up a sound personality, Wanda Robertson in her article, "Knowing Children at School," gives an interesting discussion of children in a classroom.

The more democratic the school organization and the richer the curriculum, the greater and more genuine opportunity we have of knowing children in school. As they learn to work cooperatively with higher standards in mind, as they become more resourceful and alert to richer possibilities, live more happily together, appreciate and respect the suggestions and achievements of others in enterprises of their own purposing, many emotional problems will be cared for. As they practice democratic methods of experimenting, sharing, judging, evaluating, and as they grow in curiosity and the spirit of inquiry, suspending judgment until they are better informed, they are improving the quality of their social living as well as developing their personalities, and are building a democratic social philosophy of life.

Source of Data

Children in the third grade of the Travis Elementary School, Mineral Wells, Texas, were studied and tested.

The Mineral Wells Public Schools in 1941-1942 made the change from the eleven-grade system to the twelve-year plan.

---

8 Louis P. Thorpe, Psychological Foundations of Personality, p. 1.

9 Wanda Robertson, "Knowing Children at School," Childhood Education, XV (October, 1938), 65.
The children in this study were in their second school year, but due to the transition were classed as third graders.

During the testing period of the school year 1941-1942, sixty-three pupils were enrolled in the third grade. Some of these pupils were present only long enough for one test, while others took two or three tests. Forty-seven of the pupils were given all of the tests.

Plans for Procedure

The first step in the procedure for this testing program was to gather data on family status. This was done by means of a questionnaire which revealed information as to home ownership, work of parents, number having brothers and sisters, newspaper and magazine subscriptions, radios in homes, attendance at the picture show, and school failures.

Jean Walker MacFarlane, director of Child Welfare Institute at the University of California, gives us some good points in our study of the child.

Obviously in understanding the behavior and personality of any given child one needs to know about his constitutional equipment, mental and physical, his health history, his degree of development, and the pressure put upon him by his environment—whether it be his home, his school, his playmates. ¹⁰

Since health factors are important in relation to a

¹⁰Jean Walker MacFarlane, "Family Influence on Personality," *Childhood Education*, XV (October, 1938), 56.
sound personality, the health condition of each child was given initial consideration.

In addition, when possible, tests were given to find the intelligence quotients of these pupils, using the short form of the *California Mental Maturity Test*.\(^{11}\)

The fourth step in the procedure of this study was to give tests to discover the social concepts and the social vocabularies of the pupils. For this social information two sets of tests were used. These tests were forms A and B of the unpublished tests of Social Information (pictorial) devised by Joy V. Lacey in her study of social studies in primary grades,\(^ {12}\) and used in this study by permission.

Administering the *California Test of Personality* was the next step. This was used as a means of measuring the personality development and adjustment of the pupils.\(^ {13}\)

The last step in the administration of the tests was the giving of *The Harlow Achievement Test for Texas Third Grade*. The Harlow test was given as a check for the teacher in the transition third grade, but was not used as a basis of promotion or retention.\(^ {14}\)

---

11 Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, *California Short-Form of Mental Maturity, Primary S-Form*.

12 Joy V. Lacey, "Social Information Tests." (Mimeographed material.)

13 Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, *California Test of Personality -- Primary Series*.

14 Editorial Department, *The Harlow Achievement Test for Texas Third Grade*. 
Through the testing program it was hoped to locate those traits which were causing maladjustment in personality and social concepts. Later study of these factors aided in meeting the needs of each child.

Plans for Presenting the Data

This study is composed of four chapters.

Chapter I, the introduction, contains a statement and the purpose of the study, the definition of the terms social concepts and personality, sources of data and the plans for procedure.

Chapter II of the study is devoted to the discussion of the social concepts, the tests given, and the results of those tests, with tables showing comparisons of certain concepts.

Chapter III deals with the personality program and the findings of the tests. The results are tabulated. This chapter also contains a comparison of results of social concepts and personality tests. The relationship of social concepts to personality traits is discussed.

Chapter IV contains the conclusion and recommendations for further study.
CHAPTER II

SOCIAL CONCEPTS

Basic Philosophy

For the past few years educational interest has been concentrated upon social studies as one of the best ways of developing social efficiency. Today, that emphasis is heightened because of an increased realization that children as well as adults react to any situation in accordance with their past experiences. It is true that if one's experiences are meager, then his general concepts will be meager. In the training of the child for a more democratic life, the school program must function as a vital part in developing proper social concepts. The home and community also influence the learning experiences of the individual, and these factors effect the social concepts, social adjustment and personality of each child. William A. Yeager in his book, Home-School-Community Relations, states:

Education is definitely related to the democratic purposes of society, to social adjustment, and to individual development. Moreover, the objectives and functions of education vary with time, needs, conditions and the community. The public school contributes to its more formal aspects. Within the home and the community are many informal influencing situations and conditions contributing to the child's educational pattern. The child
is a many sided individual to be developed and adjusted.¹

Formerly the home was the main center for the child's training, but now much of that training has been shifted to the school. If the school is the basic institution for the child's development in mental, moral, physical, and social factors, it behooves the teacher to use whatever helps are available to understand the conduct and personality of the pupil. Through the help of tests, conferences, and observation, the teacher may be able to guide the child into a healthier, happier childhood and to help him to be more efficient socially.

The modern school and the school program are developed on the idea of the whole child, placing emphasis on his personal, social, and civic needs, thus making his life richer. The program also provides increased skills in the use of techniques which are necessary for effective and happy group endeavor.

To have an intelligent citizenship with proper thinking ability -- a primary educational task in a democracy -- it is necessary to start guiding the thinking and concepts of the youth at an early age. The influencing factors in concept formation is aptly stated by Hyman Meltzer.

¹William A. Yeager, Home-School-Community Relations, p. 435.
There is no spontaneous generation of concepts. Without experience there would be no concepts. Concepts are the medium which relate our past experience to a present situation, or better, they functionally relate our past experience to a present evolving situation, they emerge from that situation with an increment of meaning, ready for the confronting of the next situation, etc., and they do not come out unchanged. It is through experience that new concepts are created, old concepts modified, revamped, enriched, or thrown overboard. At any one moment in the life of one who has had some experience, it is his concepts which give him his footing for perception and reasoning. Psychological concepts, therefore, are not immobile, immutable, but change with change. They are thoughts and they are tools of thought. In short, "concepts are not formulated but formulating experiences."²

The child is born into a social environment, and must adjust himself to those social conditions.

Procedure Followed in Studying Social Concepts of Third-Grade Pupils

General procedure. -- In studying the child and those potent factors that tend to assist the child in making his adjustments to life situations, the writer studied the child's records, health conditions, family status, and mental ability. In addition to these, the social maturity development was rated by the teacher, and tests were given to determine the social vocabulary and social concepts of each child.

