A COMPARATIVE STUDY OF THE PERSONALITY OF FRESHMAN WOMEN AND SENIOR WOMEN IN NORTH TEXAS STATE TEACHERS COLLEGE

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

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CHAPTER I

INTRODUCTION

Personality is usually spoken of in connection with the social self and general social effectiveness. It is perhaps the most undefinable, intangible factor in human life. 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. For this study personality is defined as self and social adjustment: self adjustment, based on feelings of personal security; and social adjustment, based on feelings of social security.¹

Personality represents the expanding and differentiating total behavior of the individual. In its broadest sense, it refers to all behavior, or to the undifferentiated behavior of the individual.²

Personality is the more or less organized ideas, attitudes, traits, and habits which an individual has built upon


²Thomas L. Hopkins, Integration, Its Meaning and Application, p. 10.
into roles for dealing with others, and with himself. These roles, with their supporting ideas, attitudes, traits, and habits, grow out of the individual's participation in various groups; and his roles in turn serve to give him a certain standing or status with his fellows.3

Purpose of the Study

The major purposes of this study are (1) to reveal by means of comparison the extent to which the college freshman and college senior woman is adjusting to the problems and conditions which confront her and the extent to which she is developing a normal, happy, and socially effective personality; (2) to interpret rightly the data collected from the group studies in order that plans for personality improvements may be made, and to offer a working basis for guidance in personality development; and (3) to study the social and economic factors concerning their home background the year preceding their entrance into the college, and to discover the effect, if any, upon the personal and social adjustment of each group.

Instruments Used in Securing the Data

The data used in this investigation were taken from the following sources: (1) first test, Sims Score Card4 for

3Kimball Young, Personality and Problems of Adjustment, p. 3.

4Verber M. Sims, Score Card for Determining Socio-Economic Status.
determining socio-economic status, was given for the purpose of providing a simple, convenient, and objective device for ascertaining and recording the general cultural, social, and economic background furnished by the homes of the group; and (2) second test, the California Test of Personality, Adult Form A, was given for the purpose of providing means of determining a profile of personal and social adjustment of the groups. The profile is divided into two sections. Section I consists of self-adjustment components. They indicate how the individual feels and thinks about himself, his self-reliance, his estimate of his own worth, his sense of personal freedom, his feeling of belonging, his withdrawing tendencies, and his nervous symptoms. Section II consists of social-adjustment components. They indicate the individual's knowledge of social standards, his social skills, his freedom from anti-social tendencies, and community relationships.

An evaluation of these components of the two sections tells whether or not the individual's basic drives are being met by an atmosphere of security, and whether or not he is developing a balanced sense of self-realization. In agreement with the universally accepted importance of a well-adjusted personality, this profile is admittedly devised to

show in graph form (see Appendix) when adjustment in the different situations is normal, or when it is abnormal to the extent that there is real danger to the individual.

The 180 items, giving evidence of how the adults feel, think, and act regarding a wide variety of situations which vitally affect them as individuals or as members of groups, are carefully validated in the "yes-no" responses of the individuals. The coefficients of reliability are: Total Adjustment, .918; Self-Adjustment, .888; and Social Adjustment, .898. The scoring is objective (see Appendix).

Methods of Collecting Data

In the comparative study of these students, one hundred girls were used. There were fifty freshman girls and an equal number of senior girls chosen alphabetically from the files in the offices of the girls' dormitories, Terrill and Marquis Halls. This group of students was called together in smaller groups and given the Sims Score Card\(^6\) for determining socio-economic status. After this test was completed, the California Test of Personality, Adult Form A,\(^7\) was passed out for each student to complete. The time required for finishing both tests ranged from forty-five minutes to one and one-half hours. The information gathered from these tests served as a basis for the consideration contained in this study.

\(^6\)Verber M. Sims, Score Card for Determining Socio-Economic Status.

\(^7\)Thorpe, Clark, and Tieg, Manual of Directions, p. 1.
Organization of Data

The reports of the various steps taken in this study, together with the conclusions and recommendations, will be organized and presented in subsequent chapters as follows: a comparison of freshman and senior women on the basis of socio-economic status and personality development will be presented in Chapter II. Case studies, or personality studies, will be made of ten students, five freshmen and five senior girls, who deviated sharply to the right or left of the norm, will be analyzed, and will be presented in Chapter III. The significant conclusions, together with the recommendations, will be organized and presented in the final chapter of the thesis.

Related Studies in This Field

A large number of studies have been made dealing with some environmental factors associated with pupil maladjustment. A few of the comparatively recent ones will be reported.

A study is reported on environmental factors and their relation to the social adjustment of 120 well-adjusted high school students in Boston. It is included here because it is considered that evidence of early maladjustments would be manifest or at least discernible in students of this age.

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8D. A. Thomas and F. S. Johnson, "Environmental Factors and Their Relations to Social Adjustment," Mental Hygiene, XXIII (July, 1939), 379-413.
The selection of the students from three upper classes was based upon the collective opinion of the high school teachers and the records of scholastic achievement and extra-curricular activities of the students. The subjects were studied from the social, the psychological, and psychiatric points of view. The authors attempted to draw no conclusions, but significant findings were as follows: Physical conditions surrounding the majority of these well-adjusted children were far above the average. As a group, the parents were well-educated; all but six of the fathers were gainfully employed, with the majority in the higher levels of the occupational scale. There were relatively few unhappy marriages, and the parents themselves, as a group, had good health. It appeared that the parents had relatively few marked personality deviations, and extroverted tendencies were much in evidence. With four exceptions, both mothers and fathers enjoyed a variety of outside interests. Forty-eight per cent attended church regularly, and five per cent not at all. The children enjoyed unusually good health during childhood, made normal progress at school, and were active in a variety of organizations. Eighty-one per cent had been well socialized in childhood and had many friends of their own age; they had diverse interests and hobbies. The average number of children per family was 2.93. Eight boys and girls were only children. There was nothing significant in the ordinal
position of the children included in the study. The intelligence quotients as a whole were above the average. There were adverse factors in spite of which certain individuals were able to achieve a sufficiently satisfactory level of adjustment to be included in the group: fourteen had poor homes and poor neighborhoods, and sixteen had insufficient incomes; whereas nine intelligence quotients were well below one hundred. No definite conclusions were drawn, but the positive influence of a healthy environment on social adjustment was stressed.

Karl F. Nolte\(^9\) reports an intensive study of pupil personnel in the Hibbing, Minnesota, public school system, covering a period of three years. The Boynton B. P. C. Personal Inventory was given to 917 pupils for the purpose of detecting personality, scholastic, and conduct abnormalities. Fifty-two pupils, where findings were of a certain nature, were then selected for further intensive study. Complete case studies, based on the Torgenson Diagnosis of Pupil Maladjustment, revealed that about three fourths of the fifty-two pupils selected by the Boynton Inventory were maladjusted. Causes of maladjustment were principally low intelligence, poor home environment, and physical deficiency. Inadequate home environment was a serious handicap in one third of the

cases. These inadequacies were due to unwholesome environmental conditions, marital discord, limited use of English in the home, and the existence of few or no cultural interests. Weaknesses of the home were invariably reflected on the children.

Cecilia Pisula\textsuperscript{10} reports a study devoted to an investigation of the behavior problems of a group of children of the higher socio-economic group. Fifty case histories of children from "comfortable" homes were selected from the files of the Washington Child Guidance Clinic in Pittsburgh, Pennsylvania. To stress the factor of socio-economic status, a control group of the same number of children from "dependent" homes was selected from the same source. The classification of socio-economic status was determined by a scale devised by Mary Augusta Clark, of the Commonwealth Fund Statistical Service. The children were matched for sex and age. There were twenty-two girls and seventy-eight boys, with sixty per cent of them ranging in age from eight to sixteen years at the time they were referred to the clinic. The 355 behavior problems presented by the children were classified in four categories as (1) habit problems, (2) aggressive personality problems, (3) submissive personality problems, and (4) educational difficulties. The conclusions were that the two groups were very much alike in the distribution of faulty habits; more aggressive personality

\textsuperscript{10}"Behavior Problems of Children from High and Low Socio-Economic Groups," \textit{Mental Hygiene}, XXI (July, 1937), 455-457.
problems, such as stealing, truancy, and lying, seemed to come from the control group; "comfortable" homes showed more submissive personality problems and more educational difficulties.

Nina A. Ridenour\textsuperscript{11} made a study of the background of withdrawing children in an effort to discover what factors in the backgrounds of children appear to be related to withdrawing tendencies. The cause-and-effect relationship between background and personality was accepted as a necessary assumption. The backgrounds of thirty children representing problems of withdrawing and group adjustment were intensively analyzed and compared with the backgrounds of another thirty children who were adjusting well to the group and showing no withdrawing tendencies. The material was taken from the case records of the Bemis Taylor Foundation Child Guidance Clinic in Colorado Springs, Colorado, where the author was a psychologist.

It was found that although there were approximately an equal number of broken homes in each group, many more homes in the withdrawing group had been broken by divorce, desertion, or separation than in the control group. There were more homes with superior cultural advantages and more wealth among the withdrawing group but an equal amount of poverty. Eighteen of the children in the withdrawing group had poor

\textsuperscript{11} "A Study of the Background of Withdrawing Children," 
health or histories of poor health, on contrast to five in the control group. In eight of the homes of the withdrawing group, but in none of the control group, both parents were described as being non-social. Thirty-nine parents in twenty-four homes of the withdrawing group were either non-social, neurotic, or immoral, whereas in the control group there were ten parents in eight homes. These findings indicate a very definite correlation between background and adjustment.

In 1934 James F. Bursh\(^1\) made a study dealing with some environmental factors associated with pupil maladjustment in the Sacramento City Schools. His purpose was to inform teachers, principals, and citizens generally concerning conditions under which children who are poorly adjusted to the school program live. He found significant relationships between crowded living conditions and maladjustment at school. He found that low mentality alone is not significantly related to school maladjustment -- that factors other than lack of ability may be largely responsible. His analysis showed that maladjustment begins early and is learned by the same gradual process that governs any other sort of learning, in school or out. The occupational status of the father showed definite relation to maladjustment; sixty-seven per cent were unskilled laborers; six per cent, semi-skilled;

\(^1\)"Home and Community Conditions Related to Pupil Maladjustment," *National Elementary Principal*, XV (July, 1936), 320-323.
sixteen per cent, skilled; eight per cent, clerical and semi-skilled; and three per cent were professional workers. It was found that ninety per cent of the families in which maladjustments occurred on the part of the children had inadequate or irregular incomes. As to the size of family, he reported 1.8 school children in the average Sacramento family, whereas the maladjusted children came from families averaging 2.5 pupils enrolled in school. As to health, he found that five per cent of the total school enrollment was ten per cent or more underweight, and thirty-five per cent of the seriously maladjusted children were in this group. Welfare workers reported almost total lack of regular family life. Bursh concluded that unstable and disorganized family life has evident bearing on school adjustment.

Maurice Risen\textsuperscript{13} undertook to find out to what extent the lack of one or both parents in the home is a vital factor in school progress. The children, who were of junior high school age, filled out questionnaires, and of the 1,625 filled out, 235 reported the absence of one or both parents. This latter group was then compared with the remainder of the pupils in respect to eight factors as follows: intelligence quotient of each child, amount of over-ageness for grade, marks in cooperation assigned by teachers, number of failures, number of pupils who obtained scholastic honors, histories of

\textsuperscript{13}"Relation of Lack of One or Both Parents to School Progress," \textit{Elementary School Journal}, XXXIX (March, 1939), 528-531.
maladjustment cases handled by school counselors, number of pupils elected to school-government offices, and the number of reported physical defects. His findings led him to conclude that there appears to be some relation between retarded school progress and lack of a parent in the home. The lack of one or both parents appears to affect unfavorably every factor mentioned above.

