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THE EFFECT OF VARIOUS GROUPINGS UPON THE CORRELATION
BETWEEN THE ADJUSTMENT ESTABLISHED BY THE
CALIFORNIA TEST OF PERSONALITY AND
TEACHER OPINIONS
at
OMAHA TECHNICAL HIGH SCHOOL

1946

A THESIS

THE EFFECT OF VARIOUS GROUPINGS UPON THE CORRELATION
BETWEEN THE ADJUSTMENT ESTABLISHED BY THE
CALIFORNIA TEST OF PERSONALITY AND
TEACHER OPINIONS

at

OMAHA TECHNICAL HIGH SCHOOL

Submitted by

Mary Walrath Jenkins

In partial fulfillment of the requirements
for the Degree of Master of Arts
Municipal University of Omaha
Department of Education
of
Omaha, Nebraska

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The many teachers throughout the Grade Schools
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"A person may be said to have a harmonious and effective personality if he is able to accept himself and the conditions of his life with fairly persistent satisfaction, if he is normally acceptable to others as a companion and co-worker; and if with reasonable assurance and cheerfulness he takes his part in life with interest for himself and benefit to society."

Norman Fenton

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INTRODUCTION

Gestalt Psychology teaches us the importance of dealing with wholes and this theory applied to education produces the modern theory of developing the whole child up to his inherent abilities.

The Carnegie Institute claims, following research, that only 15% of those who lose their jobs do so because of lack of skill to perform the specific task that is allotted to them to do. The other 85% are found to be no longer needed by the employer because of personality or character defects.

Such modern principles as, aiding the child in avoiding a defeatist attitude, giving the child some task at which you know he will be able to succeed, and the like are indices of the important place personality, or personal adjustment, now holds in the scheme of things educationally. It is felt, quite universally, that the well-adjusted child in a happy situation will learn much more readily and will retain the knowledge to a greater degree.

Psychiatrists claim that it is more or less easy to trace the disintegration of the personality after the individual appears for treatment. The more difficult process is the foreseeing of potential mental difficulties before the condition becomes so far advanced as to make recovery difficult.

if not impossible.

The teacher, being trained in psychology and the symptoms of injurious or inadequate adjustment is in a position to foresee and aid in the avoidance of mental and emotional disintegration.

"The war has shown the evil and destruction that can result from power in the hands of mal-adjusted men. Against this background, the nation's need and the school's responsibility for developing well-integrated personalities shine out clearly.....The responsibility of developing and guiding meaningful experiences so that they will make possible the development of worthwhile social, character, emotional and other desirable aspects of the well-integrated personality is one of the major responsibilities of Education today. Adjustment of the individual both inward and outward is of vital importance."
(30:26)

When the teacher has under her supervision large numbers of students, as one does in a large high school, it is difficult to become intimately enough acquainted with all of them to be in a position to do adequate counseling. Especially is this true when one takes into consideration the student with an ingrown personality. Psychiatrists tell us that this type of individual is really in a more urgent position and more in need of help than the aggressive student who gains more than his share of the teacher's time and attention because of his type of mal-adjustment.

For this reason, it is quite necessary for the teacher in the guidance department of a large high

school to have a valid means of testing in groups the adjustment of the students under her care. If this type of test is given to all students and if the score is entered upon the permanent record card with an equal amount of emphasis and importance as the Intelligence Quotient and the Reading Score, it seems imperative that the validity of the score be ascertained statistically. Much irreparable damage can be done by mis-labelling an individual on his permanent record card. There is a question as to the advisability of recording an adjustment score in a permanent place. Particularly is this practice unfair in the case of the adolescent. The bewildered freshman makes for himself a score in adjustment, a score to which reference is made at any time by any employee of the school, a score to which reference is made upon the inquiry of a would-be employer.

Is the California Test of Personality by Clark, Tiegs, and Thorpe, sufficiently valid to be used in this manner? Do the Reading Score, Intelligence or Chronological Age affect this validity and if so in what way and to what degree?

CHAPTER I

READER'S ORIENTATION

There are several pressing reasons why the schools must accept a greater responsibility for the adjustment of the children under their supervision. Perhaps, the most outstanding need is evidenced by the wave of atrocities perpetrated by 'teen aged youth. Quite generally, the home is considered to be the failing factor in these cases and a long list of reasons why the homes have failed is offered as a solution to the problem. Nevertheless, psychology has shown us that it is possible for the school to compensate for an inadequate home by filling the fundamental needs of the child. These 'needs' as listed by Fenton (14:185) form an invaluable guide for the classroom teacher desirous of aiding a child with a problem:

1. The need for a healthy body and good physique and appearance
2. The need for feelings of security
3. The need for social adjustment and recognition
4. The need for a feeling of competence
5. The need to accept the condition, the realities of his own life
6. The need to experience curiosity and pleasure for its own sake, and the need for active and varying interests
7. The need to be considered a developing personality

Modern educators apply the old adage "As the twig is bent...." in an entirely new concept. The child who forms the habit of attacking his work with interest and enthusiasm, completing his task with a sufficient degree of perfection to warrant a well deserved feeling of success, will establish a habit pattern with which he will attack adult problems, meeting them with the same assurance and optimism with which he has attack the assignments in the school situation. Habits of success build up persistence, initiative and self-confidence---- all paramount enemies of indulgence, failure to accept responsibility and defeatism.

Greene so aptly expressed the importance of the well informed teacher:

"If personality characteristics in a significant degree are the result of the environment, which seems a justifiable conclusion, it is important for the teacher to be alert to the influence of the school in shaping the personality of the child as well as to its potentialities for correcting the maladjustments which pupils may have acquired prior to school entrance."

(20:246)

Many teachers still teach a certain subject with no thought for the children under their guidance. If the child fails to produce the kind and quality of work that the teacher feels will meet the standards that she has set up, she showers upon the

child a torrent of contempt or refuses further conversation with the child. The need to analyze the situation and ascertain the causes for the inadequacy of the child's contribution is either unrecognized or pushed aside as involving too much extra time and effort.

The feeling of inadequacy and the lack of security that often beset the adolescent, particularly those from homes which do not recognize the intricacies of adolescent adjustment, may have placed the student in a position where the type of treatment described above would be the final push needed to cause him to take out his feelings upon society. The drive for a feeling of competence and satisfaction is so great that the individual will get satisfaction either legitimately or otherwise. Robinson (46:106) speaks of the three essentials of good personality: satisfaction, security, and self-respect and then he goes on to say:

"Our public schools are woefully inadequate in their job of supplying to youth experiences which give satisfaction."

It is well for every individual who assumes the obligation of preparing the future citizens of America to frequently review and meditate upon the real objectives of education in this democracy of ours. The Education Policies Commission of 1938

sets forth in 'The Purposes of Education in American Democracy' (12) four main objectives: Self-Realization, Human Relationship, Economic Efficiency and Civic Responsibility.

Because the area of Human Relationships seems to more specifically include what the classroom teacher would need in the socializing of the child, a review of the concepts the Commission intended in this area might prove helpful:

Character: The educated person gives responsible direction to his own life.

Respect for Humanity: The educated person puts human relationships first.

Friendships: The educated person enjoys a rich, sincere and varied social life.

Co-operation: The educated person can work and play with others.

Courtesy: The educated person observes the amenities of social behavior.

It is doubtful that there is a teacher who can truly study these purposes and feel complete satisfaction with the job she has been doing in the classroom.

Perhaps, the question may arise: is it possible for the classroom teacher to actually bring about improvement in the adjustment of the individual child.

In Appleton, Wisconsin in 1942, the California Test of Personality was given to all fourth grade pupils. The median for total adjustment was the 56th percentile. There were twenty-six pupils whose score fell below the 25th percentile. Individual diagnoses and profiles for the twenty-six were delivered to the fifth grade teacher of the seven schools in which these children were enrolled. Each teacher was to use her own device for aiding adjustment. No records were kept--a procedure thought to free the teacher not only from the detail of keeping a record but also free her from a feeling of hesitancy in giving her ideas a trial.

These twenty-six pupils, as a group, were low only in personality development. The median Intelligence Quotient per California Mental Maturity Test was 106. Their median grade level on Progressive Achievement was 4.88 and the norm at the time of the test was 4.8. The standing of the twenty-six as a group at the time of the personality testing was:

| | |
|-------------------------|------|
| Reading Vocabulary | 5.63 |
| Reading Comprehension | 5.37 |
| Arithmetic Fundamentals | 4.85 |
| Arithmetic Reasoning | 5.05 |
| Language | 4.78 |

These children were retested at the end of the fifth grade and again a year later. The median for Total Adjustment improved from 23 to 52.6 during the two year period. The conclusions drawn by Flory,

Allen and Simmon are: (17:1)

1. Twenty-three of the twenty-six had median score at the end of the study normal for general population
2. Classroom teacher treatment without the aid of a specialist was successful
3. Amount of gain the first year was twice as much as the second year
4. Five failed to gain or regressed suggesting the need for services of child specialists with more complex cases
5. Slight positive relationship between level of intelligence and amount of gain
6. Subjects maintained normal achievement record during the two year experiment

It is interesting to note that the only loss was in the area of Self-Reliance--the only area at the norm at the beginning of the study. We are reminded of the fact that "Studies in Delinquent children have shown that Self-Reliance is likely to be high in those individuals who are socially maladjusted. It may not be too dangerous to hazard a guess that some of these pupils would have become serious behavior problems if their personal adjustment had gone unnoticed by their teachers." (17:1)

One may well question the validity of final scores when one takes into consideration the opportunity the pupils had for learning what type of answers to the questions were considered correct. That alone might account for the fact that the more intelligent seemed to gain more in adjustment

and also the conclusion that Social Standards were more easily changed than Social Skills.

Irrespective of this possibility for error in the scores obtained a comment of one of the teachers at the close of the study indicates the improved adjustment of these youngsters: "Why bother with these children? They don't need any more help. I have a number of children in my room who are much worse than they."

If the teacher accepts her responsibility in the personal and social adjustment of the child, she will feel the need of greater knowledge in the field of mental hygiene. Instead of being a dictator in the classroom and expecting and demanding unquestioning obedience, she will develop in her students initiative, dependability, co-operation and efficient independence. She must be able to gain her own personal satisfaction in the success of the student and not because she has succeeded in forcing others to do her bidding. She will be alert to the personal needs of her individual students. (56:14)

Injurious or inadequate ways of solving problems such as: self-justification through shifting the blame, self-justification through comparison with inferiors, regression and daydreaming (53) should serve as signals to the teacher to make a careful investigation into the adjustment of the individual.

In making a careful and thorough investigation a battery of tests should be employed. There are available an ample supply of intelligence tests and tests of achievement. Standardized tests in Reading, Arithmetic and Spelling give the teacher a clear picture of the academic attainment of the individual. But information which is equally valuable and perhaps more to be desired in cases of mal-adjustment is that secured through tests of adjustment or personality.

There are numerous ways of analyzing the personality of individuals which entail the personal interview type of procedure. Among these is the highly recommended Rorschach Ink Blot Test. When Rorschach, a Swiss psychiatrist, published these five ink blots there were as yet no standardized norms. There are available today several hundred technical reports on the interpretation and use of these ink blots. An exchange for publications concerning the technical use of this type of test has been established.

Word association tests such as those of Kent and Rosanoff (19:636) ask the individual to respond to the stimulus word with the first word that occurs to him. The answers are compared with norms and his emotional reactions to certain situations can be determined.

Observation of individuals taking performance tests can yield considerable information concerning the adjustment of the individual provided the examiner is trained and is particularly interested in that phase of the work.

Records of observations and subjective ratings such as the Behavior Rating Scale of Haggerty, Olson, and Wichman (19:565) and the Detroit Scale for the Diagnosis of Behavior Problems by Baker and Trepfagen (3:593) are considered to be very valuable indicators of adjustment.

The main disadvantage to these methods of testing is the need for individualized procedures in a clinical atmosphere. When working with large numbers of young people with whom one has only a limited amount of time, it is impossible to take advantage of this type of analysis. It is necessary to use paper and pencil type tests in order to acquire data on large numbers of individuals in a limited amount of time. It is hardly necessary to draw attention to the fact that any type of group procedure must of necessity be inferior to an individualized analysis by a trained psychologist.

The group tests for adjustment are today at about the same level of perfection as the Intelligence Tests were at the turn of the century. The development of valid personality tests has been

severely handicapped by lack of agreement among psychologists as to the concomitant factors that make up personality. Taxler (53:424) claims that 'it is not surprising in view of the nebulousness of the field, that nearly all reputable personality testing outside carefully controlled clinical situations is still fairly tentative and experimental'.

In spite of the imperfect state of the pencil and paper testing in the field of adjustment, there are available about thirty scales of this sort of varying degrees of perfection.

The Bernreuter Personality Inventory is probably the most widely used of any of the tests of this kind. It consists of 125 items which describe both interests and adjustments. The answers from which the examinee is to choose are 'yes', 'no' or 'unable to answer yes or no'. In scoring these tests, four different keys are used thus obtaining four scores for each individual. These keys were prepared for previous tests and used by Bernreuter in the preparation of his test. The previous tests are: Thurstone's Personality Schedule of Neurotic Tendencies, Laird's Inventory of Extroversion-Introversion, Allport's Ascendence-Submission Scale and Bernreuter's Test of Self-Sufficiency.

The intercorrelations of these various groups

are so very high (.96) for Neurotic Tendencies and Introversion that Flanagan (16:103) made a factorial analysis from the scores of 305 eleventh-grade boys. He found two factors that might account for the high correlation. The first one is a combination of introversion, submission, neurotic, and low self-sufficiency items. Flanagan named this factor lack of self-confidence. The second factor proved to be much less important and was named sociability. Flanagan made two new scoring keys in order to ascertain the scores of individuals in these new modes of behavior.

Farnsworth (20:542) made an extended study of the Bernreuter scale and found that retests after one, two, and three years showed no significant shifts in individual centile ranks and the correlations on the retests were high. He found that the average person answered 71% of the single items in an identical fashion after an interval of one year, and 65% after two years and 65% after three years.

It is not surprising that the Bernreuter Scales are both valid and reliable considering the fact that he combined and improved upon the work of three other psychologists and earlier work of his own in constructing his Personality Inventory. There are two rather important disadvantages to these tests: (1) the technical procedure in scoring and (2) the

terminology of the scores might prove too technical for some teachers who are not especially trained in psychology.

Another quite widely used test of adjustment is the Bell Adjustment Inventory (3) which consists of 160 items divided equally among five fields of adjustment: adjustment to home, health, other persons, emotional disturbances and occupation. The form used in the Secondary Schools has 140 items and does not include the fifth division. This test over-comes the disadvantages of the Bernreuter Scale in that the scoring is very simple and quite rapidly done and the scores obtained are usually referred to as: home adjustment, health, adjustment, social adjustment and emotional adjustment. The terminology used here could not possibly be beyond the comprehension of the examiner and it is such that the results of the test can be used in counseling to assist the youngster to see the areas in which he needs to strive for improvement.

The Bell Inventory has had little statistical analysis by others than the author. Bell (3) established reliability by the correlation of odd-even items and validity through comparison of his scale with other measures of personality: Allport, Thurstone and Bernreuter. He also secured groups of well-adjusted and groups of poorly-adjusted

students through counselor selection and then indicated the validity of his scale by means of these individuals.

The Personality Quotient Test of Link (33:537) gives a PQ score which is comparable to the IQ. This test requires a considerable amount of mathematical calculation to arrive at the final PQ and 'the interpretation of these scores is not easy owing to the fact that each scale as well as the PQ is dependent upon unknown combinations of somewhat independent items'. (20:547)

An interesting study is that of Dr. Perry of the University of Southern California (41) in which he compares several available adjustment tests and selects the one which gives the most accurate score of each of nine variables. The tests and the variable for which each is best adapted are listed here in order of reliability:

- | | |
|---|--------------------------|
| 1. Pressey X-O Test | (Affectivity) |
| 2. Thurstone Psychological Exam. | (Intelligence) |
| 3. Iowa H.S. Content Examination | (Achievement) |
| 4. Bernreuter Personality Inventory Scale B1-N | (Neurotic Tendencies) |
| 5. Bernreuter Personality Inventory Scale B4-D | (Dominance) |
| 6. Bernreuter Personality Inventory Scale B3-I | (Introversion) |
| 7. Pressey X-O Test | (Idiosyncrasy) |

8. Allport A-S Reaction Study
for women (Ascendance)
9. Laird Personal Inventory B2-Neurotic Tendencies)
10. Bernreuter Personality Inventory
Scale B2-S (Sufficiency)
11. Laird Personal Inventory C2 (Introversion)
12. Allport A-S Reaction Study
for men (Ascendance)

Four, as yet un-named, factors were found to be influencing the scores. The author makes this suggestion: 'Should the reader desire to experiment in such a manner it is suggested that he make up a term to include neurosis and introversion as a first factor; sufficiency dominance, and ascendance with a slight trace of intelligence as a second factor; dominance and ascendance as a third factor, and a heavy weighting of achievement and intelligence with a light weighting of sufficiency as a fourth factor.'

(41:79)

As a conclusion for this most interesting and informative study, Dr. Perry feels that a general testing program would be complete if the Bernreuter Personality Inventory series were given, supplemented by either the Thurstone Psychological Examination or the Iowa High School Contest Examination.

Taxler (57) made a study of ten adjustment tests to determine the extent of agreement or disagreement between the various concepts of just what constitutes

proper adjustment. He used the following ten tests; and the table on the following page lists the various terms used in these tests and shows in which tests each term occurs.