Collecting data on family histories. -- The summary results of the family information questionnaire are found in Table 1. This table gives the number of parents living,

²Hyman Meltzer, Children's Social Concepts, p. 4.
### TABLE 1
THE NUMBER AND PER CENT OF SIXTY-TWO FAMILIES REPRESENTING EACH STATUS CONTAINED IN THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One parent dead</td>
<td>2</td>
<td>3.27</td>
</tr>
<tr>
<td>Parents separated</td>
<td>10</td>
<td>16.39</td>
</tr>
<tr>
<td>Only father works</td>
<td>40</td>
<td>65.57</td>
</tr>
<tr>
<td>Only mother works</td>
<td>5</td>
<td>8.19</td>
</tr>
<tr>
<td>Both parents work</td>
<td>11</td>
<td>18.03</td>
</tr>
<tr>
<td>Neither parent works</td>
<td>5</td>
<td>8.19</td>
</tr>
<tr>
<td>Home rented</td>
<td>34</td>
<td>55.73</td>
</tr>
<tr>
<td>Home owned</td>
<td>22</td>
<td>36.06</td>
</tr>
<tr>
<td>Tent home</td>
<td>3</td>
<td>4.91</td>
</tr>
<tr>
<td>Trailer home</td>
<td>2</td>
<td>3.27</td>
</tr>
<tr>
<td>Only child</td>
<td>5</td>
<td>8.19</td>
</tr>
<tr>
<td>Children having brothers only</td>
<td>12</td>
<td>19.67</td>
</tr>
<tr>
<td>Children having sisters only</td>
<td>15</td>
<td>24.59</td>
</tr>
<tr>
<td>Children with brothers and sisters</td>
<td>29</td>
<td>47.54</td>
</tr>
<tr>
<td>Regular subscribers of daily paper</td>
<td>24</td>
<td>39.34</td>
</tr>
<tr>
<td>Subscribers of magazines</td>
<td>4</td>
<td>6.55</td>
</tr>
<tr>
<td>Families with radios</td>
<td>43</td>
<td>70.49</td>
</tr>
<tr>
<td>Families without radios</td>
<td>18</td>
<td>29.51</td>
</tr>
<tr>
<td>Regular at Sunday School</td>
<td>44</td>
<td>72.13</td>
</tr>
<tr>
<td>Attend picture show at least once a week</td>
<td>22</td>
<td>36.06</td>
</tr>
<tr>
<td>Have failed in school</td>
<td>11</td>
<td>18.03</td>
</tr>
</tbody>
</table>
the number working, the number not working, the homes owned or rented, and the number of trailer and tent homes. It shows the homes with and without radios and magazines. This table also shows the number of children with brothers and sisters, those with no brothers, those with no sisters, those with neither brothers nor sisters, the number of pupils who are regular in Sunday School attendance, the number who have failed in school, and even the number attending picture shows once a week.

The occupations of the parents included Army officers, P.W.A. workers, ditch diggers, yard men, laborers at the brickyard, clerks at Camp Wolters, laundry employees, cooks, bakers, mechanics, and government engineers.

The facts gathered reveal that the home conditions of the sixty-one families studied were about average. Thirty-four or 55.73 per cent were able to rent homes, while twenty-two or 36.06 per cent owned their homes. In forty out of the sixty-one families only the father worked, while in five families neither parent worked. The radio count in the homes showed that 70.49 per cent owned radios, and only 29.51 per cent had none. Few magazines were subscribed to, but 39.34 per cent of the families were regular subscribers to daily papers. The family status of the twenty Army families brought the economic conditions of this group studied to a higher norm. The social advantages through
association with other children were above average, as in most families there was more than one child; only five families had an only child. Some of the children from homes in which one parent was dead or in which the parents were separated seemed to present traits of emotional instability. The two children whose fathers were dead were very nervous. One, a boy, was a very handsome and intelligent child, whose mother was chief clerk at Camp Wolters. He showed that he was given every care and advantage possible by his mother. The other child, a girl, showed evidence of needing home care and training. The children from broken homes were from many levels of social strata. Some were very emotional and sensitive; others seemed poised and happy in their home relations, but part were of the nervous type and showed evidence of wanting to be alone.

Forty-four of the sixty-one pupils attended Sunday School regularly. When questioned, the pupils were found to attend the churches located within the school area, the Church of God, the Church of Christ, and the Calvary Baptist Church being the churches attended by most of the pupils. Through the Sunday School and church contacts the pupils were given some social life.

The visual education of these sixty-one pupils was influenced by the picture show, as 36.06 per cent attended the show at least once a week. When the preference to shows was
investigated it was found that the cheap show with its wild west pictures was the one usually attended. The picture shows are a definite influence, but the writer feels that the type of picture attended by these pupils did not increase the cultural side of their lives.

Factors relating to mental development of the children studied. -- The next step in the study was to determine the mental age and intelligence quotient of the pupils. This was done by administering the California Short-Form Test of Maturity, Primary S-Form. From Table 2 the wide range of levels in chronological and mental ages, and also the range in intelligence quotient will be seen. Table 2 shows the results of the maturity test.

TABLE 2

THE RANGE AND MEDIAN OF THE CHRONOLOGICAL AND MENTAL AGES AND THE INTELLIGENCE QUOTIENTS OF THE FIFTY-SIX THIRD-GRADE PUPILS STUDIED

<table>
<thead>
<tr>
<th>Item</th>
<th>Lowest</th>
<th>Highest</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological age</td>
<td>89 mo.</td>
<td>132 mo.</td>
<td>98 mo.</td>
</tr>
<tr>
<td>Mental age</td>
<td>54 mo.</td>
<td>111 mo.</td>
<td>92 mo.</td>
</tr>
<tr>
<td>Intelligence quotient</td>
<td>57.4</td>
<td>114.4</td>
<td>94.9</td>
</tr>
</tbody>
</table>

The chronological ages range from seven and one-half years to eleven years, with a median of eight years and two
months. The age difference was perhaps due to the irregular attendance of many pupils. Some of the pupils were in school only a few months a year, with irregular attendance. Those with low mental ages were unable to learn the fundamental requirements for promotion, so had repeated the same grade work. The range of mental ages runs from four and one-half years to nine years and three months. The median mental age was seven years and eight months. The mental age median was six months below the chronological age median. The intelligence quotient also was of wide range, being from very low, 57.5, to 114.4, with a median of 94.9. The child with the lowest mental age and intelligence quotient was a problem child, with a very low economic status at home and few opportunities for advancement. The writer's conversation with the parents seemed to indicate that they, too, were deficient in innate abilities and ambition. The children with the highest I.Q.'s were very delightful, dependable pupils, from homes of moderate financial circumstances. The home situations seemed more pleasant and the parents' attitudes showed cooperation and willingness to help guide their children so that they could meet life situations wisely.

Procedure in Giving the Social Information Tests

Discussion of the Social Information Tests. -- With the background data gathered, the writer began to test the pupils to determine their social information. For this
study, fifty-one third-grade pupils were studied, observed, questioned, and tested. The tests used to determine the social vocabulary and social concepts were the unpublished pictorial "Social Information Tests for Grades I, II, and III, Forms A and B," arranged by Joy M. Lacey³ for her study of social information, and used by her permission.