Six previous studies related to the present investigation have been summarized. All deal with some environmental factors associated with pupil maladjustment and their relationship between background and personality. All deal with factors related to various phases of child success. Five stress the positive influence of a healthy home environment, and none deny its importance to child adjustment. Four of these studies report a definite relationship between the occupational status of the father and adjustment of the children. Five mention health as a significant factor, while one did not find it so. Two found maladjusted children coming from families with more children, and two report "only children" among the well-adjusted. Four studies report unstable home conditions as affecting child adjustment adversely; one mentions stable home conditions as conducive to child adjustment; and one specifies that it is not the number of broken homes but the number broken by divorce, desertion, or separation, that affects children unfavorably. These findings
indicate a definite influence by the home upon the background and adjustment of children.
CHAPTER II

A COMPARISON OF FRESHMAN AND SENIOR WOMEN
ON THE BASIS OF SOCIO-ECONOMIC STATUS
AND PERSONALITY DEVELOPMENT

Everything that causes unwholesome social life, or has an unwholesome personality effect, makes successful home and family life difficult.¹

Social conditions can be improved by the families of the nation themselves, as groups or as units, demanding and getting more service from the community, the state, and the nation. Healthful family life provides a situation where each member attains social and individual success in living.²

Home Background of the Students

In investigating the social and economic status of the students, it may be well to begin with a brief study of the home factors which tend to affect their status on the campus.

A consideration of their fathers' occupations shows that

¹Earnest Rutherford Groves, Social Problems and Education, p. 179.
they may logically be classified into five groups,\(^3\) listed briefly as follows:

Group I. Professional men, proprietors of large businesses, and higher executives.

Group II. Commercial service, clerical service, large land owners, managerial service of a lower order than in Group I, and business proprietors employing from five to ten men.

Group III. Artisan proprietors, petty officials, printing trade employees, skilled laborers with some managerial responsibility, shop owners, and business proprietors employing from one to five men.

Group IV. Skilled laborers, building trades, transportation trades, manufacturing trades involving skilled labor, personal service, and small shop owners doing their own work.

Group V. Unskilled laborers, common laborers, and varied employment.

Typical occupations of these groups are herewith illustrated:

Group I. Professional men like architects, authors, artists, college teachers, college administrators, dentists, editors of large papers, inventors, journalists, lawyers, and physicians.

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\(^3\)Verner M. Sims, Manual of Directions for the Sims Score Card for Determining Socio-Economic Status, p. 9.
Group II. Accountants, bookkeepers, cashiers, large-scale farmers, high school teachers, musicians, managers of small corporations, and assistants in government employment.

Group III. Farmers, bankers, barbers, cleaners and dyers, tailors, plumbers, cloggers, clerks in stores, foremen, railroad conductors and engineers, shop inspectors, linotypists, detectives, mail clerks, police sergeants, fire captains, etc.

Group IV. Chefs, carpenters, cooks, electricians, locksmiths, janitors, policemen, tenants, sailors, tinsmiths, and small shop owners employing no help.

Group V. Drivers, bootblacks, delivery men, fish peddlers, suit pressers, and all common labor.

Data in Table 1 show the occupations of the parents of the students investigated. Ten of the students' fathers were deceased, four of the senior group and six of the freshman group.

The largest group of students classified their parents as coming under Group III. The majority of these were farmers. The data show that the largest number of students making the lowest score in their total adjustment in the California Test of Personality were classified under the fathers in Group II. The majority in this group came under the commercial service type. This information shows that the largest number of students making the highest score in their total adjustment were classed in Group III. The majority of the fathers were farmers by occupation.
TABLE 1

THE DISTRIBUTION OF FATHERS' OCCUPATIONS AMONG THE FIVE GROUPS

<table>
<thead>
<tr>
<th>Students</th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Group IV</th>
<th>Group V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman group</td>
<td>7</td>
<td>13</td>
<td>22</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Senior group</td>
<td>7</td>
<td>17</td>
<td>19</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>30</td>
<td>41</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

In the study of the homes of the students concerned in this investigation, it was discovered that the greatest number of students were from families consisting of three members. Thirty-three of the students had no brothers or sisters. It is interesting to find that the students rating the highest in their total adjustment are classified as coming under families consisting of three members, in both freshman and senior groups. The data contained in Table 2 show that there were five students whose families consisted of two persons. This was due to the fact that the fathers of two members of this group had died, and the other three students' parents had separated. Again we find that the greatest number of students whose total adjustment score is below the norm come under the families consisting of two persons. These data in Table 2 show that the size of the
TABLE 2
THE NUMBER OF PERSONS IN THE FAMILIES OF THE STUDENTS

<table>
<thead>
<tr>
<th>Students</th>
<th>Number of Persons in Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Freshman group</td>
<td>2</td>
</tr>
<tr>
<td>Senior group</td>
<td>3</td>
</tr>
<tr>
<td>Total.........</td>
<td>5</td>
</tr>
</tbody>
</table>

family is an index of the social and economic status of the homes, and that the impact and interaction of environmental factors with individual needs and desires create some adjustment problems.

The next item investigated which threw some light on the home background of the students will be considered in Table 3.

The data in Table 3 show that the size of the home is perhaps some index to the financial status of the family. The greatest number of students whose total adjustment score in the California Test of Personality ranked below the norm for the freshman group lived in homes consisting of six and eight rooms. Only one of the freshman group lived in a twelve-room house, and her total adjustment score was sixty. The greatest number of this group whose total adjustment
TABLE 3
THE NUMBER OF ROOMS IN THE HOMES OF THE STUDENTS

<table>
<thead>
<tr>
<th>Students</th>
<th>Number of Rooms in Homes of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Freshman group...</td>
<td>1</td>
</tr>
<tr>
<td>Senior group...</td>
<td>1</td>
</tr>
<tr>
<td>Total...</td>
<td>1</td>
</tr>
</tbody>
</table>

score ranked above the norm (fifty) lived in seven and nine room houses.

A majority of the senior group whose total adjustment score was below the norm lived in homes consisting of six and eight room houses. The greatest number of the senior students ranking above the norm in their total adjustment lived in eight and nine room houses. However, there are no definite data which show that the size of the home affects the personal and social adjustment of the students on the campus.

Table 4 indicates that twenty-seven of the students, sixteen freshmen and eleven seniors, spend their summers away from home. Many of the students said that their families
were not financially able to spend the summers away from home.

**TABLE 4**

**THE NUMBER OF STUDENTS IN EACH GROUP WHO SPEND THEIR SUMMERS AT HOME AND THE NUMBER IN EACH GROUP WHO SPEND THEIR SUMMERS AWAY FROM HOME**

<table>
<thead>
<tr>
<th>Students</th>
<th>At Home</th>
<th>Away from Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman group</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>Senior group</td>
<td>39</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

Table 5 considers the frequency with which the students consult their dentists. It is evident that five of the group who said they never visit their dentist score above the norm in their total adjustment. Forty-nine of the students visit their dentist when needed. There are no definite data which show that the visits to the dentist affect the personal and social adjustment of the students.
Eighty-two of the students have rooms in which they can study alone. Fifty-two of this group said their roommates made them nervous at times, especially when they tried to study in their rooms in the dormitory. This information was gathered in personal interviews with the students and shows some failure in the social adjustment of the students after coming to college. Table 6 presents the above-mentioned data.
Table 6 shows the number of magazines which came regularly to the students' homes.

It is apparent from this table that the majority of the homes investigated were supplied with literature of this type. Four of the freshmen and one of the seniors did not receive a single magazine in their homes. It is evident from the profiles examined that four of the group are below the norm in their total adjustment score. This information is an index to the cultural background of the students.
TABLE 7
THE NUMBER OF MAGAZINES REGULARLY RECEIVED IN HOMES OF THE STUDENTS

<table>
<thead>
<tr>
<th>Students</th>
<th>Magazines Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Freshman group....</td>
<td>3</td>
</tr>
<tr>
<td>Senior group......</td>
<td>3</td>
</tr>
<tr>
<td>Total.............</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 8 considers the distribution of the servants in the homes of the students. Only eleven of the students claimed to have full-time servants in their homes. Forty-nine had part-time servants in their homes. Forty of the students investigated claimed that their parents were not financially able to employ even a part-time servant. It is interesting to note that out of this group whose parents did not have servants the students were better adjusted to their room-mates in the dormitory. Each girl felt the responsibility of helping her room-mate in keeping the room clean and orderly. On the average the students whose parents were not financially able to afford servants in the homes ranked the highest in the California Test of Personality on their personal and social adjustment.
Table 9 considers the educational preparation of the parents of the students investigated in this study. Seventy-seven of the students' fathers had gone through high school, and also seventy-nine of the students' mothers had gone through high school. The greatest number of students whose social adjustment ranked in the highest score came from homes where the parents had attended college. Fifty fathers and fifty-three mothers were members of this group. Hence a definite positive relationship seems to have existed between the social adjustment of the students and the educational status of their parents.
TABLE 9
EDUCATIONAL PREPARATION OF PARENTS
OF THE STUDENTS INVESTIGATED

<table>
<thead>
<tr>
<th>Students</th>
<th>Education of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School</td>
</tr>
<tr>
<td></td>
<td>Father</td>
</tr>
<tr>
<td>Freshman group...</td>
<td>34</td>
</tr>
<tr>
<td>Senior group......</td>
<td>43</td>
</tr>
<tr>
<td>Total.............</td>
<td>77</td>
</tr>
</tbody>
</table>

Table 10 considers the number of students participating in some type of club work before and after entering the North Texas State Texas State Teachers College. It was discovered that twenty-six freshmen had participated in club activities while in high school and twenty-four students had not belonged to any type of club activities. It is apparent from the completed profiles of the California Test of Personality, given to the fifty freshman students, that thirty of this group fell below the norm in their total adjustment scores. From the information given in Table 10 it was found that the greatest number of freshmen ranking the highest in their total scores in personal and social adjustment came under active club workers while in high school.
TABLE 10
PARTICIPATION OF STUDENTS IN CLUB ACTIVITIES

<table>
<thead>
<tr>
<th>Students</th>
<th>Club Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School</td>
<td>College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td>Non-Member</td>
<td>Member</td>
</tr>
<tr>
<td>Freshman group</td>
<td>26</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Senior group......</td>
<td>24</td>
<td>26</td>
<td>39</td>
</tr>
<tr>
<td>Total......</td>
<td>50</td>
<td>50</td>
<td>61</td>
</tr>
</tbody>
</table>

Approximately one half of the senior group had participated in some phase of club activities while in high school. It was found that thirty-nine of the senior group and twenty-two of the freshmen had participated in some kind of club activities while on the campus.

In the data gathered from the students in personal interviews, it was discovered that there are a number of significant factors to be considered which might explain why a greater number of the two groups had not participated in some type of club activities on the college campus.

Again, it is interesting to note that the largest number of senior students ranking the highest in their total adjustment scores came under the class of active club members.
Some of the senior students above mentioned are serving as officers in their respective club organizations on the college campus. The data in Table 10 favor club activities for college students.

**Personality Development of the Students**

An examination of the completed profiles for the freshman and senior students reveals the fact that the need for assistance in improving personality and social adjustment is not restricted to a few; instead, the impact and interaction of environmental factors with individual needs and desires create some adjustment problems for all.\(^4\)

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. Each component (self-reliance, for instance) is composed of fifteen questions of a personal nature that yield evidences of the presence or absence of an adjustment problem of the particular kind being considered. From the profile the examiner first discovers the components, if any, in which a given individual deviates seriously from people in general; such components may next be examined to discover specific answers which reveal lack of adjustment.\(^5\)

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\(^4\)Thorpe, Clark, and Tiegs, Manual of Directions, California Test of Personality, Adult Series, p. 5.

\(^5\)Ibid.
In general, study of the profile consists of determining the specific items of each of the above components which are giving difficulty. These difficulties may then be treated as specific adjustment problems.

From the data found in Table 11, the comparison of the total number of freshman and senior students was made. It shows the total number of fifty freshman students and fifty senior students who have certain percentile rankings on each item of the personality test, and also shows the median percentile ranking of each group on each item.