1. Adams-Lepley Personal Audit
2. Aspects of Personality - Pintner
3. Bell Adjustment Inventory
4. Bernreuter Personality Inventory
5. California Test of Personality
6. Inventory of Activities and Interests - Link
7. Minnesota Multi-phasic Personality Inventory
8. Minnesota Personality Scale
9. Nebraska Personality Inventory
10. Washburne Social Adjustment Inventory

Taxler found that no one of the tests included more than three of the fifty-six aspects of personality and that each of four traits: emotionality, home or family adjustment, introversion-extroversion, and social adjustment appear in three of the ten inventories. Masculinity-femininity, sociability and truthfulness each occur twice. Taxler says, 'It seems evident that not withstanding the large amount of recent research in the field of personality, there is still a definite need for comprehensive studies designed to discover what the important aspects of personality are.'

TAKLER'S STUDY OF TEN ADJUSTMENT TESTS

| | <u>Test</u> |
|-----------------------------|-------------|
| Adjustment to opposite sex | 6 |
| Alienation | 10 |
| Anti-social Tendencies | 5 |
| Anxiety | 1 |
| Ascendance-submission | 2 |
| Community Relations | 5 |
| Confidence | 4 |
| Control | 10 |
| Depression | 7 |
| Dominance-submission | 4 |
| Economic Conservation | 8 |
| Economic Self-determination | 8 |
| Emotionality | 2, 8, 9 |
| Emotional Adjustment | 3 |
| Feeling of Belonging | 5 |
| Flexibility of Attitudes | 1 |
| Happiness | 10 |
| Health Adjustment | 3 |
| Home or Family Adjustment | 3, 5, 8 |
| Hypochondriasis | 7 |
| Hypomenia | 7 |
| Hysteria | 7 |
| Impulse-judgment | 10 |
| Introversion-extroversion | 2, 4, 6 |
| Irritability | 1 |
| Masculinity-Femininity | 7, 9 |
| Morale | 8 |
| Nervous Symptoms | 5 |
| Neurotic Tendency | 4 |
| Paranoia | 7 |
| Personal Freedom | 5 |
| Personal Intolerance | 1 |
| Personal Worth | 5 |
| Psychasthenia | 7 |
| Psychopathic Deviate | 7 |
| Purpose | 10 |
| Rationalization | 1 |
| Schizophrenia | 7 |
| School Relations | 5 |
| Self Adjustment | 5 |
| Self-determination | 6 |
| Self-reliance | 5 |
| Self-sufficiency | 4 |
| sexual Emotionality | 1 |
| Sociability | 1, 4 |
| Social Adjustment | 3, 5, 8 |
| Social Initiative | 6 |
| Social Introversion | 10 |
| Social Skills | 5 |
| Social Standards | 5 |
| Suggestibility | 1 |
| Sympathy | 10 |
| Truthfulness | 7, 10 |
| Wishes | 10 |
| Withdrawal Tendencies | 5 |
| Worry | 1 |

The California Test of Personality (see appendix) was chosen for this study for several reasons:

The twelve sub-divisions into which the scores fall are sufficiently technical to be of decided help in selecting the child who is badly in need of assistance in making adequate adjustment to adulthood. At the same time, these sub-divisions are not technical to the point of being beyond the comprehension of the examiner or impossible of explanation to the examinee in such cases where the latter procedure seems advisable.

The test is very easily scored and the profile on the cover gives abundant information at a glance. Careful analysis of the particular area in which the student seems to need assistance will give a very complete picture of the kind and degree of difficulty the individual is experiencing.

The test is easily administered. The student does not need to feel in any hurry to complete the information and the teacher is free to watch the students carefully and make anecdotal notes relative to the individual's behavior during the testing period.

These above mentioned advantages of the California test make it very adaptable for guidance work in the Secondary School. There is need for evidence of the validity for such use and the effects of intelligence, chronological age, and reading ability upon this validity.

CHAPTER II

PROCEDURE IN COLLECTION OF DATA

The sample consists of 256 freshmen of Omaha Technical High School. This school draws a cross-section from the entire city for its student body. There are representatives from all races, creeds, vocations and degrees of economic success. The classes are formed by pulling tickets from cases to fulfill the required courses listed upon the program card of each student. All freshmen take the orientation course called 'Social Relations' and it was in these classes that the material was secured. The sample thus obtained can be considered representative of this school at this time.

In the sample, there are 120 white boys, nine negro boys, 105 white girls, 21 negro girls and one chinese girl, making a total of 129 boys and 127 girls. Such names as: O'Brien, McCoy, Kreycik, Chin, Kelley, Orlando, Polacek, Hawkins, Walsh, Schwarz, Osterhaus and Ziegler give some estimation of the spread of nationalities represented. The parents of these students are employed as plumbers, painters, bookkeepers, ministers, trash-haulers, teachers, ditch-diggers--to mention only a few and give an impression as to the range of occupation.

The tests were given in the regular classroom situation in order that the scores obtained would be commensurate to the scores obtained in routine procedure for the permanent record cards in the main office. As nearly as possible, the same atmosphere and procedure were maintained in each testing situation. The Otis Intelligence Test was administered first, taking in all three days in which to complete the booklet. The rules and directions were repeated each day after the booklets had been distributed. Care was taken to see that each student listened carefully to the directions and followed them in his own particular way. Those who stopped trying were urged to continue by means of encouragement. The examinees were seated sufficiently distributed to make copying impossible. Time was kept very accurately by seconds by means of a stop-watch. The approximately forty individuals in each group were watched constantly throughout the test to be as positive as possible that the scores were fairly earned in each case.

The scores obtained were re-checked for accuracy in scoring and whenever a discrepancy occurred the test was checked until the same score was obtained three times. The mean score was 104.5 and the range was from 72 to 136 or 64 points.

The California Test of Personality was administered in the same manner as the Otis Intelligence Test except for the timing and number of days spent at the task. In the majority of cases, the instructions were given and the test completed in one forty-minute class period. However, those who asked for more time the next day were allowed to continue. The tests were re-checked for accuracy in scoring as they were in the Otis Test. The scores range from the 1st percentile to the 99th percentile with the mean at 41.3.

During the administration of these tests it was observed that some of the questions were beyond the comprehension of the students. On analysis of certain individual cases, it was learned that pupils with 3rd and 4th grade reading ability were receiving scores on adjustment obtained in exactly the same way as the pupils with 12th and 13th grade reading scores. In like manner, in one group to whom the adjustment inventory was being administered there was a variance in the Intelligence Quotients from 72 to 136. Observation would indicate that some of these lower ability pupils are adjusted both personally and socially far above the scores they are able to earn in answering the questions in the inventory.

Also observed were the character traits revealed

and the general attitude and method of attack. Those individuals who usually made quite adequate response to the assigned school work went about the task of answering the questions with the same amount of enthusiasm and determination with which they attack their school work. In like manner, those of whom one learns not to expect much in the way of out-side preparation dawdled away more than half of their time. Some checked 'yes' and 'no' by chance down the page without going to the trouble to read the questions. Others nearly wore holes in the paper trying to make up their minds whether to circle 'yes' or 'no' and often ended by leaving the question about which they were in doubt a blank.

The Iowa Silent Reading Test Scores were likewise ascertained in the accustomed manner. All of the freshmen take the test at the same time about one month before they enter High School. They are separated as to sex and seated in the libraries. The tests are administered by members of the Guidance Department and scored by members of the English Department.

There is a question concerning the validity of the scores thus obtained. The students are victims of mixed emotion. They are thrilled, to a certain extent, because they are guests of the High School

of which they shall be members shortly; and they are frightened because of the newness of the situation, the immensity of the building and the strangeness of those who administer the tests. Certainly, no one could claim that a sufficient degree of rapport is established before the tests are administered.

In so large a group and a room so large, it is impossible to be certain that each child understands what he is to do. Several upper-classmen assist the teachers in distributing the tests and pencils and they are there to watch that the students have their booklets opened to the correct page and do not turn a page before they are instructed to do so. This testing procedure serves the purpose of grouping the in-coming freshmen as to reading ability so that those who are capable will be assigned to regular English classes and those who are not will be assigned to Remedial Reading. Students mis-placed because of mass testing can readily be selected in the classroom and their schedule changed.

As stated above, scores obtained in the accustomed manner were used so that the conclusions of this study might be of value. The range of scores on the Iowa Silent Reading Test were 3.3 to 13 plus and the mean score was 9.0.

It might be of interest to call attention to the fact that the highest intelligence score was the score of the same boy who earned 13 plus on the reading test. The boy who scored 3.3 in the Iowa Test had an Intelligence Quotient of 74; and the boy who scored 72 on the Otis Test scored 4.6 on the Iowa.

The chronological ages were obtained from the covers of the tests and the range was from twelve to seventeen with a mean of 14.7. As would be expected, there was a definite crowding at the mean. There were 143 scores in the fourteen year old class interval.

No one will dispute the fact that Social Adjustment is basically the effect an individual has upon those with whom he comes in contact. Self-adjustment, on the other hand, is a more personal matter and has a greater effect upon the individual, himself, than upon those about him. Yet, the degree and type of personal adjustment the individual has made will be evidenced in his behavior to such an extent that the trained observer can ascertain and estimate it more or less accurately.

A competent analysis by a trained psychologist would, of course, be the best type of subjective rating to obtain. This being impossible the next best alternative was chosen.

The teacher must have a certain number of courses in Psychology to obtain her teaching certificate. Her task as a teacher, theoretically, necessitates her constant use of psychology in its application to the development of the inherent abilities of the individual up to capacity. In addition to this, the teacher habitually rates the pupils under her supervision on a percentile basis and has had much experience with many pupils of early adolescence and thus has in her possession adequate basis for comparison.

Teachers, then, as a group have studied psychology in school and have had experience in rating individuals on a percentile basis and have had sufficient opportunity to compare the adjustment of the individual adolescent to the group of that aged youth. One would suppose then, that the teacher would be sufficiently equipped to check a rating scale on the adjustment of the pupils under her supervision.

Xerographed copies of the percentile chart on the cover of the California Personality Test were made and also copies of the definition of terms as found in the booklet of instructions for administering the test. (See appendix)

The students filled in the names of their teachers in the upper right hand corner of the copies of the chart and their own names on the line provided for

that purpose at the bottom on the left. The names of the teachers whose names the students could not spell were written upon the blackboard. In spite of this help, many of the names were mis-spelled and several of the teachers were incorrectly addressed as to salutation: 'Miss' or 'Mrs.'. When the checked sheets were returned, in several instances, the teacher had written her name correctly spelled in a rather determined hand.

When these check-sheets were compiled for distribution to the various teachers, each teacher's package of tests was accompanied by a copy of the definition of terms and also a letter of explanation. (See appendix) Each teacher was asked to rate each pupil for whom she received a check-sheet on a percentile basis comparing the pupil with others of his own age and grade level.

It was, indeed, a surprise to find how many of the teachers were absolutely at a loss to know how to begin filling in the information requested. Some of the teachers in the high school asked for verbal explanation and several of the grade teachers asked for help by phone. Some of the teachers returned the check-sheet unused with notations such as the following upon them: "Retiring disposition, poor student, good conduct;" "Very timid, slow and bashful;" "Excellent mind, but shows mal-adjustment;"

"I think nearly all practice too much personal freedom;" "Who am I to judge, God will do that!" while such can be said for the anecdotal type of study of behavior, there is no place for this kind of reply in this study.

Some of the Home Room teachers who, according to theory, should be the best able to rate a pupil returned the check-sheet unused with a notation that due to the fact that they had the pupil only during the Home Room period they were unable to check the required items.

An analysis of the rating sheets that each teacher returned indicated the fact that some teachers consistently rated those pupils who are quite well adjusted to the classroom situation above 90% in all areas. These same teachers rated the adolescents who were having a difficult time to adjust to the High School situation correspondingly low consistently throughout the check-sheet. The 8th grade teachers, as a group, more consistently checked all items and showed variance between items. This fact seems to point to the age old problem of the High School Teacher teaching subjects instead of children.

In order to assemble the data, the Arithmetic Mean was computed from the Teacher Rating Sheets in each student's folder. These means were computed for each of the six divisions of Personal Adjustment:

(1) Self-reliance, (2) Sense of Personal Worth, (3) Sense of Personal Freedom, (4) Feeling of Belonging, (5) Withdrawing Tendencies--freedom from, (6) Nervous Symptoms--freedom from.

In like manner the mean for each of the six divisions of Social Adjustment was computed: (1) Social Standards, (2) Social Skills, (3) Anti-social Tendencies--freedom from, (4) Family Relations, (5) School Relations, (6) Community Relations. Then the mean of the means for each of the main sub-divisions: Personal Adjustment and Social Adjustment, was obtained and finally the mean of these means was secured thus giving the score for Total Adjustment.

Because the final score of Total Adjustment given by the test is obtained by reference to a scale in which the scores are loaded, the means from the percentile scores on the test were computed in the same manner as the means of the Teacher Rating Scores. In this way, the two scores being compared statistically are both means of means of percentile scores.

Correlation was chosen as the means for handling the data and partial correlation will be used to hold the Intelligence Quotient, Reading Scores and Chronological Age constant in order to determine the degree of influence each has upon the correlation between the Teacher Rating and the score on the test.

CHAPTER III

THE CORRELATION OF TEACHER RATING AND TEST SCORES WITH RESPECT TO READING ABILITY

When the decision was made to use correlation as the means of handling the data, the correlation coefficient for the teacher rating and the test scores was computed. In preparing this coefficient, the arithmetic mean of the percentile scores on the test and the mean of total adjustment according to the teacher rating scales were used. An explanation of the derivation of these means is given in the preceding chapter.

It might be advantageous to consider for a moment the central tendency and the variability of these two sets of scores. The arithmetic mean, or central tendency of the scores made by the students on the California Test of Personality is 41.3 with a standard deviation of 16.39. This would indicate a high degree of variability, which might well be expected when an attempt is made to measure such an intangible quality as Personality. Sixty-eight percent of the scores, then, will fall between 24.41 and 57.69. The median for these scores was found to be 40.3 which is considerably below the median for

the group of fourth grade pupils in Appleton, Wisconsin in which study the median score was the 56th percentile. (See page 5)

The arithmetic mean for the Teacher Rating Scores was found to be 61.8 with a standard deviation of 13.17. This would indicate a trifle less variation and the point of central tendency falls very nearly the same amount above the 50th percentile as the mean of the Test Scores falls below the 50th percentile. Sixty-eight percent of the scores will fall between the points 48.63 and 74.9. The range of Teacher Rating Scores is from the 30th percentile to the 90th percentile or 60 units. The range of the Test Scores is from the zero percentile to the 99th percentile or 99 units. (See Table II)

By the use of the Pearson Product-Moment method of computation, (See appendix) the coefficient of correlation between these two sets of scores was found to be .2911.06. This relationship would seem relatively low until a careful analysis is made. The critical ratio, obtained by dividing the correlation coefficient by its standard error, was found to be 4.64 or, in other words, is found to lie 4.64 standard deviations away from zero. This would include 9999.932 units out of a possible 10,000 of area under the normal curve. In other words, there is less than one chance in 10,000 that a negative

TABLE II

STATISTICAL DESCRIPTION OF THE SAMPLE WITH RESPECT
TO READING SCORES

| Score | Number | Range | Arith. Mean | Standard Deviation |
|-----------|--------|-------|----------------|-----------------------|
| X | 256 | 99 | 41.3 | 16.39 |
| Y | 256 | 60 | 61.8 | 13.17 |
| R | 256 | 10 | 8.0 | 2.08 |
| High R | | | | |
| x | 47 | 75 | 41.3 | 17.90 |
| y | 47 | 45 | 69.6 | 12.14 |
| Low R | | | | |
| x | 33 | 75 | 36.3 | 18.34 |
| y | 33 | 40 | 55.4 | 11.66 |

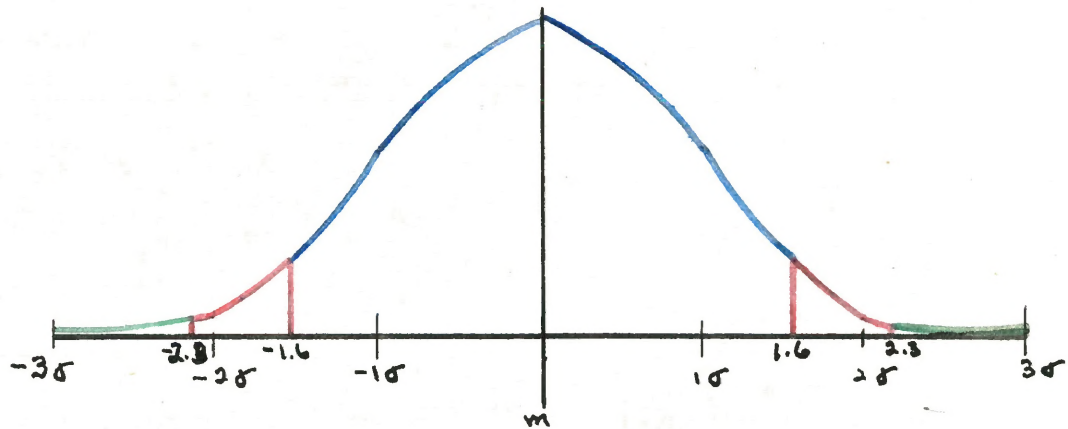
| Score | Correlation Coefficient | Critical Ratio |
|-------|----------------------------|-------------------|
| XY | .291 ± .06 | 4.64 |
| XR | .096 ± .06 | 1.53 |
| YR | .336 ± .06 | 5.36 |
| XY.R | .276 ± .06 | 4.40 |

Key:

- X - Personality Test Score
- Y - Teacher Rating Score
- R - Iowa Silent Reading Score

CHART I

NORMAL CURVE OF STANDARD ERRORS



relationship would be found to exist between these two types of scores if more samples of the same size were secured and the correlation coefficients in each case computed. (See Chart I)