The purpose of the test. -- The "Social Information Tests for Grades I, II, and III" were used for three purposes: (1) as a social vocabulary test to check the general pictorial concepts, (2) as an instructional test to determine associated meanings, or concepts, and (3) as a review test to determine clarification of social concepts. The vocabulary test is primarily to identify the oral statement of a social concept with the pictorial. The concept test is (1) to indicate weakness and strength in associating social meanings, and (2) to indicate the type of material in which the children need further instruction. The review test was to determine growth or improvement in social concepts.⁴

The organization of the Social Information Test. -- The test material was divided into two parts: (1) the teacher's manual, with directions for giving and scoring the test, and

³Joy M. Lacey, "Social Information Tests for Grades I, II, and III, Forms A and B." ( Mimeographed.)

(2) the children's material, which consisted of two booklets, Form A and B, of pictures which the children were to mark according to directions given by the teacher. The booklets are divided into seven tests: (1) Home Life, (2) Food, Clothing, and Shelter, (3) Occupations, (4) Animals, Insects, Birds, (5) Trees, Flowers, Plants, and Seasons, (6) Travel, and (7) Holidays, Great People and Distant Lands. The same booklet was used for both the social vocabulary and social concepts tests, although different directions were given for each.

There was no time limit involved in the test, but the children were urged to follow instructions quickly. Time was given at the beginning of each test for the children to observe the pictures, before the directions were started. These are pictorial tests, so reading skill was not needed by the child. Due to the irregular attendance, these social information tests were given as group tests to three different groups at different times.

In preparation for the social vocabulary test, the writer gave each child a booklet (Form A), with instructions to write his name in the place provided. The directions were then given for the trial test on the front of the booklet. These markings were checked by the writer to see that the children were following the instructions correctly.

The directions for each test were given clearly, for example, (1) "Put the right letters on the right pictures";
(2) "All ready to mark," and (3) 'Put 'A' on the electric iron," etc. The instructions for marking each picture in each test were given. Rest periods were given from time to time during the test.

The social concepts tests were very similar to the vocabulary test, as the same booklets were used as in Form A of the vocabulary test. Instructions here were: "Put a cross (x) on all the animals," etc.

The letters to be used in marking the pictures were written on the blackboard so that the children might see the correct letter form.

The review test. -- Form B, the review test, of the social vocabulary test and also the social concepts test were given in a like manner, but about six weeks after Form A had been given. During this time, the teachers used a few of the wrong concepts for instructional purposes. The time element was short and it was felt by the writer that enough time was not allowed to correct misconceptions held by the pupils.

Facts Revealed by Administering the Social Information Tests

Results of Social Vocabulary Test discussed. -- In the social vocabulary tests, as is shown in Table 3, more errors were made in Form A on Test VII, Holidays, Great People, and Distant Lands, than on any other test. Here there were
thirty-nine pupils who made mistakes and only twelve pupils who had all correct associations of words and pictures. In Form B, Test VII, there was some improvement, as here there were thirty-one with errors and twenty with correct answers. In both Forms A and B, Test V, Trees, Flowers, Plants, and Seasons, there were many errors. This may have been due to the lack of association of certain plants with their names. In Test III, Occupations, in Form A, there were twenty-nine errors, while in Form B, there were only seven who made mistakes. In the review test, Form B, on Travel, there were more pupils making errors than on the same test in Form A. There were few errors in Test I, Home Life.

Table 3 shows the number of pupils who made right or wrong scores in both Forms A and B of the social vocabulary test. It is seen from Table 3 that this group of children had many wrong word associations. The scores were well grouped in the middle score area with very few low scores.

In the first test, Form A, which was to determine the social vocabularies of the children, it was found that the pupils were familiar with most of the words dealing with home life, as thirty-nine of the fifty-one pupils scored accurately. In Test II, on food, clothing, and shelter, thirty-six pupils made perfect scores. The errors in this test were made in regard to kinds of houses. In Part III, on occupations, twenty-two were right in word and picture
TABLE 3

THE NUMBER OF RIGHT AND WRONG ANSWERS MADE BY FIFTY-ONE THIRD-GRADE PUPILS ON SOCIAL VOCABULARY TESTS, FORMS A AND B

<table>
<thead>
<tr>
<th>Test</th>
<th>Form A</th>
<th>Form B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right</td>
<td>Wrong</td>
</tr>
<tr>
<td>Home life ...........</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>Food, clothing, and shelter ....</td>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td>Occupations ........</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Animals, insects, and birds ........</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>Trees, flowers, plants, and seasons ......</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>Travel .............</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>Holidays, great people, and distant lands ..</td>
<td>12</td>
<td>39</td>
</tr>
</tbody>
</table>

associations; however, many errors were made on this part. In Test IV, on animals, insects, and birds, thirty-two recognized the word as associated with the pictures of all, while nine missed only one. The seal was missed more than any other one. In Test V, on trees, flowers, plants, and seasons, only fifteen were correct in all their answers. Many missed most of these, confusing the kinds of trees and flowers. For Test VI, on travel, thirty-nine made a perfect
score, while seven missed only one. In the test on holidays, great people, and distant lands, Test VII, there were only twelve whose scores were correct. Errors here were made on great people.

The review test, Form B of the social vocabulary test, given six weeks after Form A, the first test, showed a great improvement in the vocabularies of these pupils. Home scores improved three points in the total number right. In Test II, on food, clothing, and shelter, scores were three points higher, while in Test III, on occupations, the review test showed the number making perfect scores double the scores made on the first test. Some improvement was made in Test IV, on animals, insects, and birds. In Test V, on trees, plants, and flowers, and in Test VI, on travel, there was a decrease in the number right. In Test VII, on holidays, great people, and distant lands, there was a still greater decrease, eight more missing the right answers in the review test. This seemed to indicate considerable guessing on the part of the pupils.

Social concepts tests discussed. -- The next test was to determine the social concepts of each child. The number of right and wrong answers made by the pupils on the social concepts test, Forms A and B, are given in Table 4.

There was no particular division of the social concepts test. Form A had more errors. In the division on home life
no pupil made a perfect score of twenty. One made a perfect score in the test on food, clothing, and shelter. The errors made on the concepts test were startling. It showed that either meager experiences of children, teaching weaknesses, or perhaps failure to follow instructions were causes of mistakes and errors made. The scores on the first test, Form A, were very alarming because of the misconceptions. Each test had from nine to twenty-four concepts. Table 4
indicates that only one person got all the concepts correctly marked on any test, and that every other child made errors on the test so as not to make a perfect score. The review test in Form B, given six weeks after the first test, Form A, showed some improvement, but still the errors were far too great. The errors could have been due to the meager experiences of some of the children. The social and financial conditions of some homes prevented the opportunities for contact with books and magazines at home. The errors could also have been found in the child's not placing letters in the proper place on the picture, resulting in wrong scoring.

The review test, social concepts. -- In the review test, Form B, in order to check the improvement made in social concepts after six weeks' time, in which some instruction was given on the concepts missed on the first test, Form A, some changes were seen in the scores. The improvement made in this short intervening time, in which some changes in social concepts were indicated, is shown in Table 4. The limited improvement made in the scores of Forms A and B was due to the fact that time did not permit a longer instructional period between tests. It was believed that if the social concepts test, Form A, were given in the early part of the school year, and the review test, Form B, were given at the end of the year after the concepts
missed had been taught, much improvement would be found in the scores.