In Section I, self-adjustment, the freshman group shows a median percentile rank of 34.3, and the senior group shows a median percentile rank of 37.8. Since the norm for this group test in personal and social adjustment is fifty, the freshman group deviates 15.7 percentile points below the norm and the senior group deviates 12.2 percentile points below the norm. In the item, self-reliance, the freshman group rests on the low percentile rank of 8.5, which is 41.5 below the norm, while the senior group rises to 46.6 percentile points. In sense of personal worth, the rank of the freshman group rests on 68.9, while the senior group rises above the norm by 21.1 percentile points, showing that a favorable adjustment has been made for this feature of the personality total. In sense of personal freedom, the freshman group rises slightly above the norm with a rank of 57.1, and the senior group rises above by 15.0 percentile points.
TABLE 11
THE NUMBER OF FRESHMAN AND SENIOR STUDENTS FALLING IN THE PERCENTILE CLASS INTERVALS ON EACH ITEM OF THE PERSONALITY TEST, AND THE MEDIAN PERCENTILE RANK OF EACH GROUP ON EACH ITEM

<table>
<thead>
<tr>
<th>Phases of the Personality Test</th>
<th>Percentile Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>to</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Students*</td>
<td>F</td>
</tr>
<tr>
<td>Self-adjustment...</td>
<td>1</td>
</tr>
<tr>
<td>Self-reliance...</td>
<td>8</td>
</tr>
<tr>
<td>Sense of personal worth.......</td>
<td>1</td>
</tr>
<tr>
<td>Sense of personal freedom.....</td>
<td>1</td>
</tr>
<tr>
<td>Feeling of belonging.........</td>
<td>4</td>
</tr>
<tr>
<td>Freedom from withdrawing tendency.</td>
<td>2</td>
</tr>
<tr>
<td>Freedom from nervous symptoms.</td>
<td>2</td>
</tr>
<tr>
<td>Social adjustment...</td>
<td>1</td>
</tr>
<tr>
<td>Social standards...</td>
<td>1</td>
</tr>
<tr>
<td>Social skills.....</td>
<td>1</td>
</tr>
<tr>
<td>Freedom from antisocial tendencies</td>
<td>6</td>
</tr>
<tr>
<td>Family relations...</td>
<td>2</td>
</tr>
<tr>
<td>School relations...</td>
<td>5</td>
</tr>
<tr>
<td>Community relations</td>
<td>3</td>
</tr>
<tr>
<td>Total adjustment</td>
<td>5</td>
</tr>
</tbody>
</table>

**F** represents freshman students; **S** represents senior students.
### TABLE 11 -- Continued

<table>
<thead>
<tr>
<th>Intervals</th>
<th>Total Cases Used</th>
<th>Median</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>60 to 64</td>
<td>50</td>
<td>50</td>
<td>34.3</td>
</tr>
<tr>
<td>65 to 70</td>
<td>50</td>
<td>50</td>
<td>8.5</td>
</tr>
<tr>
<td>71 to 75</td>
<td>50</td>
<td>50</td>
<td>57.1</td>
</tr>
<tr>
<td>76 to 80</td>
<td>50</td>
<td>50</td>
<td>47.5</td>
</tr>
<tr>
<td>81 to 85</td>
<td>50</td>
<td>50</td>
<td>26.6</td>
</tr>
<tr>
<td>86 to 90</td>
<td>50</td>
<td>50</td>
<td>33.3</td>
</tr>
<tr>
<td>91 to 95</td>
<td>50</td>
<td>50</td>
<td>41.1</td>
</tr>
<tr>
<td>96 to 100</td>
<td>50</td>
<td>50</td>
<td>65.9</td>
</tr>
<tr>
<td>101 to 105</td>
<td>50</td>
<td>50</td>
<td>47.5</td>
</tr>
<tr>
<td>106 to 110</td>
<td>50</td>
<td>50</td>
<td>10.9</td>
</tr>
<tr>
<td>111 to 115</td>
<td>50</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>116 to 120</td>
<td>50</td>
<td>50</td>
<td>21.1</td>
</tr>
<tr>
<td>121 to 125</td>
<td>50</td>
<td>50</td>
<td>45.0</td>
</tr>
<tr>
<td>126 to 130</td>
<td>50</td>
<td>50</td>
<td>36.9</td>
</tr>
</tbody>
</table>

*Students*
In the item, feeling of belonging, the freshman group ranks 47.5, slightly below norm by -2.5 percentile points; while the senior group rests above by 0.8 percentile points. In freedom from withdrawing tendencies and freedom from nervous symptoms, each group shows poor adjustment by deviating below norm on these items. The rank of 26.6 by the freshman group and of 30.0 by the senior group on the item of freedom from withdrawing tendencies is noted, showing this phase of the test to have incurred deviations of -29.4 and -20.0, respectively, which indicate inadequate sense of self-direction. The rank of 33.3 for the freshman group and of 40.8 for the senior group on freedom from nervous symptoms is noted, indicating a deviation, respectively, of -16.7 and -9.2 percentile points, which serves as indication of lack of self-direction among both groups.

In Section II, social adjustment, the median percentile rank for the freshman group rests on 41.1, while the senior group shows a median percentile rank of 50.0. In the component, social standards, the freshman group ranks 65.9 and the senior group ranks slightly higher than the freshman group with a score of 66.2, showing an adequate standard of adjustment for this item. The freshman group drops below norm slightly by -2.5 percentile points on the item of social skills, but the senior group rises above norm by one percentile point. In the component, freedom from anti-social tendencies, both groups show an unfavorable adjustment.
The freshman group has a low rank of 10.9, and the senior group, a rank of 41.4, the freshman group deviating -39.1 percentile points below norm and the senior group deviating -8.6 percentile points below norm. In family relations, each group ranks satisfactorily, showing a favorable relationship at home. In school relations, each group ranks unsatisfactorily, the freshman group dropping below norm by -28.9 percentile points and the senior group dropping below norm by -16.0 percentile points. In community relations, the freshman group surpasses the senior group by a median percentile rank of 45.0 as compared to that of 37.8 made by the senior group.

In a summary of the total adjustment of the component items discussed, the median percentile rank of 36.9 for the fifty freshmen was made, indicating a deviation of -13.1 percentile points below norm. The median percentile rank of 40.0 was made by the senior group, indicating a deviation of -10.0 percentile points below norm. This information indicates, for the group as a whole, unsatisfactory adjustment in most of the components that make up the personality test.

In an effort to show a graphic comparison of the median percentile ranks of the freshman and senior students on each component of the California Test of Personality, the writer prepared Fig. 1, presented on page 34, using the total number of median percentile ranks for each group of students. These median percentile ranks are taken from Table 11.
By an examination of this figure one may see that the freshman group has a self-adjustment rank of 34.3 and the senior group a rank of 37.8. In self-reliance, the freshman group swings extremely to the left, stopping at -41.5 percentile points below the norm of fifty, with the senior group swinging past the norm by -3.4 percentile points. In sense of personal worth, each group swings to the right, showing a rank of 68.9 for the freshmen group and a rank of 71.1 for the seniors. In sense of personal freedom, again the two groups swing to the right, the freshman group showing a rank of 57.1 and the senior group showing a rank of 65.0. In feeling of belonging, the freshmen have a rank of 47.5 and the seniors swing slightly to the right for a rank of 50.2 percentile points.

In the item of withdrawing tendencies, each group swings sharply to the left, the freshman group making a rank of 26.6 and the senior group deviating to a rank of 30.0. In the item of freedom from nervous symptoms, each group again swings sharply to the left, past the norm to a rank of 33.3 for the freshmen and 40.8 for the seniors.

In social adjustment, the freshman group shows a median percentile rank of 41.1 as compared to that of 50.0 by the senior group. In social standards, each group swings sharply to the right, the freshman group ranking 65.9, while the senior group swings to the right past the norm for a rank of 66.2. In social skills the freshman group ranks 47.5, and the senior group swings back to the norm for a rank of 50.0.
Fig. 1. -- A Comparison of the Median Percentile Ranks of the Freshman and Senior Students on Each Item of the Personality Test.
For the item of freedom from anti-social tendencies, both groups swing back to the left, with the freshman group ranking 10.9 and the senior group swinging to the left with a score of 41.4. In family relations, both groups swing slightly to the right for a rank of 50.0 for the freshmen and a rank of 68.3 for the seniors. For school relations, the freshman group shifts to the low rank of 21.1 and the senior group swings to the left, past the norm, for a rank of 34.0. For the item of community relations, the freshman group surpasses the senior group with a rank of 45.0 as compared to that of 37.8 for the seniors. For the total adjustment, the freshman group ranks 36.9 and the senior group ranks 40.0.

Fig. 1 shows that the median percentile ranks of the two groups of students vary with the various items of the test, and in the total adjustment rating the senior group surpasses the freshman group by ranking 3.1 percentile points above the latter group. The freshman group actually slightly surpasses the senior group on only two items, social standards and community relations, of the personality test; however, in the total adjustment of the two groups, there was only a slight difference of 3.1 percentile points.

In Table 12 the writer has averaged the raw scores of all fifty students in each group, and from the mean of these raw scores she has worked out and tabulated the mean percentile ranks. This table shows the comparison of the percentile ranks of the total number of freshman and senior
<table>
<thead>
<tr>
<th>Components</th>
<th>Freshman Group</th>
<th>Senior Group</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Raw Score</td>
<td>Median Percentile Rank</td>
<td>Mean Percentile Rank</td>
<td>Difference in Percentile Rank</td>
<td>Mean Raw Score</td>
<td>Median Percentile Rank</td>
<td>Mean Percentile Rank</td>
</tr>
<tr>
<td>Self-adjustment</td>
<td>56.5</td>
<td>40.0</td>
<td>34.3</td>
<td>5.7</td>
<td>63.3</td>
<td>58.2</td>
<td>37.8</td>
</tr>
<tr>
<td>Self-reliance</td>
<td>7.5</td>
<td>33.6</td>
<td>8.5</td>
<td>25.1</td>
<td>9.6</td>
<td>45.2</td>
<td>46.6</td>
</tr>
<tr>
<td>Personal worth</td>
<td>8.6</td>
<td>63.0</td>
<td>68.9</td>
<td>-5.7</td>
<td>9.1</td>
<td>60.4</td>
<td>71.1</td>
</tr>
<tr>
<td>Personal freedom</td>
<td>11.0</td>
<td>54.6</td>
<td>57.1</td>
<td>5.5</td>
<td>11.4</td>
<td>59.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Belonging</td>
<td>11.3</td>
<td>46.8</td>
<td>47.5</td>
<td>1.3</td>
<td>11.4</td>
<td>50.2</td>
<td>50.8</td>
</tr>
<tr>
<td>Withdrawing tendencies</td>
<td>9.0</td>
<td>39.5</td>
<td>26.6</td>
<td>-12.9</td>
<td>9.9</td>
<td>49.6</td>
<td>30.0</td>
</tr>
<tr>
<td>Nervous symptoms</td>
<td>9.1</td>
<td>37.4</td>
<td>33.3</td>
<td>-4.1</td>
<td>9.9</td>
<td>37.4</td>
<td>40.8</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>54.8</td>
<td>42.5</td>
<td>41.1</td>
<td>-6.1</td>
<td>56.0</td>
<td>49.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Standards</td>
<td>10.8</td>
<td>61.7</td>
<td>65.9</td>
<td>4.2</td>
<td>10.4</td>
<td>57.8</td>
<td>66.2</td>
</tr>
<tr>
<td>Skills</td>
<td>8.9</td>
<td>51.6</td>
<td>47.5</td>
<td>-4.1</td>
<td>8.5</td>
<td>51.4</td>
<td>51.0</td>
</tr>
<tr>
<td>Anti-social tendencies</td>
<td>8.5</td>
<td>32.2</td>
<td>10.9</td>
<td>-21.3</td>
<td>9.9</td>
<td>41.2</td>
<td>41.4</td>
</tr>
<tr>
<td>Family relations</td>
<td>10.9</td>
<td>62.0</td>
<td>50.0</td>
<td>-12.0</td>
<td>10.8</td>
<td>63.2</td>
<td>68.3</td>
</tr>
<tr>
<td>School relations</td>
<td>6.5</td>
<td>32.6</td>
<td>21.1</td>
<td>-11.5</td>
<td>7.5</td>
<td>36.8</td>
<td>34.0</td>
</tr>
<tr>
<td>Community relations</td>
<td>9.2</td>
<td>44.4</td>
<td>45.0</td>
<td>.6</td>
<td>8.9</td>
<td>46.8</td>
<td>37.8</td>
</tr>
<tr>
<td>Total adjustment</td>
<td>111.3</td>
<td>43.2</td>
<td>36.9</td>
<td>-6.3</td>
<td>119.3</td>
<td>50.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>
students when the percentiles are computed from mean raw scores and from median percentile ranks. A study of the table shows that there is a slight difference in the medians and means, but that the mean percentiles show greater consistency in the totals of the two divisions of the test and in the final total.