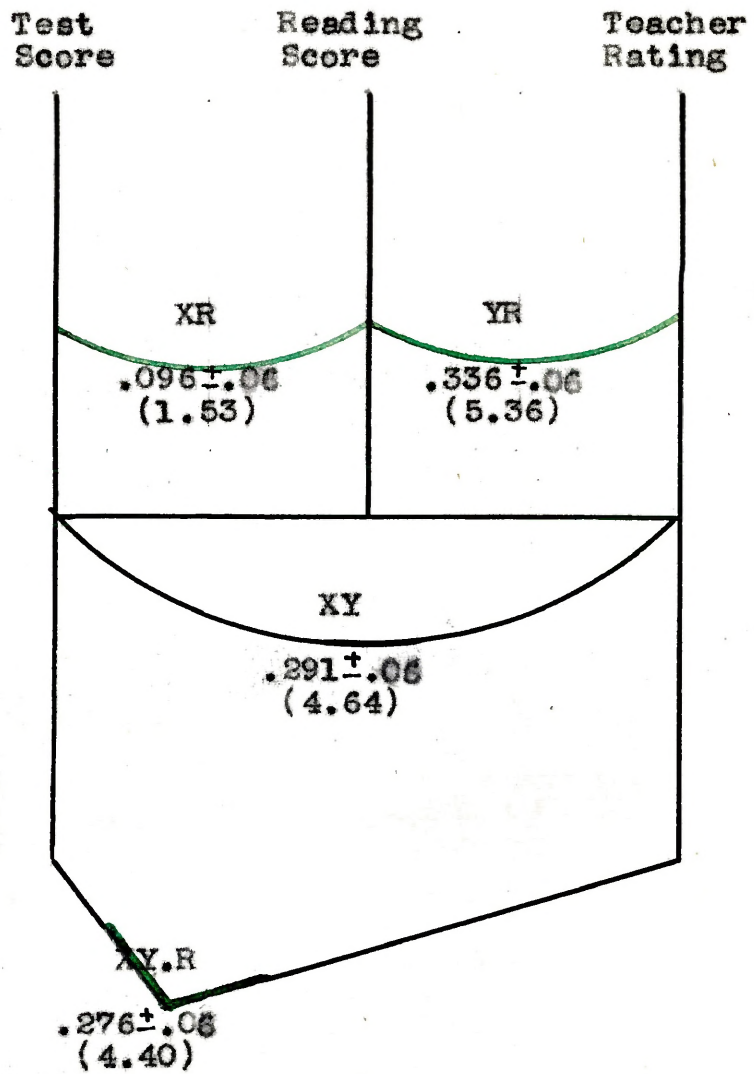
The relationship, then, between the Teacher Rating Scores and the Test Scores is highly significant and cannot be attributed to the laws of chance or random sampling. There must be an assignable cause operating.

As stated earlier in this study, observation has lead to the conclusion that the individual of inferior reading ability is unable to earn a score on the test sufficiently high to indicate his degree of adjustment merely because he is unable to read. It seems obvious that students of third grade reading ability taking the same test under the same conditions as students of thirteenth grade plus reading ability must be working under a handicap. The authors state in the upper right hand corner of the test pamphlet that the test is designed to test grades seven to ten.

Because of a desire for statistical analysis of this problem, it was decided to use partial correlation and hold the reading score constant to ascertain what affect, if any, the reading ability of the student had upon the relationship between the Teacher

CHART II

A PICTOGRAPH OF READING CORRELATIONS



Key:

- X - Personality Test Score
- Y - Teacher Rating Score
- R - Iowa Silent Reading Score

Rating and the Test Score. It is possible in this way to compute mathematically what the correlation would be if students with exactly the same reading ability had been used in collecting the Personality Test Scores and the Teacher Rating Scores.

The point of central tendency, or the arithmetic mean, of the Iowa Silent Reading Test Scores was 8.0; and the standard deviation, or measure of variability, was 2.08. The range was from 3.3 grade reading ability to 13.0 plus or approximately ten grades. Sixty-eight percent of the scores would fall between 5.9 and 10.08, showing a much greater tendency for the scores to crowd around the mean than was true of either the Personality Test Scores or the Teacher Rating Scores.

The correlation between the Personality Test Scores and the Iowa Silent Reading Test Scores was established as $.096 \pm .06$. The critical ratio for the correlation is 1.53 standard deviations away from zero. This falls in the area of the normal curve between the mean and the 1.6 standard deviation. This area of the curve, (See Blue on Chart I) between -1.6 and 1.6 is understood to be the area of random sampling. If the critical ratio falls in this area, the relationship, if any, which exists between the two sets of scores under statistical analysis is probably due to chance factors and not to an assign-

able cause. There is, then, no significant relationship between the scores the student makes on the Personality Test and the Iowa Reading Test. The observation stated in the above paragraph is, then, not statistically sound. The reading ability of the student does not appreciably modify the score he is able to make on the personality test.

When the Pearson Product-Moment method of computation is applied to the Teacher Rating Scores and the scores on the Iowa Silent Reading Test, the correlation coefficient obtained is very significant: $.336 \pm .06$; giving a critical ratio of 5.36 standard deviations away from zero. This point lies beyond the point at which one may say that there is less than one chance in ten thousand that a negative relationship would be found if additional samples of the same size were collected and correlations computed. This would indicate a very significant relationship between the reading ability of the students and the scores they receive on the Teacher Rating Scales. This relationship is very understandable when one considers the fact that the teacher's score would undoubtedly be influenced by the degree of achievement of the pupil in the classroom situation. The teachers were asked not to let the intelligence or the achievement of the student influence

them in rating the student from the standpoint of personality. It can readily be seen, however, that from the teacher's standpoint, the child who was not doing acceptable work in the classroom situation was not evidencing adequate adjustment.

Using the three correlation coefficients thus far obtained and using partial correlation, holding the reading score constant, (See appendix) the correlation between the Teacher Rating and the Test Scores in Personality was found to be: $.276 \pm .06$; giving a critical ratio of 4.4 standard deviations away from zero. (See Chart I) This point lies so far out on the curve that 9999.614 units out of a possible 10,000 units of area of the normal curve are included. Again, there is less than one chance in 10,000 that any negative relationship would be found to exist between these two types of scores if more samples of the same size were secured and the correlation coefficients in each case computed. So minor a change in the relationship between the Teacher Rating Scores and the Personality Test Scores brought about by ruling out the reading ability as a factor would indicate that the degree of reading proficiency of the individual does not materially affect the correlation between the Teacher Rating and the Test Scores.

This analysis has shown that the reading ability of the student does influence the Teacher Rating and therefore, if a score on personality which eliminates academic proficiency is desired, the score given by the California Test of Personality is much more valid than an average score of Teacher Ratings.

The idea that the extremes in reading ability surely must affect the relationship between Teacher Ratings and Test Scores persisted. In an effort to show more clearly the effect of the reading ability of the individual upon his test score and the effect of such a factor upon the subsequent correlations, the tests of those individuals who scored fifth grade and below and those who scored tenth grade and above on the Iowa Silent Reading Test were selected for an independent correlation.

The group of High Iowa Scores consisted of forty-seven individuals and the range was from the 10th percentile to the 85th percentile or 75 units. The arithmetic mean, or central tendency, for this selected group was 41.3--exactly the same as for the entire sample of 256--and the standard deviation was 17.9 showing a greater tendency to scatter than that of the entire group. (See Table II)

The mean for the Teacher Ratings in this selected group was 69.6 which is eight points above

the mean for the whole group. This accentuates the influence of academic achievement upon the Teacher Ratings. The standard deviation was 12.14 or one unit lower than that of the entire group showing a very slight tendency toward less variation in this selected group.

In finding the relationship between the Test Scores and the Teacher Rating Scores for this selected group, the correlation coefficient was found to be .212±.13. When the critical ratio was computed by means of the 't' score for small samples, this relationship was found to be of no significance.

The Low Iowa Group consisted of 33 individuals and the range on the California Personality Test was between zero and the 75th percentile or 75 units. The arithmetic mean was 36.3 or five units below the mean for the whole group and five units below the mean for the High Iowa Group. The standard deviation for the test scores was 18.34, showing a greater degree of variation than either the entire group or the High Iowa Group.

The mean for the Teacher Rating Scores on this Low Iowa Group was 55.4 or six units below the mean for the whole group and fourteen units below the mean for the High Iowa Group. The standard deviation for the Teacher Rating Scores was 11.68, show-

ing less tendency to scatter than either the whole group or the High Iowa Group.

The correlation of the Teacher Rating Scores and the Personality Test Scores for this selected group of Low Iowa Test Scores was $.431 \pm .10$. The critical ratio, using the 't' score method of computation for small samples, shows the relationship to lie just inside the doubtful area on the significant end of the scale. This would indicate the possibility of a significant relationship between the Teacher Rating Scores and the Test Scores for this selected group of poor readers.

In this group of poor readers, then, the mean would indicate that the personality scores tend to be lower and the Teacher Ratings tend also to be lower while the correlation is much higher than in the case of the High Iowa Group.

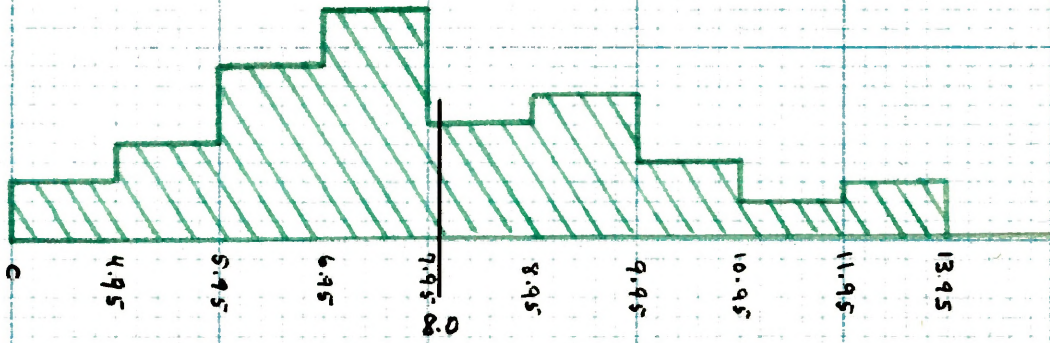
In the group of good readers, the mean falls exactly where it did for the whole group when the test scores are under consideration; but the mean for Teacher Ratings goes up eight points above the whole group and fourteen points above the Low Group. In this High Iowa Group there is no longer a significant relationship between the teacher ratings and the test scores. This would indicate that the influence of academic achievement upon the teacher

ratings is so great in the case of this superior group that there is no longer a significant relationship between the test scores and the teacher ratings.

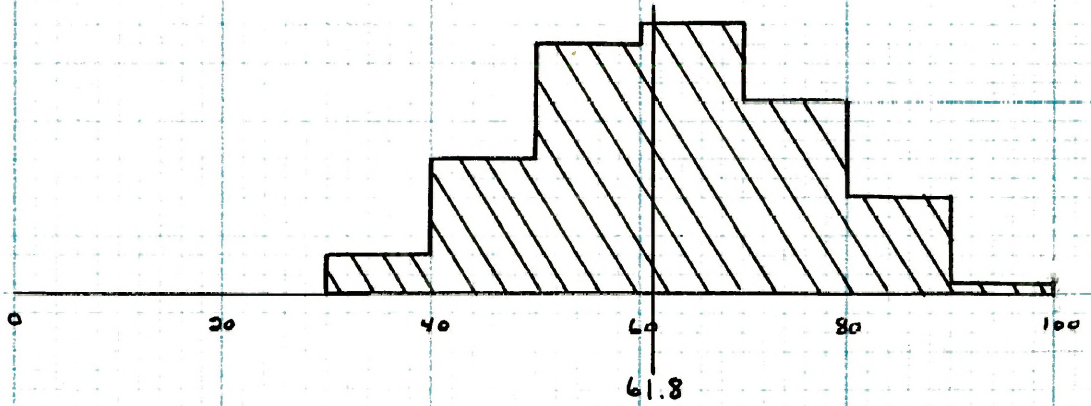
These two selected groups are not sufficiently large to show a definite degree of significance in correlation. A larger sample of each type of reader should be secured in order to ascertain the effect of these extremes in reading ability upon the Teacher-Test Correlation.

These findings substantiate the results of the partial correlation. The test gives a more valid index of personality irrespective of academic achievement than the Teacher Rating Scale. The opinion of the teacher concerning the adjustment of the student is definitely influenced by his academic achievement.

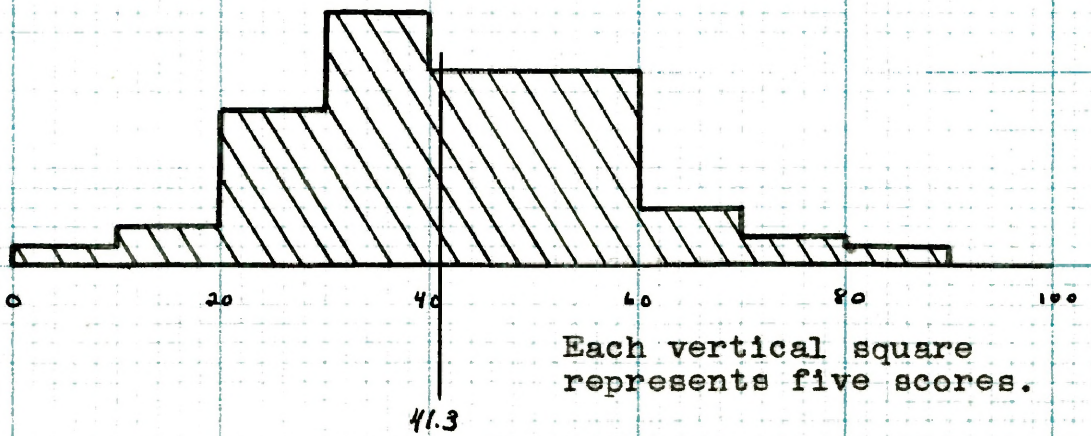
HISTOGRAM OF READING SCORES



HISTOGRAM OF TEACHER RATING SCORES



HISTOGRAM OF TEST SCORES



Each vertical square represents five scores.

CHAPTER IV

THE CORRELATION OF TEACHER RATING AND TEST SCORES WITH RESPECT TO CHRONOLOGICAL AGE

In recognition of the fact that there are many degrees of adjustment, and lack there-of, between the ages of twelve and seventeen, it was decided to determine what effect, if any, the chronological age had upon the relationship between the California Personality Test Scores and the Teacher Rating Scores.

The reader is referred to the previous chapter for the statistical analysis of the Personality Test Scores and the Teacher Rating Scores, a review of which may be found in Table III.

The range of age was five years, from twelve to seventeen, and the point of central tendency was found to be 14.7 with a decided tendency to crowd around the mean as shown by the standard deviation of .673. Sixty-eight percent of the scores will be found between 14.03 and 15.37.

The correlation between the test scores and the chronological age gave a negative correlation coefficient of $.137 \pm .06$; giving a critical ratio of 2.18 standard deviations away from zero. This falls in the doubtful area--red on the normal curve on Chart I; but it does indicate that there is a tendency for the

TABLE III

STATISTICAL DESCRIPTION OF THE SAMPLE WITH RESPECT
TO CHRONOLOGICAL AGE

| Score | Number | Range | Arith. Mean | Standard Deviation |
|--------|--------|-------|----------------|-----------------------|
| X | 256 | 99 | 41.3 | 16.39 |
| Y | 256 | 60 | 61.8 | 13.17 |
| A | 256 | 5 | 14.7 | .67 |
| Sub-A | | | | |
| x | 29 | 55 | 49.8 | 16.69 |
| y | 29 | 65 | 65.9 | 12.45 |
| Over-A | | | | |
| x | 16 | 85 | 37.63 | 19.90 |
| y | 16 | 65 | 69.50 | 15.80 |

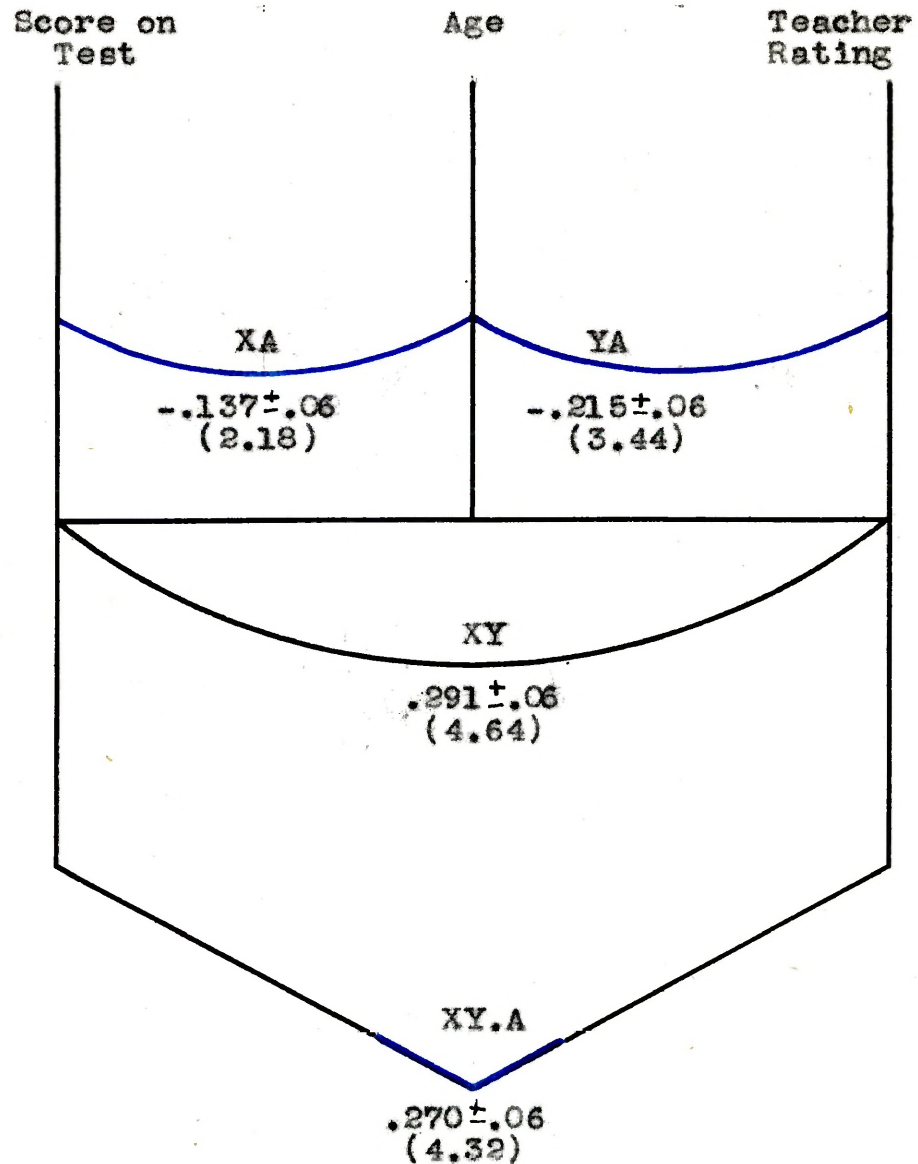
| Score | Correlation Coefficient | Critical Ratio |
|-------|----------------------------|-------------------|
| XY | .291 ± .06 | 4.64 |
| XA | -.137 ± .06 | 2.18 |
| YA | -.215 ± .06 | 3.44 |
| XY.A | .270 ± .06 | 4.32 |

Key:

- X - Personality Test Score
- Y - Teacher Rating Score
- A - Chronological Age

CHART IV

A PICTOGRAPH OF CHRONOLOGICAL AGE CORRELATIONS



Key:

- X - Personality Test Score
- Y - Teacher Rating Score
- A - Chronological Age

chronological age to have an inverse affect upon the score the pupil receives on the Personality Test. In other words, those of higher chronological age tend to gain a lower score on the test while those of lower age tend to gain a higher score.