Table 5 presents the lowest, highest, and median scores of fifty-one third-grade pupils in the social vocabulary test, Forms A and B, and the social concepts test, Forms A and B.

**TABLE 5**

THE LOWEST, HIGHEST, AND MEDIAN SCORES OF FIFTY-ONE THIRD-GRADE PUPILS IN SOCIAL VOCABULARY AND SOCIAL CONCEPTS TESTS

<table>
<thead>
<tr>
<th>Test</th>
<th>Lowest Score</th>
<th>Highest Score</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Vocabulary, Form A</td>
<td>42</td>
<td>67</td>
<td>59</td>
</tr>
<tr>
<td>Social Vocabulary, Form B</td>
<td>35</td>
<td>65</td>
<td>61</td>
</tr>
<tr>
<td>Social Concepts, Form A</td>
<td>15</td>
<td>115</td>
<td>84</td>
</tr>
<tr>
<td>Social Concepts, Form B</td>
<td>4</td>
<td>115</td>
<td>92</td>
</tr>
</tbody>
</table>

Table 5 shows that in the review tests of social vocabulary and social concepts, Forms B, that the class median improved. In the vocabulary test the median improved two points, while in social concepts the median increased eight points. That much was slightly better, but in each test the lowest scores decreased, which was not gratifying to the writer. This was caused by irregularities in following directions in the marking of the concepts.
Summary

From the study of the social vocabularies, concepts, and the fifty-one third-grade pupils it was found that:

1. The word and picture association in the vocabulary tests were, as a whole, above average.

2. The children's concept scores were very low.

3. The teaching of nature, holidays, great people, and distant lands was apparently being neglected.

4. Home conditions and the economic status were factors to be considered in the social adjustment as well as the mental age and intelligence quotient.

Some of the conditions mentioned above can be improved by a purposeful school program. The concepts of our future generations must be guided now through a democratic educational program to a richer, fuller life in a socially efficient world.
CHAPTER III

PERSONALITY ADJUSTMENT

Basic Philosophy

One of the major goals of education should be to secure to each child the elements of a truly integrated personality. The necessity of personality adjustment to social living is accepted in the life of an individual. Since the responsibility of much of the child's training and development for democratic living rests on the school, the importance of studying the child's social concepts in relation to his personality is readily seen. This idea is aptly stated by Louis Thorpe.

Our modern idea of personality is a definite one. It includes, in addition to one's pattern of social skills, his facilities for meeting the requirements of his own inner nature, as well as for making harmonious adjustments to the many obligations of the practical world around him. In order to fill these personal and social requirements in a way that makes for harmony and personality happiness, one must find satisfaction of, and give expression to, the basic motives of life.¹

William Healy, in speaking of those factors that go to make up a personality and differences in individuals, says:

No one can escape the conclusion that a wide diffusion of knowledge concerning personality characteristics as they determine attitudes, beliefs, and behavior is a prime requisite for orderly progress of our civilization.

¹Louis Thorpe, Personality and Life, p. 21.
and even for safeguarding its present status. The individual in his widening relationships has to cope with his own personality as well as with his world, and society has to cope with him as an individual and most importantly with his personality.²

It is obvious that the term personality is misused. "It is not something separate from ability or achievement but includes them."³ Personality refers to the effectiveness and manner with which the whole individual meets his personal and social needs.

Gardner Murphy states aptly the wholeness of personality in the following statement:

Personality is not the sum or even the integration of the separate traits. It is a unitary mode of adjustment in relation to which each specific activity or interest, no matter how trivial, must be seen.⁴

Explanation of California Personality Test

The nature of the test. -- To test the personality adjustment of the third grade children of the Travis Elementary School, the California Personality Test for Primary Grades⁵ was used. This test is divided into two parts. The first part, self-adjustment, which is based on the feeling of

²William Healy, Personality in Formation and Action, p. 188.
⁴Gardner Murphy, General Psychology, p. 614.
⁵Louis P. Thorpe, Willis W. Clark, and Ernest W. Teigs, California Test of Personality, Primary Series.
personal security, has six sub-divisions: (a) self-reliance, (b) sense of personal worth, (c) sense of personal freedom, (d) feeling of belonging, (e) freedom from withdrawing tendencies, and (f) freedom from nervous symptoms. The second part is social adjustment, based on feelings of social security. The sub-divisions here are: (a) social standards, (b) social skills, (c) freedom from anti-social tendencies, (d) family relations, (e) school relations, and (f) community relations. The California Personality Test is a tool through which one may detect to what extent a child is adjusting to the problems and conditions which confront him and is developing a normal, happy, and socially effective personality.  

The California Personality Test for Primary Grades is designed to secure certain responses. These responses furnish diagnostic information concerning various elements and traits of personality and social adjustment. The test should be completed in forty-five minutes, with rest periods every fifteen minutes. This test may be given as an individual one or as a group test.

Procedure Used in Administering the California Personality Test

General procedure. -- The testing program was interrupted by irregular attendance, due to cases of whooping

---


7Ibid., p. 5.
cough, measles, and scarlet fever, and to the fluctuation of the enrollment. In order to administer the test to all of the pupils, small groups were tested at intervals between December and March.

Since the children found the reading of the test beyond their ability, it was read to them.

Each child had his test booklet with his name on it, a pencil and a marker. The test instructions were used in administering each section of the test. The writer read the number and question clearly and stated, "Draw a circle around the 'yes' or the 'no', to show your answer." Rest periods were given during the test.

Interpretation of Test Results

Data revealed in personality test. -- The personality test was given to sixty-two third-grade pupils, forty-eight from one room and fourteen from a third-fourth grade combination room. Because of irregular attendance, this test was administered to the pupils at three different times. The first test was given to twenty-two pupils, second group to fourteen pupils, and the last group of twenty-six.

The highest possible score on the test was ninety-six for the total personality adjustment. The lowest score on the test made by these pupils was fifty and the highest was

\[\text{Ibid.}, \ p. \ 5.\]
eighty-nine. Both the lowest and the highest scores were made by boys of average home standards. For the child with the lowest score, the preliminary tests results were as follows: chronological age, 8 years, 2 months; mental age, 8 years, 1 month; and I.Q., 98.9. Results for the child with the highest score were as follows: chronological age, 7 years, 9 months; mental age, 8 years, 7 months; and I.Q., 110.7. The class median for chronological age was 8 years, 2 months; for mental age, 7 years, 8 months; and for I.Q., 94.9. The median for the personality test was seventy-nine.

Data revealed from self-adjustment test. -- In the description of the test the six subheads under self-adjustment were named. To check the reactions of the pupils made on these subheads will help analyze the self-adjustment problems or rather the division wherein the weaknesses lay. Table 6 shows the range of actual scores made on each part of the test, as well as the percentile median, norm, and range of scores of six divisions under self-adjustment of the sixty-two third-grade pupils studied.