In the component, self-adjustment, the freshman group shows a mean raw score of 56.5, making a mean percentile rank of 40.0, as compared with the median percentile rank of 34.3 for the senior group. The various items in the section of self-adjustment show varying means and medians for both groups, for no two items show identical scores for the mean and median percentile ranks.

In Section II, social adjustment, the senior group shows higher mean and median percentile ranks than those of the freshman group. No two items in this section for either group show identical means and medians.

In total adjustment, the freshman group shows a mean raw score of 11.3 as compared to that of 119.3 for the senior group.

Fig. 2 shows graphically the comparison of the mean percentile ranks computed from mean raw scores of the freshman and senior students on each item of the personality test. In Section I, self-adjustment, the two groups are different in mean percentile ranks on all of the items with the exception of the item, nervous symptoms. From the information
Fig. 2. -- A Comparison of the Mean Percentile Ranks Computed from Mean Raw Scores of the Freshman and Senior Students on Each Item of the Personality Test.
gathered from the mean raw scores, it can be seen that the senior group shows a lead of 12.51 points over the freshman group, causing the senior group to be located at the 58.2 percentile and the freshman group to be located at the 40.0 percentile.

In Section II, social adjustment, there is a slight difference indicated between the two groups. As can be seen from the graph, the remaining items of this section show some differences in all the percentile ranks for each group, but the seniors show a slight gain over the freshmen. In total adjustment, the freshman group is located at the 43.2 percentile and the senior group at the 50.0 percentile, as shown in the graph, making a difference of 8.0 points in raw scores as stated above. It has been found in this study that the mean percentile rank has therefore proved to be a more accurate measure than the median percentile rank, and the amount of actual difference in personal and social adjustment in mean percentile rank is 6.8 for the two groups.
CHAPTER III

CASE STUDIES OF FRESHMAN AND SENIOR STUDENTS WHO
DEViate MARKEDLY ABOVE OR BELOW THE NORM
IN SELF AND SOCIAL ADJUSTMENT

Through the case study, causes of maladjustment and inadequacies in personality may be discovered, and strengths and weaknesses recognized. Knowledge of this kind is essential in helping a student to regulate or choose his environment so that he may avoid paths that are too easy for him and strains too great for his emotional tensile strength. As a result, intellectually able students will not be forced to withdraw from college unnecessarily; failure, in the form of nervous and mental diseases and partial failure in the form of later mediocrity, inadequacy, inefficiency, and unhappiness may be forestalled.¹

Less important than preventing maladjustment, but more immediate, is the need of the case study in solving personal problems. There is scarcely a problem that comes to the personnel worker that could not be understood better against the background of a case study. This is true of most problems

¹Ruth Strang, Counseling Technics in College and Secondary School, p. 35.
of failure in academic work, of worry, stealing, homesickness, social maladjustment, emotional instability, and vocational guidance. The solution of these personal problems needs the full setting of social, psychological, and physical background made possible by the case-study approach. In addition, the case study brings into play the various agencies that may assist the individual.2

This investigation was undertaken in the spring semester, 1941, in Marquis and Terrill Halls, two women's residential dormitories at North Texas State Teachers College. The information for the case studies was gathered from the tests given and from personal interviews with the students. The purpose of the investigation was to give each girl a better understanding of herself and to enable her to check undesirable tendencies before they became permanently established. When all the data were completed, the writer discussed the scores with each individual whose profile deviated sharply toward the right or left of the norm and offered a working basis for guidance in personality development.

The eight students, four with highest ranks and four with the lowest of the case studies made, were observed over a period of eighteen weeks by the writer, who gave the tests.

Case Study of Student A

Student A is a senior; she is twenty-one years of age,

2Ibid.
and shows a total adjustment percentile of ten, deviating -40.0 percentile points below the norm. In self-adjustment she is located at the fifteen percentile. In social adjustment she is located at the ten percentile rank. Student A is experiencing many definite difficulties in a number of ways. She is at the twenty-five percentile in self-reliance; at the ten percentile in sense of personal freedom, withdrawing tendencies, and nervous symptoms; at the five percentile in feeling of belonging; at the five percentile in social skills and family relations; at the ten percentile in social skills and family relations; at the ten percentile in community relations; and at one in occupational relations. Her higher ranks of sixty in sense of personal worth and fifty in social standards indicate that she has an adequate sense of personal worth and that she understands the nature of social obligations, even though she is markedly below the norm in social behavior and skills.

From the interview with Student A, facts concerning her home background were brought out: Her father is an oil worker with a fair income. His work has kept him away from home most of the time. Her mother is a buyer for a large department store and is out of the home during the day. Both parents have attended high school but have not gone to college.

Student A came from a home in which her parents have been permanently separated for twenty years, but not divorced. She had lived with her father the greatest part of this time,
and because of his type of work, she had attended schools in many different places. Student A has one sister who was also attending North Texas State Teachers College at the time this study was conducted. She was younger than Student A, but was of a domineering type. The continual discord in the home of Student A had seemingly caused her to take a cynical attitude toward members of the opposite sex and toward marriage. On the background of this family situation, Student A had grown to be rather shy and timid in her social relations. There is abundant evidence that the sense of security may be more adequately provided when the child is not exposed to such divergent stimuli as are likely to appear in this shuttling back and forth between two or more households.

Student A is an elementary education major and plans to teach in that field. Her physical condition is good, but she stated that she had never been permitted to participate in any type of club activities in high school and has not participated since coming to college.

Student A was given information, encouragement, and reassurance in planning for the future. She was encouraged to utilize fully her intelligence and initiative in solving her own problems. It is believed that the interviews with Student A have helped her to view her situation objectively, to orient herself in relation to it, and to enable her to work through the situation herself. The extremely low ranks on both self and social adjustment indicate serious maladjustment
difficulties in the future for Student A if corrective measures are not used.

Case Study of Student B

Student B is a senior, is twenty-one years of age, and shows a total adjustment percentile rank of ninety, deviating forty percentile points above the norm. In self-adjustment she is located at the ninety percentile. In social adjustment she is likewise located at the ninety percentile. The percentile ranks of the various items in the two sections of the test vary from the ninety percentile in self-reliance, the ninety-five in sense of personal worth, and the seventy-five for sense of personal freedom and feeling of belonging, to the fifty-five percentile in freedom from withdrawing tendencies and the forty percentile for freedom from nervous symptoms. In Section II, social adjustment, she is located at the ninety percentile for social standards, at the eighty percentile for social skills, at the ninety percentile for freedom from anti-social tendencies, at the ninety-five percentile for family relations, at the seventy-five percentile for occupational relations, and at the forty percentile for community relations.

Student B's profile as a whole shows an adequate feeling of belonging, both at home and in other situations.

From the interview with Student B facts concerning her home background were brought out: Her father was a bookkeeper
who owned a part of his business. Her father and mother were both graduates of high school and had both attended college for one or more years. From the information gathered from Student B, it is evident that she has had harmonious home life. The economic and social status under which Student B lived during her early childhood was stimulating and seemingly gave her a feeling of security. Student B has her own bank account. She has been active in a number of clubs in high school and on the college campus. Her physical condition is good, and her scholastic record in the college is above the average. She is an elementary education major and has been employed to teach in that field.

The profile of Student B as a whole suggests superior personal adjustment as compared with other students' percentile ranks and very superior social adjustment by comparison with the other students' ranking in this item. She has confidence in herself, and has no fear of social groups.

Case Study of Student C

Student C is a senior. She is twenty years of age and shows a total adjustment percentile of twenty, deviating -30.0 percentile points below the norm. In Section I, self-adjustment, she is located at the twenty percentile. The percentile ranks range from one to seventy-five on the various items of Sections I and II. The item, social standards, carries a very satisfactory rank of seventy-five; sense of personal worth shows a percentile rank of sixty; community relations rises
to the seventy-five percentile; self-reliance and nervous symptoms each drops to the fifteen percentile; withdrawing tendencies drops to the ten percentile; anti-social tendencies shows a percentile rank of twenty; occupational relations drops to the five percentile; and family relations carries a very unsatisfactory rank of one.

Student C apparently has sufficient knowledge of accepted social standards, but, in spite of this knowledge, she is dangerously below standard in social conformity and personal adjustment as revealed by the percentile ranks of her profile. Student C's profile as a whole shows an inadequate feeling of belonging, both at home and in other situations.

In the interview with Student C facts concerning her home background were brought out: Her father had gone to high school and college, but her mother had gone only through high school. From the information gathered from Student C it was concluded that she had had a very unhappy childhood. She had one younger brother. It was apparent from the information given that there was constant nagging, bickering, and criticism between her parents.

If the parents are at enmity with one another, however hard they may try to conceal it, the fact becomes apparent and exerts a baneful influence upon the child.3

Student C stated that her father was a very dominant

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type and that her mother always made it a point to give under to him. Other factors brought out in the interview were that in 1929 Student C's father lost his job and was forced to dig ditches for a living. This caused him to become resentful toward the members of his family. Student C related that she had felt unwanted and insecure for several years, especially during her high school years; that she hated her father intensely because he whipped her unmercifully for having dates during her high school years. Student C has good health, but she has never participated in any kind of club work other than the Psychology Club because of the fact that she has been forced to work all four of her college years and did not have the spare time for club activities.

Student C is unable to get along with her room-mate and with other associates. She feels she is always misunderstood by them. She wants to be aggressive and independent, but does not seem to know how to gain the confidence of people. Student C was given information and guidance and was encouraged to view her situation objectively; to be more friendly and have more confidence in people. The extremely low ranks on both self and social adjustment indicate serious maladjustment difficulties.

Case Study of Student D

Student D is a senior. She is twenty-one years of age, and shows a total adjustment percentile of ninety-five,
deviating forty-five percentile points above the norm. In self-adjustment she is located at the ninety-nine percentile. In social adjustment she is located at the ninety percentile. She is at the seventy-five percentile in self-reliance; at the ninety percentile in both sense of personal worth and sense of personal freedom; and at the high rank of ninety-five for feeling of belonging; at a still higher rank of ninety-nine for withdrawing tendencies; and at eighty-five for nervous symptoms.

In Section II, social adjustment, she is located at the eighty-five percentile for community relations and social standards; at the fifty-five percentile for social skills; at the eighty percentile for anti-social tendencies; and at the high rank of ninety-five for family relations, and at a still higher rank of ninety-nine for occupation relations.

Student D's profile as a whole shows a very desirable degree of personal and social adjustment.

In the interview with Student D, facts concerning her home background were divulged: Her father was a retired merchant and land owner, owning all of his business. Neither the father nor the mother was a graduate of a college, but both had gone through high school. From the information gathered from Student D, it is evident that she has had a harmonious and happy home life. She is an only child in her family and lives in a house containing nine rooms. The social and economic status under which Student D lived during her
early childhood seemingly endowed her with feelings of belonging and of security.