When the correlation of the Teacher Scores and the chronological age was computed, the above indication became considerably more evident. The negative relationship gave a correlation coefficient of $-.215 \pm .06$ which figures 3.44 standard deviations away from zero. This critical ratio falls at a point on the curve such that 9993.262 units of a possible 10,000 are included. In other words, there are about seven chances in 10,000 that either a positive or a zero relationship would be found if other samples of equal size were secured and the results correlated.

This significant relationship would suggest that the teacher's score is influenced by the age of the student but conversely--the younger the student, the higher his score in adjustment.

This relationship, upon first analysis, is contrary to what one would expect. The twelve year old, being placed in an environment beyond his years of development physically and having just begun the stormy years of adolescence, might be expected to be less adequately adjusted than the sixteen year old.

But, with more careful consideration, the association between the two scores becomes more logical. The over-aged student usually is retarded because of his lack of adjustment to the school situation. Of course, there are those special cases where the student is older than the group in which he is placed because of illness or some other unavoidable delay in his progress. These infrequent cases, are usually quite well adjusted. This statement comes from personal observation; but it can be substantiated from the data at hand.

One of the over-aged boys in this group of 256 was raised on a farm and attended the country grade schools. He stayed home to help with the work on the farm until an older brother and sister had finished their High School education in the city. He has made excellent adjustment both personal and social and has developed attitudes far beyond his age.

One of the over-aged girls in this group of 256 was diagnosed tubercular when twelve. She spent several years in bed and her cure was complete. She has an exceptionally fine attitude, excellent adjustment, limited inherent ability and at the same time possesses practical knowledge and understanding.

These two fine young people are, as stated above, the unusual cases among the over-age High School Freshmen. The average sixteen or seventeen year old

in the 9th grade has well developed habit of feeling incapable and insecure. He has no self-confidence and usually makes a nuisance of himself in some way in an effort to gain attention and thus build up his own opinion of himself. Such behavior would receive a very low rating in adjustment on a teacher rating scale.

On the other hand, the twelve year old must have developed an unusually high degree of adjustment to the school situation to have been accelerated to that extent. He must attend rather strictly to the business at hand in order to maintain his standing in a group so much older than he. This business-like approach would influence the teacher to rate the student high in his adjustment.

When holding the chronological age constant by means of partial correlation, see appendix, the association between the Personality Test Score and the Teacher Rating Scores was found to be very similar to that of the regular correlation of test scores and teacher ratings. The correlation coefficient was $.270 \pm .06$ which gives a critical ratio of 4.32 standard deviations away from zero. This point is in the green area (Chart I) and is not sufficiently different from the regular correlation between the Teacher Rating Scores and the Test Scores to indicate any material change in the relationship when

the factor of chronological age is not allowed to operate.

In order to establish more clearly the effect of chronological age on the test scores and the Teacher Rating, the scores of those individuals who were sixteen and seventeen and of those who were twelve and thirteen were selected for separate analysis.

The arithmetic mean for the sub-age group was found to be 49.8 or 7.5 units above the mean of the whole sample of 256. There are 38 individuals in this group and the range is between the 30th percentile and the 85th percentile or 55 units. The standard deviation for the test scores of this group was 15.68, showing slightly less variation than the entire sample.

The arithmetic mean for the Teacher Rating Scores for the selected group of sub-age students was 66.9 or a raise of four units above the mean of the entire group. The standard deviation for the Teacher Scores was 10.45--slightly lower than for the entire group.

The fact that the means are raised in the sub-age group substantiates the negative correlation for both the Test Scores and Teacher Rating. In other words, the younger child tends to receive higher ratings by the teacher. It should be noted, however, that this tendency is more pronounced on the test score than it

is on the Teacher Rating.

The correlation coefficient for the Teacher Rating and the Test Scores of this sub-age group was $.225 \pm .14$. The critical ratio, computed by means of the 't' method for small samples, places this correlation in the blue (See Chart I) or random sampling area of the normal curve. This would indicate that there is no relationship between the Teacher Ratings and the Test Scores for the sub-age group.

The over-age group consisted of sixteen individuals who were sixteen or seventeen years of age. The range was between the 30th percentile and the 95th percentile or 66 units. The mean for the Test Scores fell at 37.63 or 3.7 units below the mean for the entire group and eleven units below the mean for the sub-age group. The standard deviation raised 3.6 units to 19.9 for the Test Scores. This shows a considerably greater tendency for the scores to scatter away from the mean.

The Teacher Rating scores have a central tendency point of 59.8 which is 2 units below the mean for the entire sample of 266 and 6.4 units below the mean for the sub-age group. The standard deviation was computed at 15.8 showing a raise of 2.7 units from that of the entire group. This would indicate a general tendency for the over-age group to gain considerably lower scores on the test than the sub-age and to re-

ceive lower Teacher Ratings. However, one should take into consideration the fact that again the test scores are much more affected by the chronological age than are the Teacher Rating Scores.

The correlation coefficient for the Teacher Rating and the Test Scores on the over-age group proved to be $.745 \pm .07$ which is highly significant. It would seem that the teacher ratings and test scores agree much more closely on the adjustment of the over-age student than they do on the sub-age.

It may be that this indication is true; but with so small a sample one is not justified in drawing such a conclusion. Further samples of larger numbers of over-aged and sub-aged students should be secured and the correlations computed before definite statements can be made.

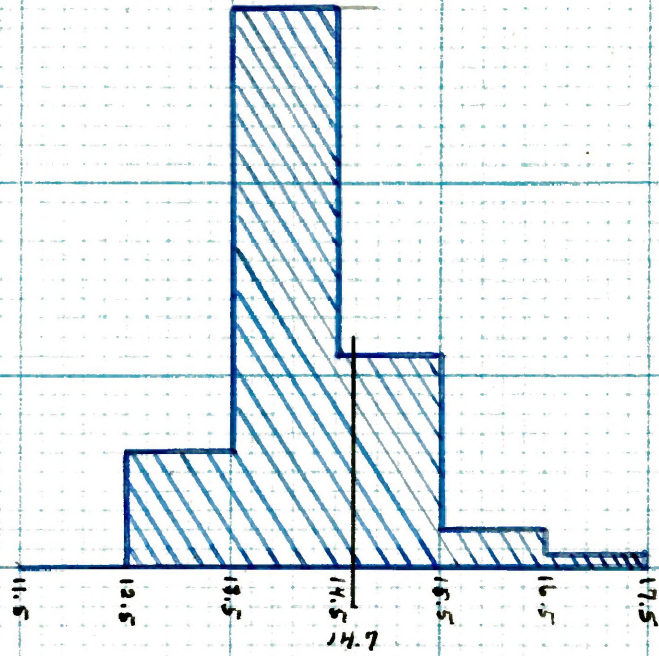
There are, however, definite trends which should be noted. The negative relationship indicated by the correlations computed for the entire group is substantiated in these two selected groups. It would seem from the means in these small selected groups that the Teacher Rating is less affected by this converse relationship than is the Test Score. The sub-age group gain scores considerably higher than the entire group and very definitely higher than the over-age group; while the over-age group gain scores below the entire group and definitely below the sub-age

group. The tendency for the scores to scatter, or the variability, increases with the age of the student.

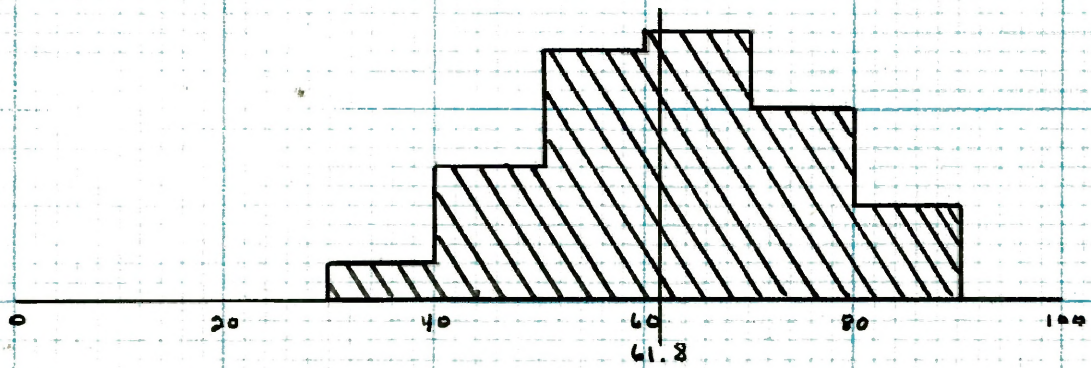
Because of the limited numbers in these two selected groups one is not justified in accepting the results of the statistical analysis in preference to the indications of the analysis of the entire sample of 286.

One may conclude then that the age of the student affects conversely the personality adjustment of the individual and that the Teacher Rating is more influenced by the age of the student than the California Personality Test Score. The relationship between the Teacher Rating and the Test Score is not materially changed by statistically holding constant the chronological age of the student.

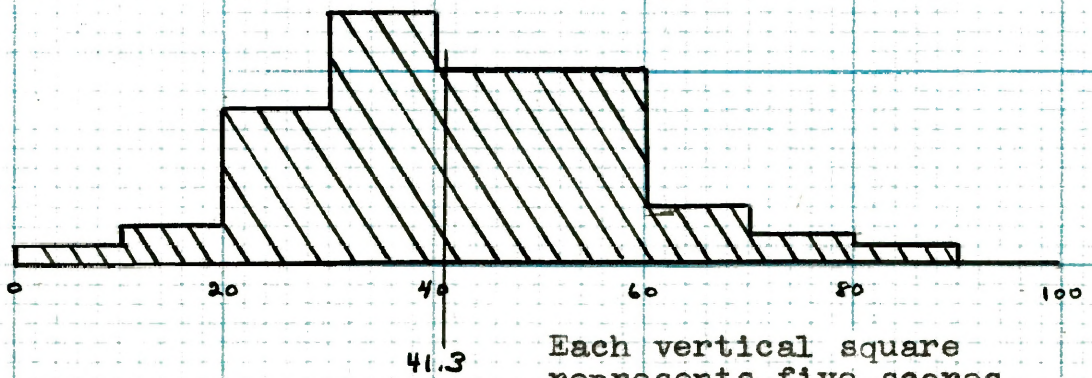
HISTOGRAM OF CHRONOLOGICAL AGE



HISTOGRAM OF TEACHER RATING SCORES



HISTOGRAM OF TEST SCORES



Each vertical square represents five scores

CHAPTER V

THE CORRELATION OF TEACHER RATING AND TEST SCORES WITH RESPECT TO INTELLIGENCE SCORES

The feeling that the child of superior intelligence could see through the questions on the test and answer them the way he knew they should be answered in order to give him a good score, has persisted from the beginning of this study. For this reason, the present phase of the analysis was approached with a considerable degree of enthusiasm.

The reader is again referred to Chapter III for the detailed analysis of the California Personality Test Scores and the Teacher Rating Scores a review of which can be found in Table IV.

The range in Otis Intelligence Scores was from 73 to 136 or 63 units. The arithmetic mean, or central tendency, was 104.5 with a standard deviation of 11.05. Sixty-eight percent of the scores, then, would fall between 93.41 and 115.51.

The correlation between the Personality Test Scores and the Otis Intelligence Test Scores produced a positive correlation coefficient of $.188 \pm .06$ with a critical ratio of 3.00 standard deviations away from zero. This point of association lies in the green

TABLE IV

STATISTICAL DESCRIPTION OF THE SAMPLE WITH RESPECT
TO INTELLIGENCE SCORES

| Score | Number | Range | Arith. Mean | Standard Deviation |
|-----------|--------|-------|----------------|-----------------------|
| X | 256 | 99 | 41.8 | 16.39 |
| Y | 256 | 60 | 61.8 | 13.17 |
| I | 256 | 63 | 104.4 | 11.05 |
| High I | | | | |
| x | 36 | 70 | 45.4 | 15.14 |
| y | 36 | 50 | 65.17 | 14.33 |
| Low I | | | | |
| x | 20 | 76 | 35.0 | 16.88 |
| y | 20 | 40 | 63.0 | 12.45 |

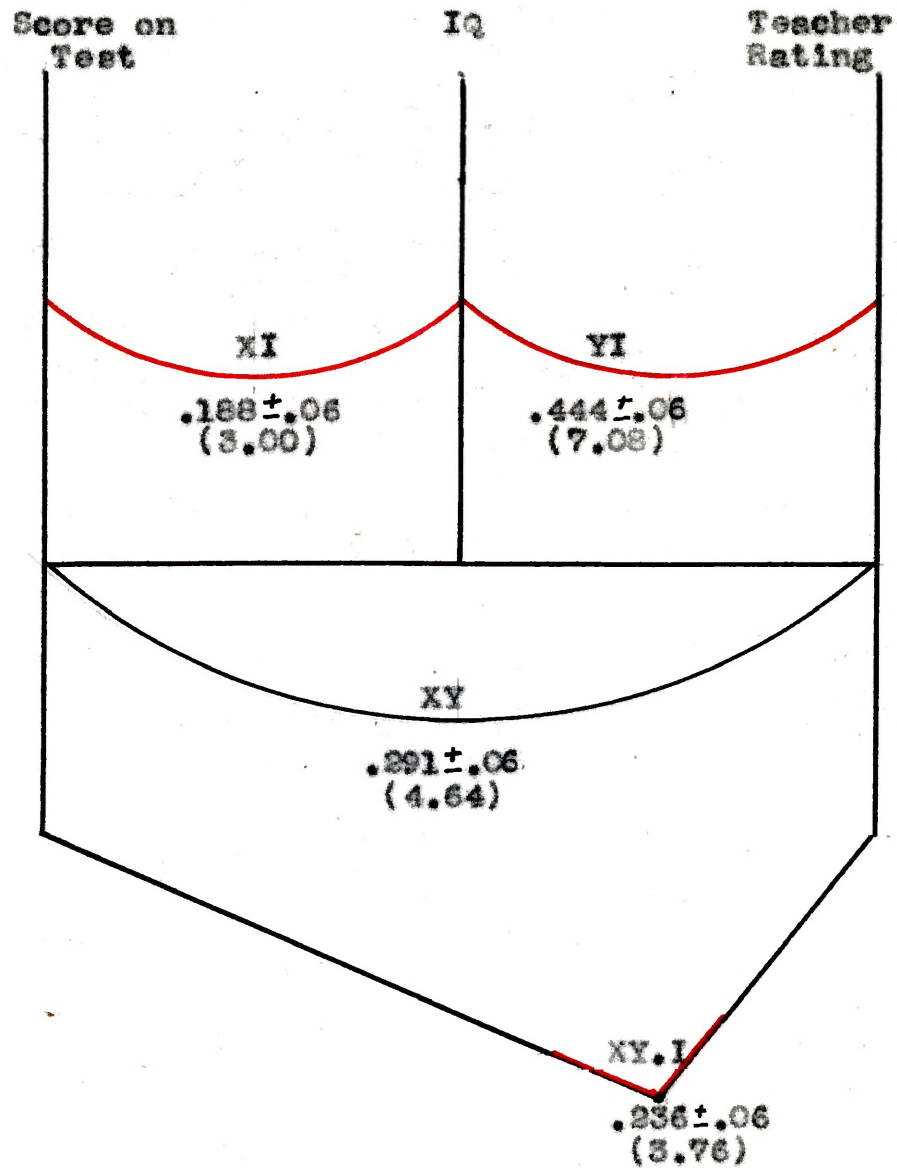
| Score | Correlation Coefficient | Critical Ratio |
|-------|----------------------------|-------------------|
| XY | .291 \pm .06 | 4.64 |
| XI | .186 \pm .06 | 3.00 |
| YI | .444 \pm .06 | 7.08 |
| XY.I | .236 \pm .06 | 3.76 |

Key:

X - Personality Test Score
Y - Teacher Rating Score
I - Intelligence Quotient

CHART VI

A PICTOGRAPH OF INTELLIGENCE CORRELATIONS



Key:

- X - Personality Test Score
- Y - Teacher Rating Score
- I - Intelligence Quotient

area (See Chart I) and is therefore significant. The area included is 9969.00 out of a possible 10,000 units and therefore one may say that there are approximately three chances in a thousand that a negative association would be found if additional samples were secured and the scores correlated. In other words, pupils of high intelligence tend to gain higher scores on the test and those of lower intelligence tend to gain lower scores. This relationship can be explained in two ways.