It is indicated from the range of scores that there is a wide area covered from zero to eight, or a percentile range from zero to ninety-nine -- the lowest to the highest score. The scores show that the pupils possess many nervous and withdrawing symptoms. In all the factors of this part of the test on self-adjustment these pupils' median scores
were above the norm, except in nervous symptoms, where the median and norm were the same.

### TABLE 6

**RANGE OF SCORES AND THE RANGE, MEDIAN, AND NORM IN PERCENTILE SCORES MADE BY SIXTY-TWO THIRD-GRADE PUPILS ON THE SELF-ADJUSTMENT SECTION OF THE CALIFORNIA PERSONALITY TEST**

<table>
<thead>
<tr>
<th>Item</th>
<th>Range of Actual Scores</th>
<th>Percentile Range of Scores</th>
<th>Median</th>
<th>Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reliance</td>
<td>2-8</td>
<td>1-99</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>Personal worth</td>
<td>2-8</td>
<td>1-95</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Personal freedom</td>
<td>3-8</td>
<td>10-99</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>Feeling of belonging</td>
<td>4-8</td>
<td>20-99</td>
<td>72</td>
<td>50</td>
</tr>
<tr>
<td>Freedom from withdrawing tendencies</td>
<td>0-8</td>
<td>0-95</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>Freedom from nervous symptoms</td>
<td>0-8</td>
<td>0-95</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

The scores of the boys as a whole were lower on sense of personal worth than the girls' scores on the same item, but the girls showed a wider range of scores in nervous symptoms than the boys, which indicated that they were more nervous.

The feeling of belonging scores indicated that the children had a feeling of being wanted and needed. The median score here was seventy two, or twenty-two points above the norm.
Discussion of the feeling of belonging, a division of the self-adjustment section of the test. For a better understanding of some of the factors that contribute to a well-rounded personality, an analysis of factor 1d, feeling of belonging, was made. Indicated in Table 7 are the responses as given by all the pupils in this part of the personality test.

TABLE 7

THE QUESTIONS AND RESPONSES OF SIXTY-TWO PUPILS AS RESULTS OF SECTION 1d, FEELING OF BELONGING, TAKEN FROM THE CALIFORNIA PERSONALITY TEST

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number giving each response</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you need to have more friends?</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td>Do you feel that people don't like you?</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td>Do you like to go to school?</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Are the children glad to have you in school?</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Are you lonesome even when you are with people?</td>
<td>5</td>
<td>62</td>
</tr>
<tr>
<td>Are you as big and strong as most of the boys and girls?</td>
<td>44</td>
<td>62</td>
</tr>
<tr>
<td>Do you have nicer folks than most other children?</td>
<td>26</td>
<td>62</td>
</tr>
<tr>
<td>Do lots of children have more fun at home than you do?</td>
<td>14</td>
<td>62</td>
</tr>
</tbody>
</table>
A child needs to feel that he belongs, is needed, and, above all, is wanted at home, school, and with other people. Studies made by psychologists and child-guidance specialists indicate that many behavior problems, much unhappiness and personal inefficiency, were caused from the feeling of not being wanted or from a lack of a feeling of security.

The feeling of belonging will be manifested by a pupil who feels that he belongs, when he enjoys the love and confidence of his family, the good wishes of his friends, and a cordial congenial relationship with people in general. Such a pupil usually gets along well with his classmates and teachers, and is proud and interested in his school.

Question 1 of the test was: "Do you need to have more friends?" The correct answer should be "No." Eighteen children felt the need for more friends, and forty-four gave the correct response, "No," since they felt no need for more friends.

Question 2 was: "Do you feel that people don't like you?" Ten children answered "Yes" and fifty-two gave the correct answer, "No." Most of the pupils had no reason to believe that they were not liked.

Question 3, "Do you like to go to school?," was

---

9Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, California Test of Personality, Primary Series, p. 6.
10Ibid.
11Ibid.
answered correctly, "Yes," by all sixty-two pupils. This may have been the results of the teacher's efforts to make the schoolroom an interesting, attractive and happy place for the pupils, or it could have been the expression of the children's desire to please, although the writer had tried to have the children answer "how they felt."

"Are the children glad to have you in school?"12 was question 4. It was also answered by all sixty-two pupils with a positive response. This subject had been discussed in the classroom, since the pupils had seen the need of being friendly and helpful to the new pupils who were so numerous. The native pupils were graciously taking an interest in the new pupils, whom they tried to make feel at home.

Question 5 was: "Are you lonesome even when you are with people?"13 It called for a response of "No." Five responded with "Yes," while fifty-seven answered "No."

Question 6 was: "Are you as big and strong as most of the boys and girls?"14 It should have been answered with a "Yes." Forty-four gave the correct answer, and eighteen answered "No."

"Do you have nicer folks than most other children?"15

12Ibid.  
13Ibid.  
14Ibid.  
15Ibid.
was question 7. It was answered "Yes" by twenty-six and "No" by thirty-six. The question should have been answered "Yes."

Question 8 was: "Do lots of children have more fun at home than you do?" Fourteen responded incorrectly by answering "Yes," while forty-eight answered "No," which was the correct answer.

Of the sixty-two pupils, five boys and six girls had perfect scores on the entire division of the test. Just this one division of the self-adjustment test would be very important for further study, with each child's own responses investigated and causes checked for wrong responses.

By this means, perhaps the personality difficulty of some pupils could be helped.

**Social adjustment.** -- In the social adjustment section of the personality test, social skills, standards, freedom from anti-social tendencies, family, school and community relations are tested. The social adjustment score of the pupils are tabulated in Table 8, which shows the range of scores, as well as the percentile rank, median, and norm.

The data on social adjustment given in Table 8, when compared with the data in the self-adjustment section of the personality test given in Table 6, shows that these sixty-two pupils were better adjusted socially than personally.

TABLE 8
RANGE OF SCORES AND THE RANGE, MEDIAN, AND NORM IN PERCENTILE SCORES MADE BY SIXTY-TWO THIRD-GRADE PUPILS ON THE SOCIAL ADJUSTMENT SECTION OF THE CALIFORNIA PERSONALITY TEST

<table>
<thead>
<tr>
<th>Item</th>
<th>Range of Actual Scores</th>
<th>Range of Percentile Scores</th>
<th>Median</th>
<th>Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social standards .............</td>
<td>4-8</td>
<td>20-90</td>
<td>65</td>
<td>50</td>
</tr>
<tr>
<td>Social skills ...............</td>
<td>4-8</td>
<td>20-95</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Freedom from anti-social tendencies ..</td>
<td>5-8</td>
<td>30-90</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>Family relations ............</td>
<td>3-8</td>
<td>10-95</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>School relations ............</td>
<td>4-8</td>
<td>20-90</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>Community ....................</td>
<td>4-8</td>
<td>20-95</td>
<td>75</td>
<td>50</td>
</tr>
</tbody>
</table>

The lowest percentile median in Part II is sixty-five in social standards, while in Part I, self-adjustment, the lowest median was fifty, which was the norm of the division in nervous symptoms. The school relations scores were very high, with a median of ninety. In community relations the scores of the boys and girls were about the same, but in family relations the girls ranked higher in score. In order to meet the requirements for positive family relations, a child should feel that he is loved and wanted at home. He should be well treated at home and have a sense of security and self-respect in connection with the family members.
Family troubles also show marked influence upon the child's emotions and feelings of security. In Part I, self-adjustment, the feeling of belonging, and in Part II, social adjustment, family relations, the medians are about the same, which shows a correlation of the two.