Student D has been active in dramatic work on the campus and has made an enviable record in that work. She is a speech major and hopes to teach in that field. She enjoys good health and is very active in club activities on the college campus. Student D's profile is very superior in both personal and social adjustment as compared with other students' percentile ranks. She has confidence in herself and in others, a fact which will be a great help to her in getting along with people. She has no fear of social groups, as is indicated by her profile.

Case Study of Student E

Student E is a freshman. She is eighteen years of age, and shows a total adjustment percentile of ten, deviating -40.0 percentile points below the norm. In self-adjustment she is located at the ten percentile and in social adjustment she is located at the same point. Her percentile ranks vary from one to seventy-five. In Section I, self-adjustment, she is located at the twenty-five percentile in self-reliance; at the seventy-five percentile in sense of personal worth; at the fifteen percentile in sense of personal freedom; and at the ten percentile for feeling of belonging and withdrawing tendencies. Nervous symptoms shows the low rank of one percentile.
For Section II, social adjustment, she is at the ten percentile rank for social standards; at the twenty percentile for social skills; and then drops to the low rank of one percentile for each of the items, anti-social tendencies, family relations, and occupation relations. She is located at the thirty percentile for community relations.

Student E's profile shows an immediate need for remedial activity to bring about emotional stability and feelings of security. Student E has some neurotic symptoms. She worries a great deal, is irritable, self-conscious, and unhappy. She has centered her attention in herself instead of in the many interesting things going on all about her. She is seriously maladjusted personally and socially.

In the interview with Student E certain facts pertaining to her home background were brought out. Her father, who was the owner of a number of theaters, had a good income. His work had kept him away from home most of the time. Both the father and mother had gone to high school and college. Student E was an only child in her family and evidently had usually been given anything she wanted or demanded. She was apparently in good physical condition, but many times in an attempt to attain her goals, she would employ mechanisms to gain attention. Student E would suddenly fall ill with various aches and pains, and this was found to be true especially when things displeased her or when she had failed to get her way about things.
The case study of Student E is an interesting one. It was carried on informally some time before the specified eighteen weeks of observation began. From the information gathered from Student E, it is evident that she had not had a very happy and wholesome home life. Her father and mother have been separated from each other for ten years but not divorced. Student E is very desirous for companionship, love, and a sympathetic understanding from both parents, but failed to get the attention which she thought she should have from them because of the disrupted home conditions. Student E was subject to pouting and temper tantrums, and it was thought advisable to make an effort to assist her. Through an attempt to help Student E grow emotionally mature and stable, the writer initiated her case study of this student. The economic and social status under which Student E has lived during her childhood has not given her a feeling of security. This is evidenced as shown by her profile in her ranking of one in the items of nervous symptoms, anti-social tendencies, family relations, and occupation relations.

Student E was unable to get along with her room-mate in the dormitory. She was careless in keeping her room clean and orderly and felt no responsibility in doing her share to keep the room tidy. She kept late hours at night and therefore made a poor scholastic record for the entire duration of her first year in college. During the first semester of her freshman year Student E was "campused" twice for her
improper conduct on the college campus. Student E felt that she was always misunderstood and that she had very few intimate friends to whom she could confide her troubles and misfortunes.

Student E was given information and guidance in an attempt to encourage her to view her situation objectively. She was encouraged to be more friendly with the girls in the dormitory and to avoid being snobbish with people she disliked. It was believed by those who worked with the writer that Student E showed much improvement in her social and personal adjustment during the last semester of her school work on the campus. She was encouraged to read good books that would be helpful to her in solving her adjustment problems and to take an active part in club activities on the campus. She is interested in speech and plans to do dramatic work in that field during her sophomore year.

Case Study of Student F

Student F is a freshman. She is eighteen years of age, and shows a total adjustment percentile of eighty-five, deviating thirty-five percentile points above the norm. In self-adjustment she is located at the eighty-five percentile. In social adjustment she is located at the ninety-nine percentile rank. She is at the forty percentile in self-reliance; at the seventy-five percentile in each of the items of sense of personal worth, feeling of belonging, social standards, and community relations; at the ninety percentile in sense of
personal freedom and anti-social tendencies; and at the fifty-five percentile in withdrawing tendencies and occupation relations.

The profile of Student F represents a very desirable degree of personal and social adjustment. Student F made the highest percentile rank in total adjustment for the freshman group and has a desirable rank, falling below on only one item of the test, self-reliance.

The writer's interview with Student F revealed certain facts concerning her home background: Her father, who was a cotton broker, had a good income but did not own any part of the business in which he was employed. The father and mother had gone through high school. From the information divulged by Student F the writer learned that she was an only child and lived in a five-room cottage; that she had had a happy childhood and as a whole showed an adequate feeling of belonging both at home and in other situations. The economic and social status of her home was adequate and had given Student F a definite feeling of security.

Student F's physical condition was good, and her scholastic record before and after entering the college was above the average. Student F was given information and guidance in an attempt to help her in the item of self-reliance. From the interview with her it was found that she had never participated in any club activities of any kind. She was encouraged to devote more of her time to recreation and to
other outside interests that were not requirements in connection with her school work.

Case Study of Student G

Student G is a freshman. She is nineteen years of age, and shows a total adjustment percentile of twenty, deviating -30.0 percentile points below the norm. In self-adjustment she is located at the twenty-five percentile, and in social adjustment she is located at the twenty percentile. The percentile ranks range from one to sixty-five on the various items of Sections I and II. She is at the ten percentile in self-reliance; at the forty-five percentile in sense of personal worth and at the satisfactory rank of sixty-five on sense of personal freedom; at the fifty-five percentile on feeling of belonging; at the low point of twenty percentile on withdrawing tendencies; and at the fifteen percentile on nervous symptoms.

In Section II, social adjustment, she is at the norm of fifty on social standards, and fifty-five on social skills; at the fifteen percentile on each item of anti-social tendencies and community relations; and at the one percentile rank on occupation relations.

Student G apparently has sufficient knowledge of accepted social standards and social skills but is dangerously below standards in her total adjustment in social conformity and personal standards.
In her interview with Student G the writer learned certain facts concerning the girl's home background: Her father and mother were dead. She had lived with various members of her family since she was eight years of age. From the information gathered it was found that she had lived with a married sister, a married brother, and during her high school days had resided with her grandmother. She had only a meager income from her older married brother during the time she lived with her grandmother and up to the time she entered college. Student G related that she had felt insecure for several years and that she had disliked having to ask her brother for money, especially since coming to college. She had never had a bank account in her own name. Student G worked in the dining room at Marquis Hall on National Youth Administration time. Her employment meant the difference between a college education and no higher at all for her. From the information divulged by Student G the writer discovered that many times this student was embarrassed with her personal appearance. She was unable to dress as well as did many of her close associates, and often remained in her room rather than to go out.

In a further interview with Student G the writer found that during the time she had resided with her grandmother she was not permitted to have dates with the opposite sex, and that she was never allowed to attend social affairs at night. She stated that her grandmother was elderly and expected her
to be in bed by eight or nine o'clock every night. Student G stated that she disliked very much to recall the many unhappy hours she had spent during her four years of high school.

Student G is majoring in physical education and hopes to have more time to devote to recreation during her remaining years in college. She is in good physical condition, but has one great handicap in her personal appearance. Since early childhood she has had the handicap of protruding front teeth, but hopes to be able to correct this defect soon.

Guidance and personal help were given Student G. She was encouraged to utilize fully her initiative and resourcefulness in solving her own problems. It was believed by those who worked with the writer that Student G showed much improvement in her personal appearance and in her social adjustment during the last semester of her school work. She was more careful in keeping her hair well dressed and in seeing that her uniforms were neat and clean. She was encouraged to read good books and magazines that might be helpful in her adjustment problems and to take more time for recreation and other activities on the campus.

Case Study of Student H

Student H is a freshman. She is nineteen years of age, and shows a total adjustment percentile of seventy-five, deviating twenty-five percentile points above the norm. In
self-adjustment she is located at the eighty-five percentile, and in social adjustment she is located at the sixty percentile. In Section I, self-adjustment, she is at the eighty-five percentile in each of the items denominated as self-reliance, sense of personal worth, withdrawing tendencies, and nervous symptoms. She is at the seventy-five percentile in sense of personal freedom and drops to the low point of fifteen percentile in feeling of belonging.

In Section II, social adjustment, she is at the seventy-five percentile in social standards; at the thirty percentile in social skills and in community relations; and at the forty percentile in occupation relations.

Student H's profile as a whole shows decidedly adequate feelings of belonging, both at home and in all other situations. The profile picture and close observation in the dormitory bear out these showings in self-security and also in constructive social aggressiveness, social recognition, and social conformity. In personal and social adjustment, Student H is almost everything that Student G is not.

The interview with Student H brought to light certain facts concerning her home background: Her father was a commercial representative who owned only a part of his business. Neither the father nor the mother was a graduate of a college, but both had gone through high school. From the information gathered from Student H, it was evident that she had had a happy home background. Her family had had a substantial living, and the economic and social status had
seemingly given her feelings of sense of personal freedom and security. Student H enjoyed good health and was full of life and vitality. She planned to major in the field of home economics and minor in English.

Guidance and personal help were given Student H in regard to her feeling of belonging. It was found in the information gathered from her that she had been the only child in her family for several years, but when she was about sixteen years of age a younger sister was born. It seemed that for the past few years Student H had failed to retain the favorable attention that had been accorded her in the past by her parents. It was explained to Student H that jealousy makes one unacceptable socially and that this attitude toward members of her family would cause her to become more and more pugnacious and self-centered. It was evident after a few weeks of observation of Student H that some improvement was being made in her attitude toward her family.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The purposes of the present investigation have been
(1) to reveal by means of comparison the extent to which the
college freshman and the college senior woman is adjusting
to the problems and conditions which confront her and the ex-
tent to which she is developing a normal, happy, and socially
effective personality; (2) to interpret rightly the data col-
lected from the group studies in order that plans for per-
sonality improvements may be made, and to offer a working
basis for guidance in personality development; and (3) to
study the social and economic factors concerning their home
background the year preceding their entrance into the col-
lege, and to discover the effect, if any, that these factors
exerted upon the personal and social adjustment of each
group. The aim of this chapter is to summarize the con-
clusions that can be drawn from the analysis made and to
suggest some recommendations which would be of benefit to
the students as well as the college.

Conclusions

From the data collected the following conclusions have
been drawn:
1. The data gathered show the greatest number of students were from families consisting of three members, and that the size of the family was an index to the social and economic status of the home.

2. The vast majority of parents were vocationally occupied in farming, running small shops, as skilled laborers, or as mail clerks. Only fourteen fathers were classified in the professional group.

3. The data show that the largest number of students making the highest scores in their total adjustment were classified in Group III, as defined on pages 15 and 16 of this thesis. The majority of the fathers were occupied as farmers.

4. The data gathered show that the size of the home had little effect upon the personal and social adjustment of the students on the campus.

5. Eighty-two of the students had individual study rooms in their homes. Fifty-two of this group related that their room-mates interfered with them during study hours, which fact showed some failure in the social adjustment of the students after coming to college.

6. The homes containing the greater number of books and magazines offered a more conducive environment to the students, and these students showed slightly better adjustment than did those with very few books at their disposal.

7. On the average, the students whose parents were not
financially able to employ servants in the homes ranked the highest in the California Test of Personality on their total scores in personal and social adjustment.

8. The greatest number of students whose social adjustment ranked in the highest score came from homes where the parents had attended college. Fifty fathers and fifty-three mothers came under this group.

9. The social activities of the students during their high school years and since coming to the college campus had had some effect upon their social and personal adjustment.

10. The two highest percentile ranks for the one hundred students taking the personality test were made by members of the senior group, and the five lowest percentile ranks were made by the freshman group. The senior group showed some very high and some very low percentiles, but the mean and median scores seemed to indicate that it was more homogeneous in personal and social conformity than was the freshman group.