One might say that the student of higher intelligence is actually better adjusted and therefore gains a higher score on the test while the pupil of low intelligence has a poor personality. Or, one may explain the association by saying that the individual of lower intelligence was not alert enough to see through the questions sufficiently to fix up the answers in such a way as to give him a better score on the test.

It seems expedient at this time to draw the attention of the reader to the work of Louis A. Lurie (35) on a statistical comparison between the Intelligence Quotient, figured by means of the Stanford Revision of the Binet Scale, and the Social Quotient, figured by means of the Vineland Social Maturity Scale. The latter test was developed by Dr. E. A. Dole in order to express social maturity in terms of

years and months as Social Age which can be converted into a Social Quotient by means of the formula SQ equals SA divided by CA .

Conclusions:

1. The Binet Scale gives an indication of the intellectual capacity of an individual, while the Vineland Social Maturity Scale provides us with a means of measuring the socially important patterns of behavior which the individual has acquired.
2. Children with low IQ's tend to compensate for their retardation by the development of a social maturation beyond the level of their intellectual status while those with high IQ's tend to over-emphasize their intellectual qualities at the expense of social development.
3. These tendencies on the part of the individual himself are aided and abetted by educational practices followed both in the home and in the school.
(35:111)

The reference above would substantiate the latter view if we are to accept Dr. Lurie's study as adequate indication that those of high intelligence tend actually to have lower degrees of adjustment.

The association between the Teacher Rating Scores and the Intelligence Scores figured a correlation coefficient of $.444 \pm .06$ with a critical ratio of 7.08. This point lies way out into the green area (See Chart I) a long way beyond the established tables of areas under the normal curve. The association is very highly significant. The student with the high intelligence very definitely is rated higher

by the teacher and the student of lower intelligence is rated correspondingly lower.

When using partial correlation and holding the Intelligence quotient constant, (See appendix) the Teacher Rating and Test Scores correlate .2361.06 with a critical ratio of 3.76 standard deviations away from zero. This would indicate a lowering of association one whole standard deviation by holding the intelligence constant. In other words, intelligence definitely is a factor in the degree of association between the test scores and the teacher ratings.

In order to gather more information concerning the effect of intelligence upon the scores on the Personality Test and the Teacher Ratings, the tests of those individuals with intelligence quotients above 115 and those with scores below 90 were selected for special analysis.

The High IQ Group consisted of thirty-six individuals and the range in Personality Scores was from the 15th percentile to the 85th percentile or 70 units. The arithmetic mean was 45.38 or a raise of four units above the mean of the entire group. The standard deviation was 15.14 which indicates a slight tendency for less variation in this group than in the entire sample.

The Teacher Rating Scores for the High IQ Group have a range from the 35th percentile to the 85th percentile or 50 units. The arithmetic mean was 55.17 or a raise of four units above the mean for the entire group. The standard deviation was 14.33 which indicates a slight tendency for greater variation in this group than in the entire sample.

The correlation between the Teacher Rating and the Personality Test for this selected group of High IQ gives a coefficient of $-.015 \pm .16$. This score is obviously not significant which would indicate a lack of association between these two scores for the High IQ Group.

Attention should be called to the increase in the mean for this High IQ Group over the mean of the entire sample. This raise of four units was exactly the same for both Teacher Rating and Test Scores. This shows a group tendency for the Teacher Ratings and Test Scores to raise in like amount even if the individual scores failed to show association.

In the Low IQ Group, there were twenty individuals and the range for the Test Scores was from zero to the 75th percentile or 75 units. The arithmetic mean proved to be 35.0 or a lowering of 6.3 units from the mean of the entire group and 10.3 units from the mean of the High IQ Group. This would show a definite group tendency for lower scores by these

individuals of less ability. The standard deviation was 16.88 which shows a very slight increase over the variation index for the entire group.

The Teacher Rating Scores for this Low IQ Group have a much shorter range: 35th percentile to the 75th percentile or 40 units. The arithmetic mean was 66.0 which is a lowering of 8.3 units below the mean for the entire sample and twelve units below the mean for the High IQ Group. In the Teacher Rating Scores the decrease in the mean is greater than it was in the case of the Test Scores. The standard deviation was 12.45, a very slight lowering from that of the entire sample.

The correlation of the Teacher Rating Scores and the Personality Test Scores for this Low IQ Group gave a coefficient of $.527 \pm .11$ which when tested for significance by means of the 't' method for small samples was found to fall in the red area (See Chart I) or doubtful area. There is, however, more relationship between the Teacher Rating Scores and the Intelligence Scores than there is between the Personality Test Scores and the Otis Scores. This fact substantiates the higher degree of correlation between the Teacher Rating and the Otis Score on the entire sample.

As in the case of the preceding chapter, there are too few individuals in these small samples for

the analysis to be of statistical value. They do seem, however, to add additional weight to the trends revealed by the findings concerning the whole group.

In an effort to ascertain whether or not the individual with high intelligence answered the questions the way he knew they should be answered, the personality tests were sorted and those with scores above the 60th percentile and below the twentieth percentile were selected. The following table shows the distribution of Intelligence Scores for these selected tests.

Scores below '90' on the test

| | | |
|------------|----------|-----|
| IQ below | 90 | 14% |
| IQ between | 90 - 110 | 54% |
| IQ above | 110 | 32% |

Scores above '60' on the test

| | | |
|------------|----------|-----|
| IQ below | 90 | 0% |
| IQ between | 90 - 110 | 50% |
| IQ above | 110 | 50% |

On careful analysis of the tests of those students whose intelligence quotient is below '90', it was learned that the highest test score made by an individual in this group was '35' which is well below the mean of 43.6.

In the group of tests with scores above '60', it is very noticeable that these scores do not follow the normal curve. The tests of those individuals with an IQ above 110 were selected and analyzed quite carefully. Using personal observation as an index, one

is justified in saying that none of the scores of these people would indicate falsification.

Next, the tests of those individuals who have evidenced difficulties in adjustment were selected from the entire group of 256 tests. This selection was made from the names of the individuals without reference to the scores that they had made. The scores of these selected tests ran quite low, almost all of them below the mean. Three tests that scored above the mean; 50, 70 and 76, rated the individual low in those areas of the test that correspond to his personal difficulty.

These observations would seem to disprove the theory that the individual of higher intelligence would be able to so answer the questions as to give a misrepresentation of his degree of adjustment. These findings would seem to indicate that the individual of higher intelligence is actually better adjusted than the individual of lower intelligence.

It seems necessary at this point to decide whether or not intelligence is a part of personality. Undoubtedly the authors of the California Test of Personality made a special effort to so shape their questions that the intelligence of the student would not affect his score. They did not wish to measure intelligence but rather adjustment. There are those who adhere to the theory that those of inadequate

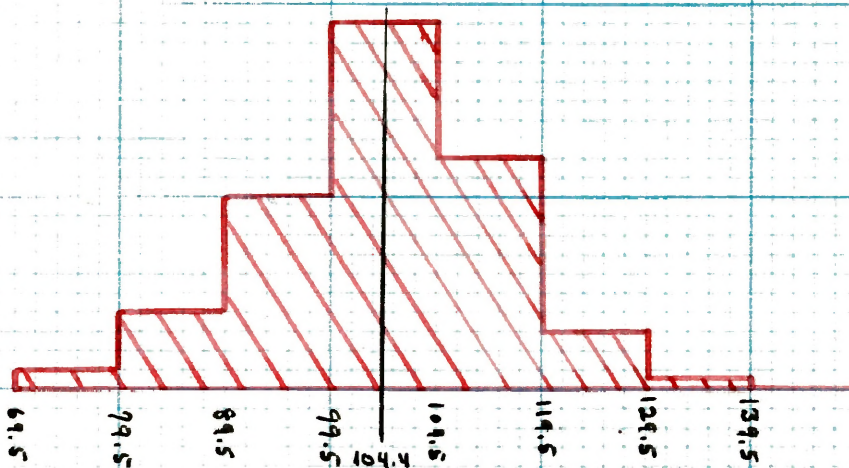
inherent ability for academic learning can excel in personality. (See Dr. Lurie's report in Chapter V)

We can each cite a case of a child with an unusually charming personality who wins the approval of the teacher to such an extent that the teacher feels she must accept the feeble attempts of the student to fulfill the assigned work because 'she tries so hard!'. There are many children and adults who have learned to cover their lack of academic learning with a veneer of poise and personality that fools the average layman. It seems, however, that these people are the exception and when we consider the fact that the intelligence quotient is really an index of the ability of the individual to cope with certain situations that are external to him, we must admit that the intelligence quotient is in a sense an indication of adjustment.

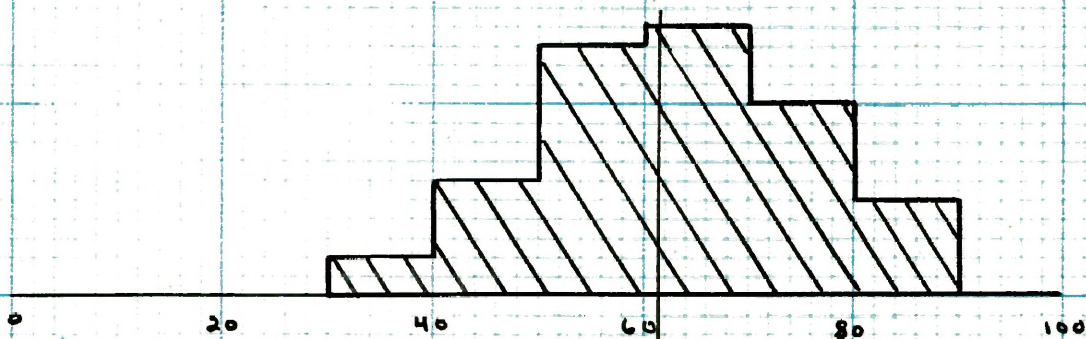
It seems unwise to attempt to rule intelligence out of the picture of personality. While it is necessary for us all to admit that there are those of high intelligence who are definitely mal-adjusted and those of low intelligence who have compensated for their lack of academic ability in their degree of adjustment, the findings in this study would lead one to the conclusion that these individuals are the exceptions and that generally speaking there is a definite association between intelligence and adjustment.

The California Test of Personality rules out the intelligence to a greater degree than do the Teacher Ratings and therefore should be considered a more valid test of adjustment when a score is desired which is as little influenced by intelligence as it is possible to attain.

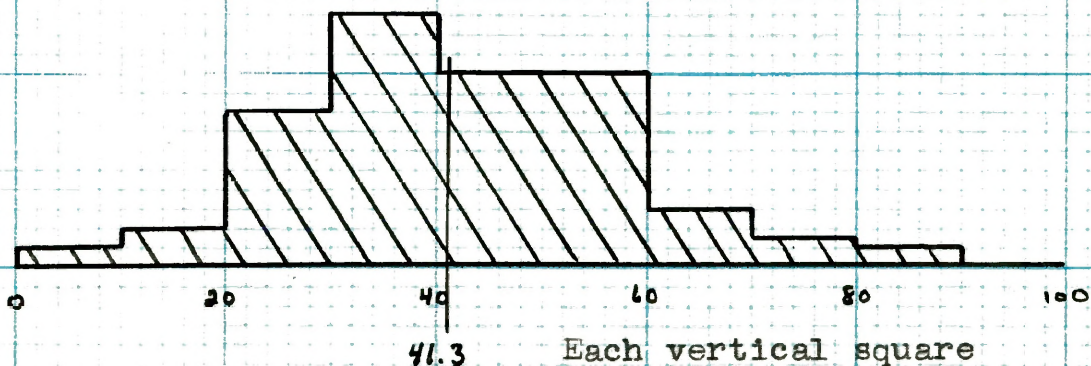
HISTOGRAM OF INTELLIGENCE SCORES



HISTOGRAM OF TEACHER RATING SCORES



HISTOGRAM OF TEST SCORES



Each vertical square represents five scores

CHAPTER VI

BRIEF STUDIES OF INDIVIDUALS

By means of statistical studies the validity of a test can be ascertained sufficiently well to indicate how dependable the scores are for the majority of the individuals tested. The ever-present problem arises, however, what about the individual student? For Tom, or John or Betty, is the score valid?

In order to bring out a fact that we all must recognize--that for some individuals a true analysis can not be made by means of a group test--some individual cases shall be briefly presented. These cases have been selected because observation would indicate that the score received on the California Test of Personality is not valid:

Ann:

| | | | |
|------|------|----------------|----|
| IQ | 121 | Teacher Rating | 60 |
| Iowa | 12.0 | Test Score | 25 |

Ann helps in the library during one of her study periods and is dependable, cheerful and accurate about her work. She is attractive looking, well-mannered and an interesting conversationalist. She has a new baby brother, the first addition to the family since her birth fourteen years ago. She anticipated his arrival with eagerness and is very proud of him and

happy with him.

A careful analysis of Ann's test booklet reveals a sheltered and narrow-minded home atmosphere with a tendency to be too critical. She feels uncertain and is hesitant to proceed, a little cautious about following her own initiative lest her action be unworthy of her ideals. This lack of self-confidence is probably due to lack of experience and certainly is not unusual in girls of Ann's age.

Ann is emotionally immature and has had little opportunity for independence; but a score of '25' on her permanent record card would give a false impression. Ann's difficulty is such that most of it will probably disappear by the time she is a senior and in search of employment.

In contrast to the above case, let us consider

Alice:

| | | | |
|------|-----|----------------|----|
| IQ | 102 | Teacher Rating | 56 |
| Iowa | 7.6 | Test Score | 45 |

Alice has a sneer on her face most of the time and acts as if she were condescending to write down an assignment when the teacher gives it to her. The other students do not like her and she acts as if she were glad of it. She is clean; but she is not neat about her person. She pays no attention to the boys and they don't know she is around.

An analysis of her test shows that almost every question that she missed she had failed to answer

rather than answering incorrectly. It would seem that she has answered the questions in the light of the way she has been taught that she should feel about things and not the way she actually feels. Her answers to the test questions would lead one to think that she is well liked, has many friends and is quite a successful young person socially. It may be that she imagines this excellent adjustment or she may have considered the California Test another test on which one should do one's best to make a good score. In either case, she is definitely in need of help in making an adequate adjustment and on the strength of her test score, '45', she would receive none.

These two girls are good examples of individuals who deviate sufficiently from the majority to make careful personal analysis necessary in order to obtain a true picture of their adjustment. Now, let us consider two boys for whom a group test does not furnish adequate information.

John:

| | | | |
|------|-----|----------------|----|
| IQ | 117 | Teacher Rating | 38 |
| Iowa | 9.8 | Test Score | 70 |

John's case is similar to Alice's but the discrepancy is much more marked. John is sullen and morose. He sits all slumped down in his chair with a pained expression on his face. The only time he seems happy is when he is reading a book of fiction.

The moment he is brought back to reality, he is against everybody and everything. He does not laugh and talk with the other boys and he pays no attention whatever to the girls. He is definitely in need of help and the teacher rating of '38' would indicate that the teachers are aware of his mal-adjustment.

Careful analysis of his test and teacher ratings reveal some interesting points. His eighth grade teacher did not check his rating sheet but wrote the following upon it: "John is known to me much better than to any teacher. In every grade he was in trouble very often. Had no respect for law or the rights of others. One of the most difficult children to handle that I ever knew. Had to call on his father."

From his test, one would imply that he has learned the ethics of behavior but is unable to put them into practice. Questions such as: "Do you feel that your classmates are glad to have you in school?" and "Do most people seem to enjoy talking to you?" he responds to with a question mark. Questions which refer to how he feels about things are answered correctly; questions which deal with how others feel about things he fails to answer.

John is undoubtedly an ingrown personality. He is happy enough as long as others leave him alone; but he resents interference with his own dream-world. Such an individual is in need of assistance and un-

less the examiner makes a careful analysis of the test in the light of her observation of the individual, he would receive none on the strength of a score of '70' on the test.

In contrast to John, let us consider Bob:

| | | | |
|------|------|----------------|----|
| Iq | 127. | Teacher Rating | 67 |
| Iowa | 10.2 | Test Score | 10 |

Bob is highly nervous and inclined to stutter when excited. He has grown very rapidly and is over six feet tall and just fourteen. He is industrious, cheerful, dependable and courteous. His friends think a great deal of him and those who do not know him well admire him. He plans to go to college and learn to be an Engineer.

Bob craves the attention and companionship of others with as much deep-felt need as John detests the interference of others. Throughout Bob's test one is impressed with his feeling of social incompetence. This feeling of inadequacy influences all of his answers. It is true that Bob shows emotional immaturity; but he is well adjusted to his school, does nice work and is well liked. He seems happy in his home, attends church and Sunday School regularly and his companions are interested in constructive amusements.

The examiner would need to take all of these factors into consideration when studying the case of Bob. A score of '10' on his permanent record

card would certainly give an erroneous impression. Much of Bob's difficulty will disappear during the next four years.