School and community relations rank high as well as freedom from anti-social tendencies. The child's freedom from anti-social tendencies shows that he is not given to bullying, disobedience, constant quarreling, and does not destroy property. Neither is he unfair in his relations with others.

Discussion of social standards, a division of the social adjustment section of the test. -- The public has certain social standards that a socially effective person should meet. To analyze the differences indicated in the social standards division may aid in a better understanding of the pupils' idea of right and wrong. Table 9 indicates the answers given by these third-grade pupils on each of the questions in this part of the test.

A pupil who recognizes desirable social standards is the one who has come to know and understand the right of others. He appreciates the necessity of controlling and subordinating certain desires to the needs of the group. This pupil also understands what is regarded as being right and wrong.
Table 9

The responses of sixty-two third-grade pupils to questions asked in Section 2A, Social Standards, of the California Personality Test.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number giving each response</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should you mind your folks even when they are wrong?</td>
<td>42</td>
<td>62</td>
</tr>
<tr>
<td>Should children fight when people do not treat them right?</td>
<td>3</td>
<td>62</td>
</tr>
<tr>
<td>Is it all right to cheat if no one sees you?</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Should you mind your folks even if your friends tell you not to?</td>
<td>52</td>
<td>62</td>
</tr>
<tr>
<td>Should you keep things that you find?</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Should children be nice to people they don't like?</td>
<td>51</td>
<td>62</td>
</tr>
<tr>
<td>Do you need to thank everyone who helps you?</td>
<td>58</td>
<td>62</td>
</tr>
<tr>
<td>Is it all right to cry if you cannot have your own way?</td>
<td>8</td>
<td>62</td>
</tr>
</tbody>
</table>

Question 1 was: "Should you mind your folks even when they are wrong?" The correct answer should be "Yes."

Forty-two pupils answered correctly, and twenty, almost one-third of the group, answered "No." Some felt that one should obey only when the parents were in the right.

17 Ibid., p. 9.
The second question asked was "Should children fight when people do not treatment them right?" The answer to this question was correctly given by fifty-nine pupils, who answered "No." Three answered "Yes."

Question 3 was: "Is it all right to cheat if no one sees you?" The large number answering correctly on this question shows the knowledge of right and wrong. Sixty-one gave the correct "No" and only one answered "Yes."

To question 4, "Should you mind your folks even if your friends tell you not to?" fifty-two pupils gave the correct answer, "Yes." Ten answered "No." These ten showed a tendency to be easily influenced by the crowd of friends instead of doing as parents have told them.

Question 5 was: "Should you keep the things that you find?" This question, like question 3, was answered correctly ("No") by sixty-one, while only one answered "Yes." It was interesting to note in checking that the negative answers in these two questions were given by two little girls. One, a little Mexican girl, whose parents could neither read nor write English, said that it was right to cheat. The child was nine years old, with an I.Q. of 69.7. The other little girl who answered "No" to question 5 was one who was irregular in school. Her chronological age

---

18 Ibid.
19 Ibid.
20 Ibid.
21 Ibid.
was eight years, and her I. Q. was 71.8. She was one of a large family who lived in a tent and whose father was a P.W.A. worker. Both children were very poor, immature pupils who had few advantages. They made the lowest scores in the social vocabulary tests and low scores in the concepts tests, with personality scores of seventy-two and seventy-eight.

Question 6 was: "Should children be nice to people they don't like?" Fifty-one answered with a correct "Yes," while eleven answered "No," which indicated they saw no reason to have courteous manners.

"Do you need to thank everyone who helps you?" was question 7. Four pupils gave "No" as an answer, and fifty-eight gave the correct "Yes." The pupils did know the correct or polite thing to say when necessary.

Question 8 was: "Is it all right to cry if you cannot have your own way?" Eight gave wrong answers of "Yes" and fifty-four the correct "No" to this question.

Social standards are important to our social adjustment and personality. More effort should be placed on character building in our schools, with an emphasis placed upon right and wrong, so that each individual will know the factors of our social living.

22Ibid. 23Ibid. 24Ibid.
A summary of the class data collected in the California Personality Test. -- In order to compare the results of the parts of the California Personality Test, self-adjustment, social adjustment, and total adjustment, the summary information of the test is shown in Table 10. This table shows the actual score range and median, and also the percentile range, median and norm of the entire personality test.

TABLE 10

ACTUAL RANGE SCORES, MEDIANs, AND THE PERCENTILE RANGE, MEDIAN, AND NORM OF SELF-ADJUSTMENT, SOCIAL ADJUSTMENT, AND TOTAL ADJUSTMENT OF SIXTY-TWO THIRD-GRADE PUPILS

<table>
<thead>
<tr>
<th>Test</th>
<th>Actual Range</th>
<th>Score Median</th>
<th>Percentile Range</th>
<th>Median</th>
<th>Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-adjustment</td>
<td>17-47</td>
<td>35</td>
<td>5-99</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>33-48</td>
<td>42</td>
<td>35-99</td>
<td>85</td>
<td>50</td>
</tr>
<tr>
<td>Total adjustment</td>
<td>50-89</td>
<td>78.5</td>
<td>15-95</td>
<td>75</td>
<td>50</td>
</tr>
</tbody>
</table>

From the data on the test as shown in Table 10, it will be seen that there was a wider range of actual scores in the self-adjustment section than in social adjustment. In the social division the percentile median was also higher than that for self-adjustment. No child was in the ninety-nine percentile rank of total adjustment. This study of personality adjustment shows that more difficulties found are related to self than to social adjustment.
Personality test summary. -- The California Personality Test, a tool in solving personality problems, is an effective teacher's medium if wisely used in studying adjustment problems of pupils.

The majority of the sixty-two pupils were in the percentile rank of fifty or over, which indicated an average or above-average rating in personality adjustment.

Every child has certain basic needs and also many characteristics which distinguish him from other children. Because of individual and environmental differences, each person's reaction to a situation will vary.

The needs of each child must be studied from many angles and efforts made to aid his continuous development physically, mentally, socially, and emotionally.

Test scores of children from unbroken homes, broken homes, and army families. -- For a better understanding of the test results of the pupils in this study, group comparisons were made according to certain family status. The data in Table 11 indicate the tests and score ranges of the following groups: unbroken homes, broken homes, and army families.