11. Each group showed unsatisfactory adjustment in self-reliance, withdrawing tendencies, nervous symptoms, anti-social behavior, and school relations. This maladjustment could have been due to a number of causes.

12. The freshman group was found to be slightly superior in sense of personal worth and social standards, suggesting that this group had perhaps received through group activities, or other ways, more information in good manners, acceptable
social attitudes, and general social training than the senior group because of the changes or flexibility in the curricula of their high schools.

13. Formal and informal observations of case-study students showing marked negative deviations indicated that:
   a. Of all the environmental conditions or factors that influence the development of an individual, the home was found to be the most potent.
   b. The economic and social conditions of the home influenced the personality of the children.
   c. Friction between parents, such as constant nagging, bickering, and criticism, leaves a bad mark upon the children.
   d. Students react differently to the poor social and economic conditions under which they have been brought up.
   e. These conditions stimulate some students to be enterprising and to better their social standing. In others they build up and help to maintain a feeling of inferiority and timidity.
   f. Children coming from homes broken by divorce, by separation, or by death of one of the parents were not so normal in their adjustments as were other children.

14. From the individual and group profiles reviewed in this study, it can be seen that maladjustment was often indicated in several of the items that are included in a
personality test and not limited to areas of behavior, to the individual, or to groups. Maladjustment showed a number of symptoms that were found in both personal and social adjustment and to some extent with all of the students tested and observed.

15. The data obtained in this study revealed that the senior group was found to be slightly superior in both self and social adjustment by comparison of the mean percentile ranks computed from mean raw scores of the freshman and senior students on each item of the personality test. It appears, therefore, as a whole, that the college freshman woman and the college senior woman of the North Texas State Teachers College are adjusting to the problems and conditions which confront them and are developing a normal, happy, and socially effective personality.

Recommendations

A critical analysis of the data presented in the foregoing chapters warrants the following recommendations:

1. There should be developed in the school more coordinated programs and procedures for advising and guiding students. These services may be described under the broad category of student personnel work.

2. There should be developed in the school system a common philosophy concerning student guidance programs. This may be done by studying experimental evidence of the success or failure of educational programs using the plan.
3. While the focal point in college education remains the student's academic success or failure in terms of intellectual attainment, sound personnel work should not neglect the student's emotional, physical, social, and economic factors entering into the learning process.

4. Care should be taken to enable every student enrolled in the college, who so desires, to become a participant in some extra-curricular activities.
MANUAL OF DIRECTIONS
CALIFORNIA TEST OF PERSONALITY—ADULT SERIES
A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT
Devised by Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe

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Part 1. Purpose

The California Test of Personality, Adult Series, has been designed to identify and reveal the status of certain fundamental characteristics of human nature which are highly important in determining employability and general success in personal, social, or vocational relations. These characteristics have usually been designated as intangibles because they cannot be measured with ordinary intelligence, knowledge, achievement, or skill tests, and cannot be estimated with any high degree of reliability in a short interview.

Measurements of capacity, skill, and achievement, important as they are, do not constitute a complete picture of a functioning personality. When the employer has, in addition to the above, evidences of a person'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 him to better personal and social adjustment, or to determine his potential value as an employee.

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.

From the viewpoint of employment, a successful employee must not only know his work, but he must have a stable, well-balanced personality that will enable him to use his knowledge and skill with profit to himself and his employer. If he does one or a few routine operations, he must nevertheless have the stability, feelings of belonging and loyalty, freedom from nervous symptoms, physical stamina, and other characteristics that make it possible for him to work effectively for long periods without danger to himself, and without loss to his employers in the form of waste of raw materials, inferior production, or damage to equipment and machinery.

If he works at a variety of operations, aids in planning and layout or other similar tasks, the employee must have the self-reliance, feeling of freedom, sense of personal worth, pride in craftsmanship, and other characteristics which make it possible for him to make the countless adjustments which the normal flow of work through production channels make necessary and desirable.

However, even this is not entirely sufficient. An applicant who is having family troubles or is crude in his relations with others is not a good employment risk. For this reason a personality test should also be designed to reveal the following: (1) to what extent an applicant knows what is right in dealing with others; (2) what skill he possesses in using this knowledge; (3) whether or not he is likely to become a problem because he is too shy, lonely, or sorry for himself; (4) whether or not he possesses anti-social tendencies and is apt to be quarrelsome and try to bully people; and (5) how successful he has been in the past in getting along with members of his family, his neighbors, and his fellow workers.

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Published by California Test Bureau
3636 Beverly Boulevard, Los Angeles, California
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 individual is adjusting to the problems and conditions which confront him and is developing a normal, happy, and socially effective personality.

2. The test is divided into two sections. The purpose of Section 1 is to indicate how the individual feels and thinks about himself, his self-reliance, his estimate of his own personal worth, his sense of personal freedom, and his feeling of belonging. In this section the individual 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 person functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, vocational, and community relationships.

An evaluation of these components discloses whether or not the individual's basic drives are being met 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 patterns and habits of each individual with the characteristic modes of response of large representative groups of similar individuals. The profile thus reveals graphically the points at which a particular person differs from presumably desirable patterns of adjustment and which constitute the point of departure for guidance, employment, or promotion. No computations are necessary in completing the profile.

4. 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.

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Part II. The Nature of the Test

The California Test of Personality, Adult Series, is an employment as well as a clinical instrument. Its purpose is to reveal whether or not a person has any serious personality defects and to provide the data for aiding him to maintain or develop a sane balance between self and social adjustment. Reaction 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 guidance for the adult, as well as a matter of concern to the employer.

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 avoid the development of an instrument the administration of which would consume too much time. However, the final selection of items in each component was based upon the relative sizes of their bi-serial r's and the relative number of yes, no, and omitted responses which they received in the experimental tryout.

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 being continued in the hope that as the nature of these personality factors become better known to investigators, 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 more or less well defined components as a basis for diagnosis, guidance, and employment represents, in itself, a wide departure from former practice. Such a treatment should result in an increasingly sympathetic and intelligent handling of adjustment and employment 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 individual, on the other hand, is an 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 profile touch relatively

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<th>LIFE ADJUSTMENT:</th>
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<td>1. Self Adjustment: Based on feelings of personal security</td>
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<td>2. Social Adjustment: Based on feelings of social security</td>
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### BRIEF DEFINITIONS OF THE VARIOUS COMPONENTS

1A. **Self-reliance**—An individual is self-reliant when he goes about his work with assurance and efficiency. Once he has received instructions or knows what to do, he depends upon himself and not on the constant supervision of others. He is characteristically stable and responsible in his behavior.

1B. **Sense of Personal Worth**—An individual has an adequate sense of personal worth when he feels that his work is well regarded by his superiors and fellow workers, and that his employer has faith in his ability as well as his determination to make good in whatever task is assigned to him.

1C. **Sense of Personal Freedom**—An individual has an adequate sense of personal freedom when he feels that he has a reasonable share in determining how he shall do his work, provided, of course, that the results of his effort is up to standard. Desirable freedom includes the right to ask and give advice which is in the interests of the person himself.

1D. **Feeling of Belonging**—An individual has an adequate feeling of belonging when he enjoys the respect and confidence of his employers and his associates; when they include him in their discussions; when his advice is sought, even though it may not be followed; and when he feels that he is essential to the fullest success of those with whom he is working.

1E. **Freedom from Withdrawing Tendencies**—An individual is free from withdrawing tendencies when he is not too sensitive or too concerned about himself and his grievance, and when he cooperates with others for the good of larger interests instead of playing a lone hand. He keeps his feet on the ground and attends to business instead of daydreaming about things he is going to do some other time.

1F. **Freedom from Nervous Symptoms**—An individual is free from nervous symptoms when he is steadily on the job, and ready to do whatever duties are assigned. He is not chronically tired, worried, or fretting about things that are coming up; neither does he absent himself from duties because of worry or frequent illness.

2A. **Social Standards**—An individual has desirable social standards when he understands his place in the organization. He recognizes what is appropriate, dignified, proper and also in harmony with the interests of others.

2B. **Social Skills**—An individual has desirable social skills when he is gracious, tactful, and willing to inconvenience himself to aid his associates or his superiors. He constantly aids people in maintaining their self respect. When asked he endeavors to explain work and policies in a courteous manner.

2C. **Freedom from Anti-social Tendencies**—An individual is free from anti-social tendencies when he does not bully or quarrel with his associates or attempt to stir them up against others. He takes his hard luck calmly and philosophically, and does not attempt to obtain satisfaction by destruction of property or injury to others.

2D. **Family Relations**—An individual has desirable family relations when he gets along with the members of his family, guards their security and their future, and is careful in managing earnings. His responsibility in their behalf and desire for their welfare makes him steady and reliable.

2E. **Occupation Relations**—An individual has desirable vocational relations or adjustment when he is happy in his job because he is assigned to work which fits his capacities and interests; also, when he has developed interest, a sense of worth, and efficiency in a job previously deemed uncongenial. He feels that his contribution is important and essential.

2F. **Community Relations**—An individual has desirable community relations when he and his family are respected and well treated by neighbors and friends; when he speaks well of his employer and fellow employees; when he obeys the laws and ordinances pertaining to the general welfare; and when he takes pride in improving the community in which he lives.

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*The reader's attention is called to the fact that these components 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.*
Mental deficiency or low mental ability may be productive of many types of difficulties. Inability to read well or to succeed in some other type of activity may create conflicts which encourage the development of various kinds of defense mechanisms. These difficulties frequently result in such forms of misbehavior as negativism, day-dreaming, ego-centrism, or other unsatisfactory detours around the problems of a too complex environment. Many apparently physical difficulties have no observable organic basis whatsoever but may result from unsatisfactory efforts to solve conflicts which arise because the work and other situations are not in harmony with the interests, needs, and capacities of the individual.

Part VI. Directions for Administering

The responses of the individual 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.

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

Individuals taking the test should have lead pencils and a test booklet. Directions to be given examinees 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. (Demonstrate and be sure that all have found page 2.)

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

Instructions for giving the Test when the Special Machine Scoring Answer Sheet is to be used. Read the instructions given on this answer sheet. Do not read the instructions on page 2 of the test booklet.

After marking on the answer sheet responses to Answer Sheet Sample, explain to examinees, as indicated in paragraph 3 above in this column, that answers are not right or wrong, etc.

Caution: Be sure that examinees understand clearly how they are expected to indicate their responses. Move about the room to see that the pencil marks are placed on the Answer Sheet exactly between the small parallel dotted lines. Unless pencil marks are entered strictly according to instructions, the test results are invalidated.
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 sub-section and the score for each column is the number of responses which conform with the answer key. Indicate desirable responses with a C.

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

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 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 scores for each of the twelve sub-sections to the right of the 15's in the column headed “Score.”
2. Add the scores of the sub-sections A-F of Section 1 to obtain the Self Adjustment Score which is entered on the heavy line to the right of 90.
3. Add the scores of sub-sections A-F of Section 2 to obtain the Social Adjustment Score which is entered on the heavy line to the right of 90.
4. Add the Self Adjustment and Social Adjustment Scores to obtain Total Adjustment Score which is entered on the heavy line to the right of 180.
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 sub-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 are given in Part IX. Briefly, it may be stated that maladjustment in the various components is indicated when the individual’s score is among the lower percentiles, or when the chart of percentiles tends to the left.

Part IX. Directions for Interpreting Profiles

A. Clinical Considerations

Examination of the completed profiles of a group of adults will usually reveal the fact that the need for assistance in improving personality and social adjustment is not restricted to a few; 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. In some instances lack of adjustment may be evidence of actual or incipient mental disorders.

In the past we have emphasized the achievement of such more or less academic outcomes as knowledges, appreciations, attitudes, and skills in proportion to capacities and needs. A better understanding of the nature of the adult 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 we periodically combine the results of informal observation and tests to evaluate academic achievement, we 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.

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 general to behavior concepts with which adults are already familiar. Note that components 1B, 1F, 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 examiner first discovers the components, if any, in which a given individual deviates seriously from people in general. Such components may next be examined to discover specific answers which reveal lack of adjustment.