These few individual cases have been presented in an effort to show the need for the examiner to be alert for discrepancies in the apparent adjustment of the individual and the score he receives on the test. One cannot exercise too much care in attempting to avoid mis-labelling an individual; and the very pressing necessity of recognising individual differences stresses the fact that all people do not respond in like manner to a test situation.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

PART I

As a result of the study here-in presented some indications of the validity of the California Test of Personality may be sighted in the form of conclusions.

1. The Reading Ability of the examinee would seem to influence the Teacher Rating considerably more than the Test Score. The relationship between the Teacher Rating and the Test Score is not materially changed by ruling out the Reading Ability as a factor. The Test Score would seem to give a more valid estimate of adjustment irrespective of Reading Ability than the Teacher Rating.
2. The Chronological Age of the examinee probably affects the Test Score and the Teacher Rating inversely. This association is much more evident in the Teacher Rating than in the Test Score. The relationship between the Teacher Rating and the Test Score is not materially changed when the Chronological Age is not allowed to operate. The Test Score would seem to give a more valid estimate of

adjustment irrespective of chronological age than the Teacher Rating.

3. The intelligence of the examinee seems to affect both the Teacher Rating and the Test Score. This association is much more evident with the Teacher Rating than it is in the case of the Test Score.

The relationship between the Teacher Rating and the Test Score is one standard deviation less when the intelligence is not allowed to operate. This would indicate that the intelligence of the examinee is a factor in the association between the Teacher Rating and the Test Score.

Because the intelligence is measured in terms of the individual's reaction to external stimuli, which is in a sense the degree of adjustment that the individual is able to make, it does not seem advisable to criticize the California Test of Personality for this association. The Teacher Rating is much more affected by the intelligence of the individual than is the Test Score. The California Test of Personality seems to be more valid as an index of the student's adjustment irrespective of intelligence than the Teacher Rating.

4. The California Test of Personality can be considered valid for the rating of the majority of the pupils; but the examiner should be alert for those individuals who deviate in score from the observed degree of adjustment. These individuals should be re-tested by means of another adjustment scale.

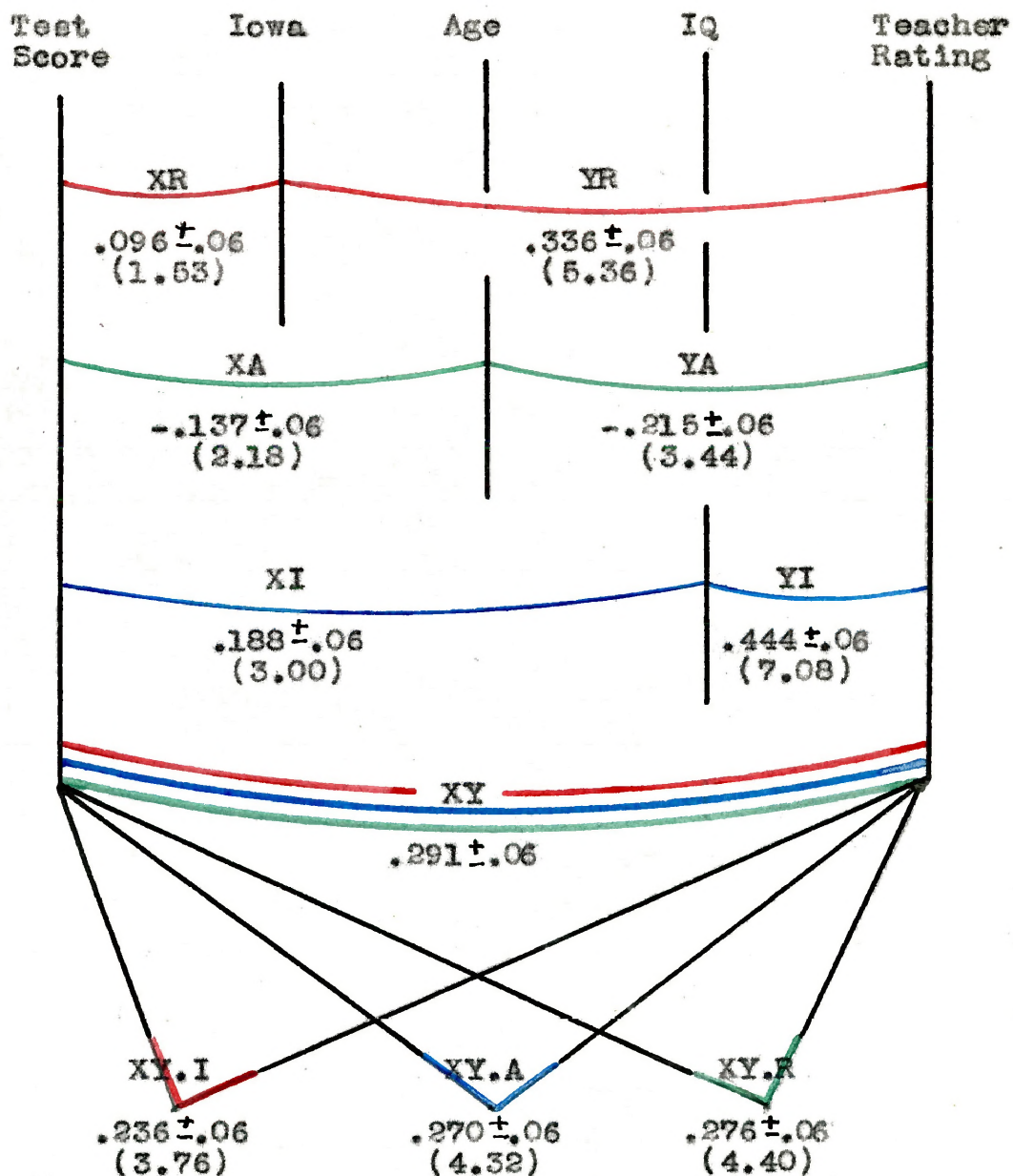
PART II

In the light of the study here-in presented, certain recommendations can be suggested.

1. It would be interesting and advantageous to secure additional samples of individuals in the extremes of Reading Ability, Chronological Age and Intelligence sufficiently large to enable the examiner to determine indications of relationships.
2. It is suggested that the California Test of Personality be used more extensively in Cache Technical High School and when practicable that the upper-classmen be re-tested that a more accurate index of the individuals adjustment be available for future reference.

CHART VIII

A PICTOGRAPH OF ALL CORRELATIONS



Key:

- X - Personality Test Score
- Y - Teacher Rating Score
- R - Iowa Silent Reading Score
- A - Chronological Age
- I - Intelligence Quotient

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APPENDIX

Dear Fellow-worker:

The Guidance Department of Technical High School uses a test of personality which is supposed to give an accurate estimate of the degree of adjustment of the student to his associates. If this test gives a true picture of the individual's adjustment to society, it will continue to be used.

In order to prove whether or not the score given by the test is true, we are asking several adults who know the student well to rate him in the same manner as the test rates him. Then a comparison will be made between the two.

Experience has shown the importance of good social adjustment in the success of the individual. Only a small part of success is due to the skill of a certain vocation--the rest is due to the way in which the individual gets along with the people with whom he works. In order that the school may be able to give the individual child as much help as possible in developing these needed social skills, it is necessary to use a good test to show in which area the child needs help.

Will you please assist us in making this study by rating the student named on the blank. Quickly estimate in which percentile he belongs in each type of adjustment. The opinions of several adults will be gathered and compared with the test score. Your rating will be held in the strictest confidence. The name appears on the chart only to aid in making the analysis.

Thank you for your cooperation. It is deeply appreciated.

Sincerely,

TEACHER OPINIONS

on

PERSONAL AND SOCIAL ADJUSTMENT OF STUDENT

SELF ADJUSTMENT

0 10 20 30 40 50 60 70 80 90 99

- A. Self-reliance
- B. Sense of Personal Worth
- C. Sense of Personal Freedom
- D. Feeling of Belonging
- E. Withdrawing Tendencies
(Freedom from)
- F. Nervous Symptoms
(Freedom from)

SOCIAL ADJUSTMENT

- A. Social Standards
- B. Social Skills
- C. Anti-social Tendencies
(Freedom from)
- D. Family Relations
- E. School Relations
- F. Community Relations

0 10 20 30 40 50 60 70 80 90 99

Explanation:

If a student is rated as 90th percentile he is said to exceed 90% of the students of his age level in that particular area. If a student is rated 20th percentile, he is said to exceed only 20% of the students of his age level. Under each classification, please check the percentile which most nearly applies to the student whose name appears below.

Name of student

FORMULAE

Pearson's Product-Moment Coefficient of Correlation:

$$r = \frac{\frac{\sum xy}{N} - c_x c_y}{\sigma_x \sigma_y}$$

'r' is the coefficient of correlation; 'N' is the number of cases; 'Rho_x' is the standard deviation (in steps) of the distribution on the X-axis; 'Rho_y' is the standard deviation (in steps) of the distribution on the Y-axis; 'c_x' is the correction on the X-axis; 'c_y' is the correction on the Y-axis; and 'Σxy' is the sum of the products of the deviations of each measure from the central tendency of X- and Y-axes.

Standard Error of 'r':

$$\frac{1 - r^2}{\sqrt{N-2}}$$

According to the null hypothesis the Rho of the supply approaches zero and the formula becomes:

$$\frac{1}{\sqrt{N-2}}$$

Critical Ratio:

$$\frac{r}{\frac{1}{\sqrt{N-2}}} = r\sqrt{N-2}$$

Partial Correlation:

$$r_{xy.z} = \frac{r_{xy} - (r_{xz})(r_{yz})}{\sqrt{1-r_{xz}^2} \sqrt{1-r_{yz}^2}}$$

Significance of correlation coefficient in small samples - 't' method:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

KEY FOR RAW SCORES

Column

- I Student's Initials
- II Student's Age
- III Otis Intelligence Score
- IV Iowa Reading Score
- V Test Score on Self Adjustment
- VI Test Score on Social Adjustment
- VII Test Score on Total Adjustment
- VIII Teacher Rating on Self Adjustment
- IX Teacher Rating on Social Adjustment
- X Teacher Rating on Total Adjustment