It will be noted in Table 11 that the scores of the army children were as a whole better than those of the other two groups. In self-adjustment the range of scores was higher with the army pupils, but the unbroken home group
reached the same highest score; however, their lowest score was much lower. In the social adjustment part of the personality test, the broken home group had the best scores, with a top score of forty-eight. The army group's top score in social adjustment was forty-six and the unbroken home group's top score was forty-seven. The lowest score was thirty-three, three points lower than the other two groups, and was made by the unbroken home group.

TABLE 11
THE RANGE OF SCORES MADE ON TESTS ADMINISTERED TO GROUPS OF CHILDREN FROM THE UNBROKEN HOME, THE BROKEN HOME, AND THE ARMY FAMILY

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Unbroken Homes</th>
<th>Broken Homes</th>
<th>Army Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-adjustment</td>
<td>17-47</td>
<td>30-40</td>
<td>31-47</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>33-47</td>
<td>36-48</td>
<td>36-46</td>
</tr>
<tr>
<td>Total adjustment</td>
<td>50-89</td>
<td>73-86</td>
<td>72-86</td>
</tr>
<tr>
<td>Social vocabulary (Form B)</td>
<td>37-65</td>
<td>35-65</td>
<td>44-65</td>
</tr>
<tr>
<td>Social concepts (Form B)</td>
<td>4-113</td>
<td>41-114</td>
<td>4-115</td>
</tr>
</tbody>
</table>

In the score ranges of the total adjustment the lowest and highest scores were made by the unbroken home group, whose scores were 50 to 89. The lowest score was twenty-two points below that of the other two groups, but the highest
score was made by two pupils. In the review test in social vocabulary the army group had a range of 44-65, which was a higher low score than the other two groups, but all three made the same top score. This showed that the army children were more conscious of word associations than the other groups. In the social concepts review test, Form B, the unbroken home group and army group had the same low score of four. Since the writer knows the two pupils who made these low scores, knows of their wide experiences, advantages, abilities, and their outstanding grades made in all scholastic work, it is felt that these scores do not manifest their concepts but are due to confusion in placing the markings on the pictures. The highest score made on the concept test was made by an army child, which score was one point above the broken home group and two points above the unbroken home group. The broken home group score range was from forty-one to 114, which was a very good range in comparison with the other group of children.

In the comparison made of these three groups the army children have shown the ability to adjust themselves to new conditions and environment. The study indicates that the group of children from broken homes, too, have been able to meet their present situation, so far, without too much harm being done to meeting the requirements for their personalities and social adaptability. This group may be an exception to the average, for the number from the broken home
was 16.39 per cent of the group of sixty-one children studied. The unbroken home group discloses facts which show that many personality problems and social meanings problems, as well as social adjustment difficulties, can and do arise in homes of normal conditions, where parent relations have not been broken. The study indicates that personality limitations do not follow, because homes are broken, the children are moved from place to place, or the homes are normal.

A comparison of scores of three groups according to home ownership. -- In the study of social concepts and personality, the family information questionnaire data revealed that thirty-four, or 55.73 per cent, of the families rented homes; twenty-two, or 36.06 per cent, owned homes; three families, or 4.91 per cent, lived in tents; and two families, or 3.27 per cent, lived in trailers. Table 12 shows the collected data on scores and class medians of the third-grade pupils in tests of the personality divisions of self-adjustment, social adjustment, total adjustment, social vocabulary review test (Form B), and social concepts test (Form B), of pupils from family groups divided as follows: (1) home owned, (2) home rented, and (3) tent or trailer home.

The environment of the group of pupils studied was not static, but a very busy, changing, and moving one. Since
Mineral Wells was the nearest town to Camp Wolters, and since Travis Elementary School was the nearest and most convenient school, it was logical for many of the army people to live in this school area. Some of the camp workers and many army officers lived in this district and were able to afford the better homes of this section of town. As a rule, those groups that own homes show a higher economic status than other groups, but this was not true in this study because the army families and their experiences, advantages, economic conditions, and social standards brought the rented home group to a higher level.

### TABLE 12

THE SCORE RANGE, AND CLASS MEDIAN IN SELF, SOCIAL, AND TOTAL ADJUSTMENT OF THE PERSONALITY TEST, AND THE SOCIAL VOCABULARY AND CONCEPTS TESTS, FORM B, FROM HOME OWNED, HOME RENTED, AND TENT OR TRAILER HOME GROUPS

<table>
<thead>
<tr>
<th>Name of test</th>
<th>Score Range</th>
<th>Class Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home Owned</td>
<td>Home Rented</td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td>Group</td>
</tr>
<tr>
<td>Self-adjustment</td>
<td>17-44</td>
<td>26-47</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>33-47</td>
<td>35-48</td>
</tr>
<tr>
<td>Total adjustment</td>
<td>50-89</td>
<td>68-88</td>
</tr>
<tr>
<td>Social vocabulary (Form B)</td>
<td>35-65</td>
<td>42-65</td>
</tr>
<tr>
<td>Social concepts (Form B)</td>
<td>18-110</td>
<td>4-115</td>
</tr>
</tbody>
</table>
The higher scores of the group that lived in tents and trailer houses were made by army children. The shortage of available houses to accommodate the large number of army families and other newcomers made it necessary for some to live in trailer houses. The scores as a whole for the home owned group in all tests are below that of the other two groups. However, two boys from this home owned group made the two highest scores in total personality adjustment tests. These boys were also, as is seen in Table 11, from the unbroken home group. The home rented group has the lowest as well as the highest social concepts scores. As discussed and as seen in Table 11, the lowest scores were made by children from an unbroken home, and from the army, both bright pupils who lived in rented homes. The reason for the low scores made has been previously discussed under the discussion of social concepts scores as shown in Table 11.

The conditions under which this study was made were not usual and normal. The family status of groups studied was varied; personalities, social experiences, and abilities were all of a wide range. Conditions and some factors that, as previous studies have shown, do affect personalities and social concepts have not seemed important in their influence on basic traits that affect the social adjustment of these children.

It gratifies the writer, however, to know that the
children in this defense area are adjusting to the needs of the time, and so far have shown a normal attitude toward the war as it affects their lives.

Relationship of Social Concepts and Personality Adjustment

Comparison of results of social concepts and personality tests. -- In the study of individuals one must deal with the process of growth and change in body, mind, and personality. Mental growth implies change in concepts, ideas, powers of discrimination, and in the ability to apply meanings out of old and new experiences. Growth and change affect social concepts and personality which are integrated.

In the book Guiding Child Development in the Elementary Schools, by Freeman Glenn Macomber, the writer states the importance of social thinking or concepts and adjustment, as well as personality development in a democratic school program.

The chief purpose of the school is to develop on the part of its pupils the capacity for effective living in a democratic, complex, and highly dynamic society, a society in an age of power. Social and personal integration is now conceived to be the end of the educative process. Stated simply, this means the developing of individuals capable of effective participation in our society with benefit to both the individual and the social order. If our democratic civilization is to be perpetuated and improved, it is essential that there be a certain commonness of ideals and purposes among its members. Otherwise there will be a tendency toward disintegration rather
than integration. Also, if individuals are to live reasonably happy and worth-while lives, they must develop ways of thinking and of acting in harmony with the nature and needs of the social order in which they live.25

The testing program, designed to determine concepts and personality development of the pupils, proved a very potent factor in providing a better understanding of each individual's needs and weaknesses. The importance of the tests for guidance and remedial purposes in the study of mental, social, and personality development, in school programs are becoming more accepted by school authorities, child guidance leaders, health nurses, and psychologists.