In general, study of the profile consists of determining the specific items of each of the above components which are giving difficulty. These difficulties may then be treated as specific adjustment problems.
B. Employment Considerations

1. For Selecting Employees

In interpreting test results both the profile and the definitions of personality components should be used. It is rare to find any one individual who is well adjusted in every personality component; those with the highest total adjustment scores may have one or more low component scores, and these should receive special consideration when new employees are selected.

Referring first to the profile itself, note the vertical line indicating the 50 percentile point. An applicant whose profile tends to stay near this line has average or more or less typical adjustment. His profile indicates that he is located about midway between the poorest and best adjusted people. Ordinarily the profile for a single applicant will vary to the right or left of this line in the various components, but his total adjustment score will reveal at which percentile he is located.

The employer is looking for the best adjusted applicants he can find, but he must select from those who are available. In general he will select those with the highest total adjustment scores. He will take as few employees as possible whose profiles vary significantly to the left of the 50 percentile point, and will avoid applicants whose component scores are located near or to the left of the 20 percentile line.

2. For Placing Employees

In assigning new employees, the component definitions are of special assistance. Since even the best adjusted people may have some weaknesses, it is important that they be assigned to jobs where these weaknesses will make no difference or will influence the quality of work as little as possible.

The new employee who is weak or indifferent in social standards or social skills, for example, should not be assigned to the public relations department. A new employee who makes a sufficiently good total adjustment score to be a good employment risk but who nevertheless exhibits some anti-social tendencies, should not be assigned to supervisory work, or any work which requires close cooperation with other employees. A new employee who rates high in most respects but who exhibits nervous symptoms, should not be assigned work which carries too much responsibility for planning or execution; he may communicate his nervous tendencies to others. Such a person can do excellent work in a simpler routine job. In the same manner, each new employee should be assigned to a job which takes advantage of his good points and avoids the disadvantages of his weaknesses, if any.

3. For Increasing Employee Efficiency

No matter how carefully employees are selected some of them will fail to give desirable satisfaction, either because they lack the necessary ability or adjustment, or because they have been assigned to the wrong type of jobs. Many of these employees can be salvaged, thus avoiding the necessity of employing new applicants who lack experience in the organization.

Most employees who are not getting along well do not know why; if they did they would do things differently. Not knowing why they are failing, they cannot tell their superior officers in conferences. In such cases, a personality test may reveal the source of the difficulty and suggest a more advantageous assignment.

4. For Detecting Employee Dissatisfaction and Improving Employee-Management Relations

Some organizations operate for years without labor trouble while others are in frequent difficulty with their employees. As political and economic conditions change, as salary and wage scales are modified, and as the conditions of employment within organizations are adjusted by the management, opportunities for dissatisfaction of various types multiply. These dissatisfactions definitely affect the personalities of employees and influence their loyalty to employers as well as their job efficiency.

These dangers can be detected before they become serious. Whole departments or all departments of an organization can be given this personality test without requiring employees to sign their names. If the combined test results for a department shows a low sense of personal worth, a strong sense of interference with personal freedom, or a low sense of belonging and loyalty, it indicates the desirability of immediate activity on the part of the management to improve conditions and thus protect production. Sometimes only single departments are dissatisfied, and sometimes whole organizations are affected. Spotting the danger points allows the management to act in time.

Port X. Percentile Norms

The percentile norms provided on the last page of this manual were derived from test data for adults 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, an individual whose score falls at the 35 percentile point exceeds 35 per cent of the individuals on whom the test was standardized; also, such a score may be interpreted to mean that this individual is lower than 65 per cent of the other individuals in the standardization group.

The profile for Mary Jones shows that she is at the 35 percentile in Self Adjustment, and the 60 percentile in Social Adjustment. On the Total Test Score, she is at the 45 percentile, which is rather typical but not necessarily a desirable adjustment.

This girl is rather lacking in self-reliance and has many nervous symptoms. She is either a typist-clerk or training to become one. Assuming that she has average intelligence, it might be concluded that her correct placement should take into account this lack of self-reliance and tendency toward nervous symptom by placing her in a position where she would have relatively simple tasks and encounter few changes. She obviously would not be expected to make a good receptionist, or fill a position as an executive secretary, who would need to be highly adaptable and poised. On the other hand, her sense of personal freedom and feeling of belonging is at the 75 percentile and she has normal freedom from withdrawing tendencies, all of which are favorable characteristics.

Although her general social-adjustment is somewhat superior to her self-adjustment, it appears that there are some unfavorable factors in the community or neighborhood situation. It may be that her relatively low rating in social standards and tendency toward aggressive anti-social behavior may be related to some community maladjustment. An adjustment point of view, this might indicate the desirability of moving to a new neighborhood.

The profile as a whole indicates a person who is lacking in self-direction, inclined to be nervous, and who has difficulty in community adjustment; this latter factor may be the key to the difficulty. An examination of the specific item answers, particularly in those components in which the percentile rank is low, will reveal the responses which resulted in the unsatisfactory ratings secured. This analysis should aid in the interpretation of the test and in satisfactory guidance and placement.
### DIRECTIONS
To find the percentile score of each section or total adjustment score—use the upper table, locate the score and read the percentile score below. The lower table gives the score and read the percentile score above.

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**California Test of Personality—Adult Series**
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CLASS RECORD SHEET for use with CALIFORNIA TEST OF PERSONALITY

School.................................................................................................................. City............................................................... Teacher or Home Room.............................. Grade........ Date

Check Series and Form used: Primary Form A B Elementary Form A B Secondary Form A B

See Front Page for Instructions

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<th>SEC. 1-B Sense of Per. Worth</th>
<th>SEC. 1-C Sense of Per. Freq.</th>
<th>SEC. 1-D Feeling of Belonging</th>
<th>SEC. 1-E Withdraw- ing Tend. (Fem.)</th>
<th>SEC. 1-F Social Skill</th>
<th>SEC. 2 Social Adjust- ment</th>
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<th>SEC. 2-B Social Tend.</th>
<th>SEC. 2-C Family Relations</th>
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SUMMARY OF CLASS DATA — CALIFORNIA TEST OF PERSONALITY

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Secondary........Form A........B........Adult........Form A........B........

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For a given subject is 60, the class is (+10) or percentile points above
from the norm received in the last column. For example, if the median
percentile may be calculated and the deviation of this class average.

Grade section

Separate compilations should be made for each teacher, home room or
and recording the number in the proper space
done by counting the number of percentile ranks for each class interval.
The data for each of the subjects for which percentile ranks have

Summary of Class Data

CLASS RECORD SHEET FOR USE WITH CALIFORNIA TEST OF PERSONALITY

Secondary Form A B Adult Form A B
Intermediate Form A B Elementary Form A B
Primary Form A B

Series and form used: Primary Form C Secondary Form E

Date Grade City Teacher or Home Room School
CALIFORNIA TEST OF PERSONALITY—ADULT, FORM A
A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT
Devised by Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe

Name: .............................................. Sex: M—F
Occupation: ........................................ Age: ............. Last Birthday: .............
Location: ........................................ Date: .............

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Published by
CALIFORNIA TEST BUREAU
3636 Beverly Boulevard, Los Angeles, California
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 one the same way.

A. Do you have a dog at home? **YES** **NO**
B. Can you drive an automobile? **YES** **NO**

On the next pages are more 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.
SECTION 1 A

1. Is it easy for you to turn down unreasonable requests?  
   YES  NO

2. Do you ordinarily give up your plans when there is a good deal of opposition?  
   YES  NO

3. Are you easily irritated when people argue with you?  
   YES  NO

4. Is it hard for you to continue with your work when it becomes difficult?  
   YES  NO

5. Is it easy for you to introduce or be introduced to people?  
   YES  NO

6. Do you usually get upset when things go wrong?  
   YES  NO

7. Is it hard for you to go on with your work if you are not encouraged?  
   YES  NO

8. Do you usually do things that are good for you even if you do not like them?  
   YES  NO

9. Is it hard for you to admit it when you are in the wrong?  
   YES  NO

10. Is it easier to do things that your friends propose than to make your own plans?  
    YES  NO

11. Do you feel uncomfortable when you are alone with important people?  
    YES  NO

12. When you have a real grievance do you usually see that it is settled?  
    YES  NO

13. Do you usually feel uneasy when you are around people you do not know?  
    YES  NO

14. Do you prefer security to a new position which might pay more?  
    YES  NO

15. Does it discourage you when people do not appreciate you?  
    YES  NO

Score Section 1 A

SECTION 1 B

16. Do people seem to show an unusual interest in the things you are doing?  
    YES  NO

17. Do you feel that you are not very good at handling money?  
    YES  NO

18. Do you find it hard to get people to accept your ideas?  
    YES  NO

19. Do all of your friends have confidence in your ability?  
    YES  NO

20. Are you often invited to social affairs?  
    YES  NO

21. Do your superiors pay as much attention to you as you deserve?  
    YES  NO

22. Are you considered mediocre in many of the things you do?  
    YES  NO

23. Do people usually ask for your judgment in important matters?  
    YES  NO

24. Do people usually depend upon you for advice?  
    YES  NO

25. Do your friends seem to think that you have made the success of which you are capable?  
    YES  NO

26. Do you feel as competent in your work as you would like?  
    YES  NO

27. Even when you show good judgment, do you often fail to receive proper credit?  
    YES  NO

28. Are you considered unusually capable or courageous?  
    YES  NO

29. Do most of your friends go out of their way to help you?  
    YES  NO

30. Do your friends seem to think you have outstanding personality?  
    YES  NO

Score Section 1 B
SECTION 1 C

31. Do you have enough time for recreation? YES NO
32. Do you have to do what other people decide most of the time? YES NO
33. Do you have enough spending money? YES NO
34. Do your responsibilities keep you “tied down” too much? YES NO
35. Are you criticized for many things that do not amount to much? YES NO
36. Do you feel that you have enough liberty to do what you like? YES NO
37. Are you free to associate with your friends as much as you like? YES NO
38. Do you feel that you can say what you believe about things? YES NO
39. Are you at liberty to do about as you please during your spare time? YES NO
40. Does your family object to some of your close friends? YES NO
41. Are you usually free to attend the clubs or affairs that you like? YES NO
42. Do you have the opportunity to associate with your friends as much as you like? YES NO
43. Are you often criticized for things that do not amount to much? YES NO
44. Does your family object because you spend too much time with outside friends? YES NO
45. Are you troubled by the fact that economic conditions restrict your freedom? YES NO

Score Section 1 C

SECTION 1 D

46. Do you feel that you are an important member of some organization? YES NO
47. Have you been invited to join as many organizations as you deserve? YES NO
48. Do you feel that your relatives are as attractive and successful as those of your friends? YES NO
49. Do your friends and acquaintances seem to have a better time in their homes than you do? YES NO
50. Do you feel at ease in all the groups you attend? YES NO
51. Are you regarded as being as healthy and strong as most of your friends? YES NO
52. Have you often wished that you were a member of a different family or group? YES NO
53. If you are a man are you liked by the women? If you are a woman do the men like you? YES NO
54. Have you found it difficult to make as many friends as you wish? YES NO
55. Are you well enough liked so that you feel secure socially? YES NO
56. Are you invited to groups in which both men and women are present? YES NO
57. Do you have enough friends to make you feel happy? YES NO
58. Have you often felt that some people were working against you? YES NO
59. Do your friends ask your advice as often as they should? YES NO
60. Do you usually feel at ease when both men and women are present? YES NO