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| MA | 14 | 109 | 9.0 | 51 | 60 | 55 | 75 | 77 | 76 |
| FA | 13 | 117 | 9.8 | 65 | 57 | 61 | 46 | 30 | 38 |
| VA | 13 | 120 | 9.0 | 35 | 89 | 62 | 61 | 75 | 69 |
| JA | 14 | 112 | 8.7 | 44 | 69 | 66 | 73 | 67 | 70 |
| SA | 15 | 105 | 6.6 | 44 | 66 | 60 | 68 | 63 | 65 |
| JA | 15 | 101 | 5.1 | 66 | 32 | 44 | 49 | 54 | 61 |
| CA | 14 | 101 | 6.9 | 32 | 63 | 42 | 69 | 69 | 69 |
| LA | 17 | 83 | 5.7 | 16 | 49 | 32 | 71 | 71 | 71 |
| RA | 13 | 110 | 7.4 | 10 | 33 | 21 | 79 | 78 | 78 |
| JA | 15 | 114 | 10.1 | 38 | 34 | 36 | 66 | 53 | 60 |
| LA | 15 | 98 | 7.1 | 27 | 60 | 43 | 46 | 43 | 44 |
| RA | 14 | 109 | 8.6 | 8 | 3 | 5 | 56 | 59 | 57 |
| MA | 14 | 92 | 8.2 | 16 | 20 | 18 | 48 | 47 | 47 |
| HA | 14 | 117 | 7.8 | 28 | 22 | 25 | 74 | 70 | 72 |
| JB | 14 | 103 | 7.8 | 11 | 32 | 21 | 48 | 49 | 48 |
| BB | 14 | 110 | 7.7 | 39 | 33 | 36 | 78 | 78 | 78 |
| RE | 14 | 94 | 6.7 | 11 | 28 | 19 | 47 | 49 | 48 |
| DE | 14 | 112 | 9.2 | 44 | 42 | 43 | 69 | 65 | 67 |
| RB | 14 | 123 | 12.5 | 49 | 58 | 54 | 54 | 55 | 55 |
| BB | 15 | 82 | 5.2 | 22 | 29 | 26 | 49 | 55 | 52 |
| MB | 13 | 102 | 7.6 | 41 | 57 | 49 | 53 | 55 | 56 |
| PB | 13 | 92 | 4.2 | 29 | 47 | 33 | 71 | 63 | 67 |
| VB | 14 | 121 | 12.0 | 32 | 45 | 39 | 75 | 66 | 80 |
| JB | 14 | 105 | 8.2 | 63 | 66 | 64 | 61 | 52 | 56 |
| RB | 15 | 80 | 7.4 | 35 | 30 | 32 | 62 | 58 | 60 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| RB | 14 | 93 | 6.8 | 17 | 35 | 26 | 60 | 60 | 60 |
| BB | 14 | 122 | 10.6 | 21 | 23 | 22 | 55 | 57 | 55 |
| DB | 15 | 68 | 9.8 | 32 | 38 | 35 | 55 | 59 | 57 |
| RE | 15 | 61 | 4.7 | 53 | 54 | 55 | 53 | 47 | 50 |
| NE | 15 | 103 | 7.3 | 20 | 32 | 26 | 54 | 61 | 57 |
| BE | 14 | 117 | 12+ | 37 | 42 | 40 | 68 | 71 | 69 |
| RE | 15 | 87 | 6.8 | 45 | 63 | 50 | 46 | 50 | 49 |
| ME | 13 | 112 | 8.0 | 50 | 65 | 57 | 73 | 60 | 79 |
| DE | 13 | 105 | 9.8 | 55 | 56 | 55 | 63 | 55 | 59 |
| ME | 14 | 110 | 7.5 | 22 | 44 | 33 | 45 | 54 | 51 |
| JB | 14 | 114 | 10.6 | 4 | 23 | 14 | 33 | 59 | 46 |
| JB | 14 | 91 | 5.1 | 28 | 59 | 44 | 67 | 70 | 68 |
| BB | 13 | 109 | 7.6 | 17 | 25 | 21 | 64 | 72 | 68 |
| JC | 12 | 123 | 11.5 | 27 | 31 | 24 | 62 | 64 | 65 |
| DC | 14 | 107 | 9.2 | 27 | 46 | 36 | 65 | 64 | 64 |
| FC | 13 | 79 | 4.3 | 46 | 20 | 33 | 40 | 53 | 46 |
| MC | 15 | 97 | 7.5 | 23 | 62 | 42 | 62 | 60 | 61 |
| BC | 14 | 102 | 7.3 | 33 | 61 | 47 | 67 | 77 | 72 |
| DC | 15 | 87 | 4.8 | 27 | 60 | 44 | 74 | 50 | 77 |
| JC | 13 | 105 | 9.6 | 32 | 32 | 32 | 54 | 45 | 48 |
| SC | 16 | 72 | 4.6 | 13 | 7 | 10 | 44 | 68 | 56 |
| DC | 14 | 107 | 9.4 | 40 | 62 | 51 | 49 | 47 | 42 |
| LC | 14 | 113 | 8.4 | 43 | 64 | 55 | 72 | 80 | 76 |
| FC | 14 | 103 | 9.2 | 62 | 47 | 54 | 56 | 39 | 47 |
| RC | 14 | 103 | 8.6 | 35 | 32 | 33 | 54 | 55 | 54 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| TC | 14 | 104 | 9.4 | 21 | 33 | 27 | 43 | 69 | 66 |
| PC | 14 | 104 | 7.9 | 43 | 60 | 52 | 58 | 64 | 61 |
| MC | 14 | 106 | 8.0 | 63 | 60 | 61 | 59 | 58 | 63 |
| DC | 14 | 98 | 6.0 | 35 | 66 | 51 | 60 | 67 | 63 |
| EC | 14 | 103 | 6.2 | 47 | 66 | 56 | 56 | 72 | 64 |
| HC | 14 | 113 | 9.6 | 6 | 4 | 5 | 73 | 43 | 60 |
| KC | 14 | 108 | 6.6 | 61 | 34 | 47 | 80 | 63 | 66 |
| DD | 14 | 117 | 8.4 | 26 | 43 | 34 | 79 | 82 | 80 |
| TD | 14 | 108 | 8.4 | 30 | 47 | 38 | 60 | 56 | 58 |
| ED | 14 | 106 | 7.3 | 72 | 73 | 75 | 63 | 68 | 65 |
| LD | 14 | 119 | 10.2 | 49 | 32 | 40 | 69 | 65 | 67 |
| BD | 14 | 95 | 4.5 | 36 | 47 | 41 | 47 | 41 | 44 |
| WD | 14 | 107 | 7.0 | 51 | 62 | 52 | 65 | 71 | 68 |
| JD | 14 | 126 | 11.6 | 47 | 61 | 49 | 68 | 84 | 86 |
| GD | 13 | 111 | 9.4 | 28 | 39 | 33 | 59 | 65 | 69 |
| PD | 14 | 102 | 6.2 | 19 | 26 | 22 | 47 | 66 | 51 |
| CE | 14 | 125 | 10.6 | 11 | 27 | 19 | 69 | 74 | 71 |
| WE | 13 | 104 | 8.0 | 76 | 59 | 67 | 61 | 64 | 62 |
| JE | 14 | 113 | 9.2 | 50 | 57 | 53 | 66 | 74 | 70 |
| FE | 16 | 84 | 6.2 | 38 | 47 | 43 | 52 | 50 | 51 |
| ME | 14 | 119 | 10.6 | 36 | 39 | 38 | 66 | 73 | 70 |
| HE | 14 | 99 | 7.1 | 46 | 57 | 51 | 59 | 63 | 58 |
| JF | 14 | 106 | 7.1 | 29 | 52 | 30 | 41 | 62 | 46 |
| GF | 14 | 83 | 5.7 | 33 | 46 | 40 | 56 | 64 | 60 |
| HF | 15 | 98 | 6.4 | 34 | 43 | 38 | 50 | 53 | 51 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| MF | 14 | 109 | 7.1 | 53 | 68 | 60 | 56 | 54 | 55 |
| SF | 15 | 102 | 8.4 | 61 | 57 | 59 | 71 | 57 | 64 |
| JF | 14 | 110 | 7.3 | 47 | 30 | 38 | 69 | 67 | 68 |
| GF | 14 | 105 | 7.6 | 39 | 57 | 43 | 64 | 52 | 58 |
| LF | 14 | 109 | 6.9 | 6 | 4 | 5 | 51 | 57 | 54 |
| PF | 14 | 120 | 10.9 | 31 | 53 | 44 | 72 | 73 | 75 |
| JF | 14 | 104 | 8.4 | 49 | 43 | 46 | 33 | 53 | 43 |
| JF | 16 | 88 | 5.1 | 12 | 30 | 21 | 47 | 56 | 51 |
| EG | 14 | 104 | 9.6 | 19 | 37 | 23 | 69 | 76 | 73 |
| DG | 14 | 103 | 7.1 | 30 | 57 | 43 | 53 | 59 | 53 |
| PG | 13 | 103 | 8.0 | 52 | 33 | 70 | 76 | 53 | 50 |
| RG | 14 | 109 | 7.1 | 42 | 45 | 44 | 40 | 38 | 39 |
| VG | 14 | 99 | 9.6 | 23 | 43 | 33 | 42 | 50 | 46 |
| EG | 15 | 109 | 11.1 | 42 | 60 | 51 | 56 | 48 | 52 |
| JG | 15 | 103 | 7.6 | 31 | 43 | 37 | 56 | 45 | 50 |
| EG | 15 | 96 | 5.9 | 34 | 56 | 45 | 63 | 67 | 65 |
| NG | 14 | 121 | 12.0 | 22 | 30 | 26 | 73 | 75 | 74 |
| BG | 13 | 105 | 8.2 | 33 | 46 | 40 | 43 | 43 | 43 |
| IG | 15 | 98 | 7.5 | 53 | 57 | 55 | 54 | 57 | 55 |
| JG | 15 | 106 | 6.6 | 24 | 44 | 34 | 59 | 60 | 59 |
| JH | 14 | 113 | 7.3 | 62 | 68 | 65 | 62 | 64 | 63 |
| DH | 14 | 115 | 9.2 | 16 | 62 | 39 | 39 | 90 | 89 |
| MH | 14 | 106 | 7.2 | 9 | 18 | 14 | 56 | 65 | 65 |
| EH | 13 | 116 | 7.1 | 54 | 67 | 60 | 82 | 87 | 84 |
| DH | 12 | 108 | 6.9 | 50 | 53 | 54 | 41 | 55 | 43 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| PH | 14 | 116 | 10.3 | 34 | 40 | 37 | 51 | 56 | 53 |
| BH | 14 | 100 | 5.7 | 14 | 33 | 24 | 58 | 58 | 58 |
| GH | 14 | 106 | 8.7 | 66 | 68 | 66 | 80 | 84 | 82 |
| YH | 14 | 107 | 6.5 | 18 | 39 | 28 | 46 | 52 | 49 |
| RH | 14 | 106 | 9.4 | 36 | 20 | 28 | 63 | 54 | 53 |
| HH | 14 | 92 | 6.5 | 29 | 34 | 31 | 37 | 37 | 37 |
| JH | 14 | 123 | 12 + | 29 | 33 | 31 | 63 | 77 | 60 |
| JH | 14 | 104 | 7.6 | 29 | 43 | 36 | 87 | 90 | 88 |
| LH | 16 | 118 | 11.6 | 47 | 62 | 65 | 89 | 88 | 88 |
| LH | 14 | 117 | 10.5 | 27 | 24 | 25 | 41 | 57 | 49 |
| PH | 14 | 110 | 8.4 | 28 | 48 | 38 | 63 | 75 | 69 |
| JH | 14 | 123 | 11.6 | 73 | 87 | 80 | 70 | 79 | 74 |
| DH | 14 | 110 | 5.1 | 65 | 74 | 70 | 59 | 59 | 59 |
| MH | 14 | 101 | 7.5 | 35 | 38 | 36 | 74 | 65 | 80 |
| JH | 15 | 112 | 8.4 | 50 | 60 | 55 | 79 | 86 | 82 |
| GH | 14 | 109 | 6.2 | 47 | 63 | 55 | 66 | 69 | 67 |
| BH | 14 | 112 | 7.5 | 38 | 38 | 38 | 82 | 82 | 82 |
| BJ | 14 | 91 | 4.7 | 21 | 59 | 40 | 58 | 55 | 61 |
| RJ | 14 | 101 | 6.6 | 23 | 24 | 24 | 48 | 50 | 49 |
| WJ | 15 | 101 | 7.1 | 57 | 51 | 54 | 69 | 69 | 69 |
| DJ | 15 | 96 | 6.3 | 17 | 45 | 31 | 77 | 81 | 79 |
| RJ | 14 | 110 | 8.7 | 1 | 22 | 15 | 59 | 55 | 57 |
| EJ | 16 | 103 | 7.3 | 28 | 19 | 24 | 55 | 51 | 62 |
| DJ | 14 | 107 | 7.6 | 59 | 45 | 52 | 75 | 68 | 71 |
| LJ | 14 | 99 | 5.6 | 33 | 45 | 39 | 45 | 45 | 45 |
| RJ | 14 | 104 | 5.4 | 63 | 53 | 58 | 49 | 55 | 62 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| BK | 14 | 93 | 6.5 | 7 | 15 | 11 | 65 | 61 | 63 |
| ER | 14 | 106 | 10.3 | 33 | 24 | 28 | 44 | 44 | 44 |
| VK | 14 | 124 | 12.0 | 63 | 76 | 69 | 87 | 89 | 86 |
| SK | 13 | 113 | 8.3 | 28 | 19 | 24 | 55 | 60 | 57 |
| JK | 15 | 96 | 6.9 | 34 | 39 | 37 | 66 | 62 | 64 |
| DK | 14 | 119 | 12.0 | 50 | 55 | 63 | 69 | 75 | 71 |
| PK | 15 | 108 | 8.4 | 35 | 57 | 46 | 61 | 61 | 66 |
| BE | 16 | 111 | 7.5 | 67 | 79 | 83 | 91 | 92 | 91 |
| WL | 14 | 111 | 7.8 | 29 | 37 | 33 | 75 | 62 | 68 |
| JL | 15 | 108 | 10.9 | 32 | 40 | 40 | 55 | 62 | 59 |
| DL | 14 | 105 | 7.3 | 39 | 47 | 43 | 76 | 77 | 76 |
| EL | 15 | 104 | 6.5 | 37 | 62 | 50 | 66 | 73 | 70 |
| NL | 14 | 88 | 4.1 | 9 | 0 | 5 | 55 | 44 | 50 |
| BL | 15 | 91 | 5.6 | 9 | 9 | 9 | 43 | 29 | 35 |
| DL | 15 | 86 | 6.8 | 5 | 3 | 4 | 44 | 42 | 43 |
| PL | 14 | 88 | 5.6 | 41 | 26 | 34 | 54 | 65 | 59 |
| NL | 14 | 97 | 9.0 | 45 | 34 | 65 | 67 | 66 | 66 |
| LS | 14 | 113 | 12.0 | 23 | 42 | 33 | 61 | 66 | 64 |
| VM | 14 | 109 | 8.2 | 27 | 42 | 34 | 59 | 74 | 67 |
| RE | 15 | 81 | 4.5 | 8 | 27 | 18 | 43 | 32 | 37 |
| BE | 15 | 84 | 7.0 | 35 | 64 | 50 | 67 | 53 | 60 |
| EM | 14 | 104 | 6.5 | 39 | 49 | 44 | 59 | 57 | 53 |
| EM | 14 | 102 | 6.6 | 37 | 48 | 43 | 73 | 90 | 84 |
| LM | 13 | 106 | 7.8 | 23 | 44 | 33 | 75 | 77 | 76 |
| EM | 14 | 120 | 13.0 | 79 | 79 | 79 | 74 | 74 | 74 |
| OM | 15 | 113 | 10.5 | 16 | 22 | 19 | 54 | 45 | 51 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| BM | 13 | 122 | 9.0 | 29 | 32 | 30 | 56 | 64 | 60 |
| VM | 17 | 79 | 6.9 | 42 | 25 | 34 | 44 | 23 | 33 |
| RE | 14 | 95 | 7.3 | 41 | 52 | 49 | 53 | 53 | 53 |
| SM | 14 | 118 | 12.7 | 60 | 44 | 47 | 64 | 69 | 66 |
| FN | 16 | 97 | 6.6 | 36 | 35 | 35 | 38 | 38 | 38 |
| MM | 14 | 108 | 7.3 | 26 | 46 | 36 | 69 | 72 | 70 |
| AM | 14 | 105 | 6.9 | 33 | 49 | 41 | 56 | 73 | 64 |
| LM | 14 | 114 | 9.6 | 25 | 45 | 35 | 57 | 62 | 60 |
| HN | 14 | 103 | 6.9 | 60 | 62 | 61 | 64 | 70 | 67 |
| LN | 14 | 95 | 9.8 | 12 | 30 | 21 | 44 | 52 | 48 |
| MN | 14 | 91 | 7.6 | 35 | 61 | 47 | 69 | 40 | 49 |
| TN | 14 | 113 | 9.6 | 25 | 45 | 35 | 74 | 75 | 74 |
| EN | 14 | 113 | 12.0 | 34 | 49 | 42 | 71 | 70 | 70 |
| BN | 14 | 115 | 9.6 | 30 | 38 | 34 | 62 | 70 | 66 |
| RN | 14 | 110 | 11.1 | 28 | 27 | 27 | 66 | 61 | 63 |
| MN | 14 | 117 | 9.8 | 20 | 43 | 34 | 78 | 33 | 30 |
| DN | 14 | 104 | 7.8 | 47 | 57 | 52 | 51 | 61 | 56 |
| IN | 14 | 103 | 10.6 | 33 | 78 | 55 | 66 | 68 | 67 |
| DM | 14 | 115 | 7.9 | 42 | 64 | 53 | 57 | 57 | 57 |
| DO | 14 | 90 | 7.7 | 74 | 67 | 70 | 70 | 63 | 69 |
| FO | 13 | 119 | 7.3 | 51 | 60 | 55 | 76 | 64 | 70 |
| WO | 13 | 109 | 6.0 | 57 | 44 | 50 | 53 | 62 | 60 |
| JO | 15 | 98 | 6.7 | 11 | 49 | 30 | 44 | 47 | 45 |
| SO | 13 | 115 | 8.0 | 28 | 62 | 45 | 63 | 72 | 67 |
| NO | 14 | 125 | 11.8 | 20 | 36 | 28 | 86 | 83 | 84 |
| VP | 13 | 123 | 12 + | 64 | 48 | 55 | 84 | 86 | 85 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| DP | 13 | 116 | 10.6 | 40 | 61 | 51 | 62 | 79 | 60 |
| GP | 14 | 120 | 9.6 | 70 | 66 | 68 | 59 | 53 | 53 |
| AP | 14 | 101 | 7.3 | 66 | 75 | 70 | 55 | 69 | 57 |
| LP | 16 | 80 | 6.2 | 20 | 44 | 32 | 45 | 44 | 44 |
| JP | 14 | 109 | 12 + | 42 | 64 | 63 | 66 | 61 | 63 |
| HP | 14 | 113 | 12 + | 15 | 33 | 25 | 61 | 91 | 26 |
| WP | 15 | 103 | 6.9 | 52 | 37 | 34 | 55 | 62 | 53 |
| MR | 14 | 87 | 6.4 | 36 | 41 | 38 | 56 | 56 | 66 |
| RR | 14 | 103 | 6.2 | 19 | 32 | 25 | 45 | 56 | 60 |
| NR | 15 | 119 | 9.2 | 46 | 61 | 49 | 64 | 79 | 71 |
| RR | 13 | 120 | 9.4 | 53 | 29 | 31 | 40 | 63 | 61 |
| AR | 15 | 100 | 7.6 | 43 | 47 | 47 | 50 | 37 | 34 |
| MR | 14 | 104 | 6.3 | 43 | 45 | 44 | 75 | 75 | 75 |
| HR | 15 | 108 | 9.3 | 24 | 17 | 20 | 65 | 54 | 60 |
| ER | 15 | 105 | 8.2 | 43 | 50 | 45 | 67 | 64 | 65 |
| BR | 16 | 92 | 6.8 | 67 | 60 | 63 | 74 | 73 | 73 |
| JR | 13 | 108 | 7.5 | 39 | 49 | 44 | 70 | 72 | 71 |
| AS | 14 | 104 | 11.6 | 43 | 52 | 38 | 47 | 66 | 56 |
| JS | 15 | 95 | 7.5 | 37 | 43 | 40 | 61 | 62 | 61 |
| IS | 14 | 104 | 6.2 | 56 | 75 | 65 | 75 | 77 | 76 |
| ES | 14 | 101 | 7.3 | 59 | 49 | 54 | 59 | 77 | 68 |
| LS | 16 | 113 | 11.1 | 14 | 26 | 20 | 69 | 62 | 60 |
| DS | 14 | 119 | 10.6 | 43 | 64 | 53 | 74 | 73 | 76 |
| ES | 13 | 105 | 6.5 | 57 | 73 | 63 | 79 | 80 | 79 |
| DS | 13 | 110 | 10.1 | 64 | 28 | 41 | 47 | 53 | 59 |
| AS | 14 | 115 | 11.6 | 32 | 63 | 62 | 57 | 65 | 66 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| BB | 14 | 104 | 6.4 | 45 | 57 | 62 | 65 | 65 | 68 |
| BS | 14 | 127 | 10.8 | 9 | 34 | 52 | 67 | 67 | 67 |
| BS | 14 | 109 | 9.0 | 33 | 53 | 55 | 64 | 66 | 68 |
| BS | 13 | 108 | 8.3 | 48 | 61 | 64 | 73 | 74 | 76 |
| BS | 16 | 110 | 10.6 | 6 | 32 | 14 | 69 | 76 | 72 |
| BS | 16 | 99 | 6.3 | 45 | 47 | 48 | 64 | 69 | 66 |
| BS | 18 | 99 | 6.0 | 28 | 33 | 23 | 36 | 64 | 45 |
| CS | 13 | 98 | 6.3 | 14 | 48 | 29 | 67 | 59 | 59 |
| LS | 16 | 94 | 6.0 | 31 | 42 | 36 | 67 | 64 | 65 |
| BS | 14 | 115 | 12.0 | 17 | 29 | 25 | 64 | 68 | 63 |
| VS | 14 | 99 | 6.9 | 6 | 37 | 22 | 77 | 72 | 74 |
| AS | 13 | 98 | 6.7 | 66 | 51 | 43 | 63 | 75 | 63 |
| BS | 14 | 106 | 9.2 | 47 | 50 | 42 | 60 | 46 | 52 |
| JS | 14 | 102 | 6.9 | 21 | 26 | 22 | 76 | 74 | 75 |
| JS | 13 | 116 | 8.6 | 42 | 66 | 62 | 74 | 64 | 69 |
| BS | 13 | 102 | 7.6 | 25 | 44 | 33 | 53 | 43 | 39 |
| JS | 14 | 111 | 9.6 | 25 | 73 | 72 | 69 | 52 | 64 |
| BT | 15 | 98 | 9.0 | 19 | 44 | 31 | 66 | 46 | 52 |
| VT | 14 | 98 | 6.8 | 56 | 46 | 31 | 66 | 52 | 51 |
| BT | 13 | 98 | 7.1 | 16 | 38 | 37 | 64 | 53 | 50 |
| BT | 14 | 106 | 7.6 | 23 | 44 | 33 | 42 | 42 | 42 |
| BT | 14 | 87 | 5.2 | 41 | 55 | 43 | 40 | 34 | 32 |
| BT | 15 | 99 | 6.9 | 31 | 42 | 46 | 66 | 73 | 69 |
| BT | 13 | 103 | 6.6 | 56 | 46 | 61 | 51 | 64 | 57 |
| BT | 14 | 110 | 7.1 | 57 | 75 | 66 | 73 | 72 | 72 |
| IT | 14 | 108 | 7.1 | 57 | 92 | 89 | 84 | 63 | 83 |

| I | II | III | IV | V | VI | VII | VIII | IX | X |
|----|----|-----|------|----|----|-----|------|----|----|
| JT | 16 | 74 | 3.8 | 6 | 3 | 4 | 37 | 37 | 37 |
| LT | 14 | 111 | 11.6 | 73 | 71 | 72 | 67 | 73 | 70 |
| TT | 15 | 94 | 4.4 | 25 | 17 | 21 | 74 | 67 | 70 |
| FU | 14 | 107 | 7.3 | 25 | 34 | 30 | 61 | 61 | 61 |
| NV | 14 | 115 | 12.4 | 57 | 45 | 50 | 73 | 75 | 77 |
| RV | 16 | 81 | 5.9 | 53 | 51 | 52 | 62 | 49 | 55 |
| JV | 16 | 91 | 7.2 | 32 | 47 | 34 | 61 | 61 | 61 |
| BV | 14 | 108 | 7.1 | 19 | 55 | 51 | 52 | 54 | 53 |
| CV | 15 | 97 | 5.6 | 32 | 45 | 42 | 65 | 62 | 67 |
| WV | 16 | 95 | 5.7 | 12 | 31 | 21 | 49 | 47 | 45 |
| DV | 16 | 97 | 9.0 | 12 | 51 | 21 | 61 | 70 | 65 |
| OV | 15 | 99 | 7.8 | 6 | 57 | 22 | 55 | 51 | 55 |
| PV | 16 | 99 | 5.4 | 55 | 53 | 54 | 73 | 55 | 54 |
| HV | 14 | 92 | 4.9 | 27 | 33 | 32 | 45 | 45 | 45 |
| UV | 14 | 111 | 10.1 | 15 | 27 | 21 | 62 | 61 | 60 |
| JW | 12 | 136 | 13.4 | 67 | 50 | 50 | 73 | 77 | 75 |
| RV | 14 | 109 | 6.2 | 17 | 47 | 32 | 65 | 63 | 64 |
| DW | 17 | 50 | 5.9 | 30 | 34 | 47 | 75 | 50 | 72 |
| RW | 14 | 111 | 8.7 | 17 | 47 | 32 | 45 | 54 | 49 |
| JW | 14 | 114 | 7.5 | 42 | 47 | 44 | 74 | 75 | 74 |
| HW | 14 | 107 | 8.5 | 24 | 51 | 57 | 55 | 61 | 58 |
| RW | 15 | 103 | 6.5 | 41 | 60 | 50 | 53 | 45 | 49 |
| WW | 15 | 94 | 6.3 | 43 | 61 | 52 | 49 | 43 | 45 |
| DW | 15 | 84 | 4.8 | 10 | 50 | 30 | 47 | 35 | 43 |
| JW | 14 | 94 | 6.3 | 31 | 37 | 34 | 57 | 51 | 50 |
| EW | 15 | 95 | 6.8 | 20 | 37 | 23 | 45 | 53 | 49 |

CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE, Form A

A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe

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

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

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

| COMPONENTS | Pos- si- ble Score | Stu- dent's Score | Per- cent- ile Rank | PERCENTILE (Chart Student's Percentile Rank Here) | | | | | | | | | | | |
|---|-----------------------------|-------------------------|------------------------------|--|----|----|----|----|----|----|----|----|----|----|--|
| | | | | 1 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 99 | |
| 1. Self Adjustment | 90 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| A. Self-reliance | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| B. Sense of Personal Worth | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| C. Sense of Personal Freedom | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| D. Feeling of Belonging | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| E. Withdrawing Tendencies (Freedom from) | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| F. Nervous Symptoms (Freedom from) | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| 2. Social Adjustment | 90 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| A. Social Standards | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| B. Social Skills | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| C. Anti-social Tendencies (Freedom from) | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| D. Family Relations | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| E. School Relations | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| F. Community Relations | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| TOTAL ADJUSTMENT | 180 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |

First look at each thing in this test. Make a circle around the L for each thing that you like or would very much like to do. Then make a circle around the D for things you really do.