In summarizing all the tests administered, there was only one test in which the highest possible score was made, that of the social vocabulary Form A. Here two pupils made the score of sixty-seven. These two pupils, contrary to the majority of those making high vocabulary scores, made below the median score in personality, but above the median in social concepts. The I.Q.'s of these pupils were 105 and 107, both above the class median I.Q. of 94.9, and in the higher percentile rank. It seemed apparent from the study of all these pupils that high mental ability, social vocabularies and concepts are related. This was true with few exceptions which could be accounted for in the fact that the pupils who digressed from the norm somehow were confused in

placing the letters in correct position on pictures, and so had to be scored wrong.

In order to compare the results of the social concepts and personality tests given, a summary table shows the number of pupils who took each test, the highest possible score, the class median, and the range of scores on each test.

Table 13 shows the comparative data of the social concepts test, Forms A and B, and the personality tests.

**TABLE 13**

**THE POSSIBLE SCORE ON EACH TEST AND THE CLASS MEDIAN AND RANGE OF SCORES MADE BY THE PUPILS**

<table>
<thead>
<tr>
<th>Name of test</th>
<th>Number of Pupils</th>
<th>Possible Score</th>
<th>Class Median</th>
<th>Range of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>62</td>
<td>96</td>
<td>79</td>
<td>50-89</td>
</tr>
<tr>
<td>Social concepts, Form A</td>
<td>51</td>
<td>134</td>
<td>84</td>
<td>15-115</td>
</tr>
<tr>
<td>Social concepts, Form B</td>
<td>51</td>
<td>134</td>
<td>92</td>
<td>4-115</td>
</tr>
</tbody>
</table>

In comparison, the personality scores of the sixty-two pupils tested were higher than those of fifty-one pupils on the social concepts test. The errors in concepts scores of the pupils were possible for three reasons: (1) the lack of wide experience and social contacts of some of these pupils, (2) weakness in the teaching program on certain subjects, and (3) confusion of some pupils in placing of letters on pictures.
to identify certain concepts. The majority of the pupils possessed many nervous traits, and the lack of high scores in self-adjustment lowered their total adjustment scores. In school relations the scores were all high.

It seems reasonable to assume from this study that the major personality problems lay within the individual and concern emotional and self-adjustment instead of social adjustment problems.

Relationship of social concepts and personality. -- Personality, the sum total of our behavior, attitudes and beliefs, should be related to our social concepts, for the concepts of an individual certainly are potent factors in the guiding and adjusting of one in harmonious living. This study showed some relation, although scores in personality were higher in proportion to those in social concepts.

Physical, mental, emotional, and social needs should be met in order for an individual to make complete adjustment to life situations. To meet these needs, one's way of thinking, one's interpretation of facts and problems or simply one's concepts are essentially important to personality. The school teachers, who help mold the character, concepts, and personalities of the youths of today, must be prepared fully to study and help build strong, clear-thinking, intelligent individuals, who will be the future leaders of our country.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In this study to determine the relationship of social concepts and personality in the third grade of Travis Elementary School, Mineral Wells, Texas, the following conclusions were reached:

1. Environment and family status affect the social concepts of third-grade children.

2. The intelligence quotient affects the social concepts. Children with high or normal I.Q.'s have fewer misconceptions than those with low I.Q.'s.

3. Third-grade children possess few errors in social vocabularies, but many wrong concepts of words of social connotation.

4. More errors were found in interpreting concepts dealing with (1) nature, (2) plants, and (3) holidays, great people, and distant lands, than in any other concepts tested.

5. Personalities of children vary with each individual. Experiences, opportunities, and environmental conditions are factors which affect personalities and the ability of one to adjust to the social needs.
6. Health and physical fitness provide important assets in personality and adjustment. Many children possess nervous tendencies which should be studied and corrected.

7. Personality and social concepts are related to a certain extent, insofar as the writer was able to determine through this study by tests, observation, records, conferences, and questionnaires.

Recommendations

The teacher of today in his efforts to develop in each individual a well-rounded and adjustable personality that can meet the needs and obligations of this changing democratic way of life must study the personality and social concepts of each child. In addition to studying and meeting the needs of each child, the teacher must realize that he plays an important role in forming that accepted personality of the child by his own personality and attitude toward each pupil.

A better testing program should be developed to be used as a tool (1) in determining the social concepts of pupils, and (2) in organizing and planning school programs so as to eliminate the misconceptions. It is the duty of our educational institutions in this time of unrest and in a changing world, to guide the formation of proper concepts.

Since personality and social concepts are somewhat related, the personality of each child should be tested early in the school year, in order to build a more fitting program
around which those personality deficiencies may be corrected or aided.

It is recommended that teachers study the needs of each individual pupil and endeavor to give him such training as will fit him to adjust himself intelligently to the demands of today.

In *Personality Adjustment of the Elementary School Child*, Fifteenth Yearbook of the National Elementary Principals, it is stated that "from the studies reviewed here, and many others of similar character, it is apparent that research in personal and social adjustment thus far leaves much to be desired." The statement is still true, and there are many fields of work yet unexplored in research studies of personality and social problems. Many valuable factors have been developed, but many influences are still waiting to be studied and related to a happy, healthier, and more effective personality to meet the personal, social, and economic needs of our democratic society.

---

1 *Personality Adjustment of the Elementary School Child*, Fifteenth Yearbook of the National Elementary Principals, p. 612.
Form A

SOCIAL INFORMATION TEST

--- för ---

GRADES I, II, III

CHILDREN’S MATERIAL

Name ____________________________

Age ____________________________ Grade ____________________________

School __________________________ Date ____________________________
Test 2 - Food, Clothing, Shelter - Form A
Test 3 - Occupations - Form A
Test 4 - Animals, Insects, Birds - Form A
Test 5-Trees, Flowers, Plants, Seasons—Form a
Test 6-Travel-Form A
Test 7—Holidays, Great People, Distant Lands  Form A
SOCIAL INFORMATION TEST
-- for --

GRADES I, II, III

CHILDREN'S MATERIAL

Name ____________________________
Age _______________ Grade _______________
School ____________________________ Date _______________
Test 1-Home Life-Form B
Test 2 - Food, Clothing, Shelter - Form B
Test 3 - Occupations - Form B
Test 4: Animals, Insects, Birds—Form B
Test 5-Trees, Flowers, Plants, Seasons-Form B
Test 6 - Travel - Form B
Test 7-Holidays, Great People, Distant Lands-Form B
BIBLIOGRAPHY

Books


Yeager, William A., Home-School-Community Relations, Published in Pittsburgh, Pennsylvania, and Distributed by the University of Pittsburgh Book Store, 1939.

Articles


Robertson, Wanda, "Knowing Children at School," Childhood Education, XV (October, 1938), 64-68.