Score Section 1 D
SECTION 1 E

61. Are certain people so unreasonable that you hate them? **YES NO**
62. Do you find it more pleasant to think about desired successes than to work for them? **YES NO**
63. Do you find that many people seem perfectly willing to take advantage of you? **YES NO**
64. Do you have many financial problems that cause you a great deal of worry? **YES NO**
65. Do you find it hard to meet people at social affairs? **YES NO**
66. Are your responsibilities and problems often such that you cannot help but get discouraged? **YES NO**
67. Do you often feel lonesome even when you are with people? **YES NO**
68. Do you enjoy the quietness of home more than outside groups and friends? **YES NO**
69. Do you prefer to be alone rather than to have close friendships with many of the people around you? **YES NO**
70. Would you like to be a boy or girl again? **YES NO**
71. Do you find it difficult to overcome the feeling that you are inferior to others in many respects? **YES NO**
72. Do you go out of your way to avoid meeting someone you dislike? **YES NO**
73. Does it seem to you that younger persons have an easier and more enjoyable life than you do? **YES NO**
74. Are certain people so unreasonable that you dislike them intensely? **YES NO**
75. Are conditions frequently so bad that you find it hard to keep from feeling depressed? **YES NO**

Score Section 1 E

SECTION 1 F

76. Are you likely to stutter when you get worried or excited? **YES NO**
77. Do your muscles twitch some of the time? **YES NO**
78. Are conditions under which you live so bad that they frequently make you nervous? **YES NO**
79. Do you feel inclined to tremble when you are afraid? **YES NO**
80. Even though you can conceal it, do you frequently feel irritable? **YES NO**
81. Do you suffer often from annoying eye strain? **YES NO**
82. Is it hard for you to sit still? **YES NO**
83. Are you more restless than most people? **YES NO**
84. Are you inclined to drum restlessly with your fingers on tables, desks, and chairs? **YES NO**
85. Do people frequently speak so indistinctly that you have to ask them to repeat their questions? **YES NO**
86. Do you frequently find that you read several sentences without realizing what they are about? **YES NO**
87. Do you find that you are tired a great deal of the time? **YES NO**
88. Do you often have considerable difficulty in going to sleep? **YES NO**
89. Are you frequently troubled by serious worries? **YES NO**
90. Do you have difficulty thinking clearly when you get worried or excited? **YES NO**

Score Section 1 F
91. Are the beliefs of some people so absurd that one is justified in denouncing these beliefs? YES NO
92. Is it all right to avoid responsibility or work if you are not required to do it? YES NO
93. Is it necessary to be friendly to new neighbors? YES NO
94. If they look funny enough, is it all right to laugh at people who are in trouble? YES NO
95. Should one be courteous to people who are very disagreeable? YES NO
96. Is it always necessary to express appreciation for help or favors? YES NO
97. Are there times when it is justifiable to borrow other people's property without telling them? YES NO
98. Does finding an article give people the right to keep or sell it after a reasonable time has elapsed? YES NO
99. Is it dishonest to fail to pay a railroad or bus fare if the opportunity presents itself? YES NO
100. It is right to publicly humiliate people who show disrespect for the flag? YES NO
101. Do people who persist in getting into trouble after proper warning deserve sympathy? YES NO
102. Should a person be courteous to disagreeable people? YES NO
103. Should one always be more respectful to those in higher rank? YES NO
104. Is it always necessary to return an article that has been found? YES NO
105. Are people sometimes justified in disobeying the law when it appears to be unfair? YES NO

Score Section 2 A.................................

106. Do you find it easy to introduce people to each other? YES NO
107. Is it hard for you to lead in enlivening a dull social affair? YES NO
108. Is it easy for you to talk with people as soon as you meet them? YES NO
109. Can you break away from a social gathering easily? YES NO
110. Do you often assist in planning social gatherings? YES NO
111. Do you usually remember the names of people you meet? YES NO
112. Do you find it difficult to keep from offending people occasionally? YES NO
113. Do you frequently find it necessary to interrupt a conversation? YES NO
114. Do you habitually compliment people when they do something well? YES NO
115. Do you attempt new games at social affairs even when you haven't played them before? YES NO
116. Do you have many friends rather than just a few? YES NO
117. Have you found that it does not pay to be too dependable? YES NO
118. Do you sometimes break into conversation without intending to offend anyone? YES NO
119. Do you find it hard to help others have a good time at social gatherings? YES NO
120. Do you try to get better acquainted with people you do not like? YES NO

Score Section 2 B.................................
121. Are you justified in taking things that are denied you by unreasonable people?  
  [YES] [NO]

122. Do you often have to stand up for your rights?  
  [YES] [NO]

123. Are you often forced to show some temper in order to get what is coming to you?  
  [YES] [NO]

124. Do you feel that for the most part one has to fight his way through life?  
  [YES] [NO]

125. Do you often have to insist that your friends do things that they don’t care to do?  
  [YES] [NO]

126. Do you find it easy to get out of troubles by telling “white fibs”?  
  [YES] [NO]

127. Do you have to assert yourself more than others in order to get recognition?  
  [YES] [NO]

128. Do you believe that society would be better off if people were permitted to behave more nearly as they feel?  
  [YES] [NO]

129. Do you find that you can get even with disagreeable people?  
  [YES] [NO]

130. Are your friends and associates often so unfair that you do not respect them?  
  [YES] [NO]

131. Do members of your family have as good times together as you wish?  
  [YES] [NO]

132. Do you like the members of your family about equally?  
  [YES] [NO]

133. Have you found that getting even is better than “taking it” too much of the time?  
  [YES] [NO]

134. Are some members of your family too extravagant?  
  [YES] [NO]

135. Are you troubled because some members of your family do not get along well?  
  [YES] [NO]

136. Is it your feeling that there are some rather serious disadvantages to family life?  
  [YES] [NO]

137. Do you feel that there are some rather serious disadvantages to family life?  
  [YES] [NO]

138. Does your family seem to believe that you are not thoughtful of them?  
  [YES] [NO]

139. Are you justified in taking things that are denied you by unreasonable people?  
  [YES] [NO]

140. Are you troubled because some members of your family do not get along well?  
  [YES] [NO]

141. Are you troubled because some members of your family do not get along well?  
  [YES] [NO]

142. Are you troubled because some members of your family do not get along well?  
  [YES] [NO]

143. Do you sometimes think that it serves people right when property is damaged?  
  [YES] [NO]

144. Do you have better times somewhere else than where you live?  
  [YES] [NO]

145. Do friends respect your rights better than members of your family do?  
  [YES] [NO]

146. Are some members of your family too extravagant?  
  [YES] [NO]

147. Do you avoid inviting people to your home because it is not as attractive as it should be?  
  [YES] [NO]
SECTION 2 E

(Consider work to mean miscellaneous duties and household work, as well as regular employment.)

151. Do you worry a lot about your daily work?  YES NO

152. Do you feel that most employers keep in mind the welfare of their workers?  YES NO

153. Would you be much happier if you had more freedom in your work?  YES NO

154. Would you much rather do some other kind of work than you are now doing?  YES NO

155. Are you doing the kind of work you like best?  YES NO

156. Would you be happier if people appreciated your work more?  YES NO

157. Do you feel that many employers are unfair in their methods of making promotions?  YES NO

158. Is it your belief that it is often difficult to gain promotions on the basis of merit?  YES NO

159. Do you find it easy to approach employers in seeking a different position?  YES NO

160. Do you feel that others could make your work easier if they cared to do so?  YES NO

161. Would you rather work alone than with others?  YES NO

162. Do you find that many people are too critical of the work of others?  YES NO

163. Do those with whom you work sometimes seem unreasonable in their dealings with you?  YES NO

164. Do you sometimes wonder if people approve of your work?  YES NO

165. Do you have too small a share in deciding matters which affect your work?  YES NO

Score Section 2 E

SECTION 2 F

166. Have you found that most community social welfare activities are unnecessary?  YES NO

167. Are you usually in favor of reducing all public expenses?  YES NO

168. Do you feel that many fine families live in your neighborhood?  YES NO

169. Are there many people in your community who are unpopular?  YES NO

170. Do you often discuss community problems with people in your neighborhood?  YES NO

171. Would you welcome most of your neighbors into your home as friends and associates?  YES NO

172. Do you think neighborhoods would be better if more people minded their own business?  YES NO

173. Does your community do as much for its people as you think it should?  YES NO

174. Do most of the people in your community agree with you in political matters?  YES NO

175. Do you feel that most of your public officials are honest and efficient?  YES NO

176. Are political issues so involved that you frequently do not vote?  YES NO

177. Do you feel that most women's and men's clubs are of doubtful value to a community?  YES NO

178. Is there too much neighborhood gossip in your community?  YES NO

179. Do you endeavor to meet new people in your community?  YES NO

180. Do you feel that many local businessmen do not merit your patronage?  YES NO

Score Section 2 F
SIMS SCORE CARD FOR SOCIO-ECONOMIC STATUS
Form C

Score........................................

1. Name.................................................................

2. Age.................................................................Years and.....................................Months

3. Grade..............................................................Date..................................................

4. Have you spent two years in any grade?............If so, what grades?.....

5. Have you skipped any grades?............If so, what grades?.....

6. Home address: City...........................................State..........................................

7. How many years have you lived in this town?........................................

8. Have you attended schools in any other towns?.............If so, name them..................................................

9. Name of your School...........................................................................

Don't answer any of the questions below until you are told what to do. If you have brothers or sisters in this school, write their names and grades on these lines:

Name..................................................................Grade.................................

Name..................................................................Grade.................................

In the Following Questions Underline the Correct Answer:

Are you a Boy? a Girl? (Underline correct answer)

Are you living at home with your parents?.........................Yes No

Are you living in the home of someone else, such as a relative, adopted parent, guardian, etc.?.........................Yes No

Are you living in an institution, such as an orphan asylum or a home for children?.................................Yes No
Underline the Right Answer

1. Have you a telephone in your home? Yes No
2. Is your home heated by a furnace in the basement? Yes No
3. Do you have a bathroom that is used by your family alone? Yes No
4. Do you have a bank account in your own name? Yes No
5. Did your father go to college? Yes No
6. Did your mother go to college? Yes No
7. Did your father go to high school? Yes No
8. Did your mother go to high school? Yes No
9. Does your mother (or the lady of the home in which you live) regularly attend any lecture courses of which you know? Yes No
10. Do you have your own room in which to study? Yes No
11. Do you take private lessons in music? Yes No
12. Do you take private lessons in dancing? Yes No
13. Does your mother belong to any clubs or organizations of which you know? Yes No
   If you know of any, write the name of one of them on this line (____________________)
14. Do you belong to any organizations or clubs where you have to pay dues? Yes No
   If you do, write the names of the organizations that you belong to on these lines (____________________)
   __________________________________________
   __________________________________________
15. Does your family attend concerts? Never Occasionally Frequently
16. Where do you regularly spend your summers? At Home Away from Home
17. How often do you have dental work done? (Underline only one) Never When Needed Once a Year Oftener
18. How many servants, such as a cook, a housekeeper, a chauffeur, or a maid, do you have in your home?
   None       One       Part Time        One or More       All the Time

19. Does your family own an auto which is not a truck?
   None       One       Two       More
   If your family does own an auto, write the make of the auto on this line ................................................

20. How many magazines are regularly taken in your home?
   None       One       Two       Three or More
   If any are taken, write the names of three of them—or as many as are taken—on these lines ..............................................................

21. About how many books are in your home?  (Be very careful with this one. A row of books three feet long would not have more than twenty-five books in it.)
   None       1 to 25       26 to 125       126 to 500       More

22. How many rooms does your family occupy?
   2       3       4       5       6       7       8       9       10       11       12       More
   How many persons occupy these rooms?
   2       3       4       5       6       7       8       9       10       11       12       More

23. Write your father's occupation on this line ........................................
   Does he own        Part        All        None        of his business? (Underline)
   Does he have any title, such as president, manager, foreman, boss, etc.?.................................Yes       No
   If he does have such a title, write it on this line .................................................................
   How many persons work for him? (Underline the right number)
   None       1 to 5       5 to 10       More than 10

Total Credits ........................................ No. Answered ........................................ = Score
BIBLIOGRAPHY


Thorpe, Louis P., Clark, W. W., and Tiegs, E. W., Manual of Directions, California Test of Personality, Adult Series, Los Angeles, California Test Bureau, 1939.