INTERESTS AND ACTIVITIES

- | | | |
|--|---|---|
| <p>51. L D Go to church 52. L D Go to Sunday School 53. L D Belong to a club 54. L D Belong to YMCA or YWCA 55. L D Go to parks 56. L D Engage in sports 57. L D Go to a circus 58. L D Sing in a chorus 59. L D Sing in a glee club 60. L D Belong to a gang 61. L D Play ping pong 62. L D Play croquet 63. L D Play ball 64. L D Play tennis 65. L D Go hunting 66. L D Go riding with others 67. L D Play in a band 68. L D Play in an orchestra 69. L D Go to church socials 70. L D Go to parties 71. L D Go to dances 72. L D Be an officer of a club 73. L D Be a class officer 74. L D Go camping</p> | <p>27. L D Collect coins 28. L D Collect autographs 29. L D Collect pictures 30. L D Use a camera 31. L D Sew or knit 32. L D Repair things 33. L D Make boats 34. L D Make airplanes 35. L D Make a radio 36. L D Work with tools 37. L D Have a garden 38. L D Drive an automobile 39. L D Play with pets 40. L D Raise animals 41. L D Go fishing 42. L D Climb or hike 43. L D Skate 44. L D Ride a bicycle 45. L D Ride a horse 46. L D Practice first aid</p> | <p>L D Play the radio L D Read stories L D Go to movies L D Read comic strips L D Work problems L D Study history L D Study science L D Study literature L D Do cross-word puzzles L D Study trees L D Study birds L D Study animals L D Study butterflies L D Draw or paint L D Work in laboratory L D Model or design L D Do housework L D Sing L D Play the piano L D Make a scrapbook L D Keep a diary L D Write poems L D Speak pieces L D Play an instrument L D Visit museums L D Collect stamps</p> |
|--|---|---|

INSTRUCTIONS TO STUDENTS

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

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

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

On the next pages are questions.

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

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

SECTION 1 A

- | | | |
|--|-----|----|
| 1. Do you keep on working even if the job is hard? | YES | NO |
| 2. Is it hard for you to be calm when things go wrong? | YES | NO |
| 3. Does it usually bother you when people do not agree with you? | YES | NO |
| 4. When you are around strange people do you usually feel uneasy? | YES | NO |
| 5. Is it easy for you to admit it when you are in the wrong? | YES | NO |
| 6. Do you have to be reminded often to finish your work? | YES | NO |
| 7. Do you often think about the kind of work you want to do when you grow up? | YES | NO |
| 8. Do you feel bad when your classmates make fun of you? | YES | NO |
| 9. Is it easy for you to meet or introduce people? | YES | NO |
| 10. Do you usually feel sorry for yourself when you get hurt? | YES | NO |
| 1. Do you find it easier to do what your friends plan than to make your own plans? | YES | NO |
| 2. Do you find that most people try to boss you? | YES | NO |
| 3. Is it easy for you to talk to important people? | YES | NO |
| 4. Do your friends often cheat you in games? | YES | NO |
| 5. Do you usually finish the things that you start? | YES | NO |

Score Section 1 A.....

SECTION 1 B

- | | | |
|---|-----|----|
| 16. Are you often invited to parties where both boys and girls are present? | YES | NO |
| 17. Do you find that a good many people are mean? | YES | NO |
| 18. Do most of your friends seem to think that you are brave or strong? | YES | NO |
| 19. Are you often asked to help plan parties? | YES | NO |
| 20. Do people seem to think that you have good ideas? | YES | NO |
| 21. Are your friends usually interested in what you are doing? | YES | NO |
| 22. Are people often unfair to you? | YES | NO |
| 23. Do your classmates seem to think you are as bright as they are? | YES | NO |
| 24. Are the other students glad that you are in their class? | YES | NO |
| 25. Do both boys and girls seem to like you? | YES | NO |
| 26. Do you have a hard time doing most of the things you try? | YES | NO |
| 27. Do you feel that people do not treat you as well as they should? | YES | NO |
| 28. Do many of the people you know seem to dislike you? | YES | NO |
| 29. Do people seem to think you are going to do well when you grow up? | YES | NO |
| 30. Do you find that people do not treat you very well? | YES | NO |

Score Section 1 B.....

SECTION 1 C

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

Score Section 1 C.....

SECTION 1 D

- 46. Do you find it hard to get acquainted with new students? **YES N**
- 47. Are you considered as strong and healthy as your friends? **YES N**
- 48. Do you feel that you are liked by both boys and girls? **YES N**
- 49. Do most people seem to enjoy talking to you? **YES N**
- 50. Do you feel that you fit well into the school where you go? **YES N**
- 51. Do you have enough good friends? **YES N**
- 52. Do your friends seem to think that your folks are as successful as theirs? **YES N**
- 53. Do you often feel that teachers would rather not have you in their classes? **YES N**
- 54. Are you usually invited to school and neighborhood parties? **YES N**
- 55. Is it hard for you to make friends? **YES N**
- 56. Do you feel that your classmates are glad to have you in school? **YES N**
- 57. Do members of the opposite sex seem to like you as well as they do your friends? **YES N**
- 58. Do your friends seem to want you with them? **YES N**
- 59. Do people at school usually pay attention to your ideas? **YES N**
- 60. Do the other boys and girls seem to have better times at home than you do? **YES N**

Score Section 1 D.....

SECTION 1 E

61. Have you noticed that many people do and say mean things? YES NO
62. Does it seem as if most people cheat whenever they can? YES NO
63. Do you know people who are so unreasonable that you hate them? YES NO
64. Do you feel that most people can do things better than you can? YES NO
65. Have you found that many people do not mind hurting your feelings? YES NO
66. Would you rather stay away from parties and social affairs? YES NO
67. Have you often felt that older people had it in for you? YES NO
68. Do you have more problems to worry about than most boys or girls? YES NO
69. Do you often feel lonesome even with people around you? YES NO
70. Have you often noticed that people do not treat you as fairly as they should? YES NO
71. Do you worry a lot because you have so many problems? YES NO
72. Is it hard for you to talk to classmates of the opposite sex? YES NO
73. Have you often thought that younger boys and girls have a better time than you do? YES NO
74. Do you often feel like crying because of the way people neglect you? YES NO
75. Do too many people try to take advantage of you? YES NO

Score Section 1 E.....

SECTION 1 F

76. Do you frequently have sneezing spells? YES NO
77. Do you sometimes stutter when you get excited? YES NO
78. Are you often bothered by headaches? YES NO
79. Are you often not hungry even at meal time? YES NO
80. Do you usually find it hard to sit still? YES NO
81. Do your eyes hurt often? YES NO
82. Do you often have to ask people to repeat what they just said? YES NO
83. Do you often forget what you are reading? YES NO
84. Are you sometimes troubled because your muscles twitch? YES NO
85. Do you find that many people do not speak clearly enough for you to hear them well? YES NO
86. Are you troubled because of having many colds? YES NO
87. Do most people consider you restless? YES NO
88. Do you usually find it hard to go to sleep? YES NO
89. Are you tired much of the time? YES NO
90. Are you often troubled by nightmares or bad dreams? YES NO

Score Section 1 F.....

SECTION 2 A

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

Score Section 2 A.....

SECTION 2 B

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

Score Section 2 B.....

SECTION 2 C

- 121. Do you have to get tough with some people in order to get a fair deal? YES NO
- 122. Do you find that you are happier when you can treat unfair people as they really deserve? YES NO
- 123. Do you sometimes need to show anger to get your rights? YES NO
- 124. Do your classmates often force you to fight for things that are yours? YES NO
- 125. Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble? YES NO
- 126. Do you often have to fight for your rights? YES NO
- 127. Do your classmates often try to blame you for the quarrels they start? YES NO
- 128. Do you often have to start a fuss to get what is coming to you? YES NO
- 129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things? YES NO
- 130. Do you find some people so unfair that it is all right to be mean to them? YES NO
- 131. Do you often have to push younger children out of the way to get rid of them? YES NO
- 132. Do some people treat you so mean that you call them names? YES NO
- 133. Is it all right to take things away from people who are unfair? YES NO
- 134. Do you disobey teachers or your parents when they are unfair to you? YES NO
- 135. Is it right to take things when people are unreasonable in denying them? YES NO

Score Section 2 C.....

SECTION 2 D

- 136. Are your folks fair about it when they make you do things? YES NO
- 137. Do you often have good times at home with your family? YES NO
- 138. Do you have good reasons for liking one of your folks better than the other? YES NO
- 139. Do your folks seem to think that you will be a success? YES NO
- 140. Do your folks seem to think you do your share at home? YES NO
- 141. Do your folks seem to feel that you are interested in the wrong things? YES NO
- 142. Do you and your folks agree about things you like? YES NO
- 143. Do members of your family start quarrels with you often? YES NO
- 144. Do you prefer to keep your friends away from your home because it is not attractive? YES NO
- 145. Are you often accused of not being as nice to your folks as you should be? YES NO
- 146. Do you have some of your fun when you are at home? YES NO
- 147. Do you find it difficult to please your folks? YES NO
- 148. Have you often felt as though you would rather not live at home? YES NO
- 149. Do you sometimes feel that no one at home cares about you? YES NO
- 150. Are the people in your home too quarrelsome? YES NO

Score Section 2 D.....

SECTION 2 E

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

Score Section 2 E.....

SECTION 2 F

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

Score Section 2 F.....

CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE, Form A

A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe

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

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

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

| COMPONENTS | Pos- sible Score | Stu- dent's Score | Per- cent- ile Rank | PERCENTILE (Chart Student's Percentile Rank Here) | | | | | | | | | | | |
|---|------------------------|-------------------------|------------------------------|--|----|----|----|----|----|----|----|----|----|----|--|
| | | | | 1 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 99 | |
| Self Adjustment | 90 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| A. Self-reliance | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| B. Sense of Personal Worth | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| C. Sense of Personal Freedom | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| D. Feeling of Belonging | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| E. Withdrawing Tendencies (Freedom from) | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| F. Nervous Symptoms (Freedom from) | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| Social Adjustment | 90 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| A. Social Standards | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| B. Social Skills | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| C. Anti-social Tendencies (Freedom from) | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| D. Family Relations | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| E. School Relations | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| F. Community Relations | 15 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |
| TOTAL ADJUSTMENT | 180 | _____ | _____ | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| |

First look at each thing in this test. Make a circle around the L for each thing that you or would very much like to do. Then make a circle around the D for things you really do.

INTERESTS AND ACTIVITIES

- | | | |
|--|---|---|
| <p>51. L D Go to church 52. L D Go to Sunday School 53. L D Belong to a club 54. L D Belong to YMCA or YWCA 55. L D Go to parks 56. L D Engage in sports 57. L D Go to a circus 58. L D Sing in a chorus 59. L D Sing in a glee club 60. L D Belong to a gang 61. L D Play ping pong 62. L D Play croquet 63. L D Play ball 64. L D Play tennis 65. L D Go hunting 66. L D Go riding with others 67. L D Play in a band 68. L D Play in an orchestra 69. L D Go to church socials 70. L D Go to parties 71. L D Go to dances 72. L D Be an officer of a club 73. L D Be a class officer 74. L D Go camping</p> | <p>27. L D Collect coins 28. L D Collect autographs 29. L D Collect pictures 30. L D Use a camera 31. L D Sew or knit 32. L D Repair things 33. L D Make boats 34. L D Make airplanes 35. L D Make a radio 36. L D Work with tools 37. L D Have a garden 38. L D Drive an automobile 39. L D Play with pets 40. L D Raise animals 41. L D Go fishing 42. L D Climb or hike 43. L D Skate 44. L D Ride a bicycle 45. L D Ride a horse 46. L D Practice first aid</p> | <p>L D Play the radio L D Read stories L D Go to movies L D Read comic strips L D Work problems L D Study history L D Study science L D Study literature L D Do cross-word puzzles L D Study trees L D Study birds L D Study animals L D Study butterflies L D Draw or paint L D Work in laboratory L D Model or design L D Do housework L D Sing L D Play the piano L D Make a scrapbook L D Keep a diary L D Write poems L D Speak pieces L D Play an instrument L D Visit museums L D Collect stamps</p> |
|--|---|---|

INSTRUCTIONS TO STUDENTS

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

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

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

On the next pages are questions.

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

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

SECTION 1 A

1. Do you keep on working even if the job is hard? YES NO
2. Is it hard for you to be calm when things go wrong? YES NO
3. Does it usually bother you when people do not agree with you? YES NO
4. When you are around strange people do you usually feel uneasy? YES NO
5. Is it easy for you to admit it when you are in the wrong? YES NO
6. Do you have to be reminded often to finish your work? YES NO
7. Do you often think about the kind of work you want to do when you grow up? YES NO
8. Do you feel bad when your classmates make fun of you? YES NO
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10. Do you usually feel sorry for yourself when you get hurt? YES NO
11. Do you find it easier to do what your friends plan than to make your own plans? YES NO
12. Do you find that most people try to boss you? YES NO
13. Is it easy for you to talk to important people? YES NO
14. Do your friends often cheat you in games? YES NO
15. Do you usually finish the things that you start? YES NO

Score Section 1 A.....

SECTION 1 B

16. Are you often invited to parties where both boys and girls are present? YES NO
17. Do you find that a good many people are mean? YES NO
18. Do most of your friends seem to think that you are brave or strong? YES NO
19. Are you often asked to help plan parties? YES NO
20. Do people seem to think that you have good ideas? YES NO
21. Are your friends usually interested in what you are doing? YES NO
22. Are people often unfair to you? YES NO
23. Do your classmates seem to think you are as bright as they are? YES NO
24. Are the other students glad that you are in their class? YES NO
25. Do both boys and girls seem to like you? YES NO
26. Do you have a hard time doing most of the things you try? YES NO
27. Do you feel that people do not treat you as well as they should? YES NO
28. Do many of the people you know seem to dislike you? YES NO
29. Do people seem to think you are going to do well when you grow up? YES NO
30. Do you find that people do not treat you very well? YES NO

Score Section 1 B.....

SECTION 1 C

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

Score Section 1 C.....

SECTION 1 D

46. Do you find it hard to get acquainted with new students? YES
47. Are you considered as strong and healthy as your friends? YES
48. Do you feel that you are liked by both boys and girls? YES
49. Do most people seem to enjoy talking to you? YES
50. Do you feel that you fit well into the school where you go? YES
51. Do you have enough good friends? YES
52. Do your friends seem to think that your folks are as successful as theirs? YES
53. Do you often feel that teachers would rather not have you in their classes? YES
54. Are you usually invited to school and neighborhood parties? YES
55. Is it hard for you to make friends? YES
56. Do you feel that your classmates are glad to have you in school? YES
57. Do members of the opposite sex seem to like you as well as they do your friends? YES
58. Do your friends seem to want you with them? YES
59. Do people at school usually pay attention to your ideas? YES
60. Do the other boys and girls seem to have better times at home than you do? YES

Score Section 1 D.....

SECTION 1 E

SECTION 1 F

- 61. Have you noticed that many people do and say mean things? YES NO
- 62. Does it seem as if most people cheat whenever they can? YES NO
- 63. Do you know people who are so unreasonable that you hate them? YES NO
- 64. Do you feel that most people can do things better than you can? YES NO
- 65. Have you found that many people do not mind hurting your feelings? YES NO
- 66. Would you rather stay away from parties and social affairs? YES NO
- 67. Have you often felt that older people had it in for you? YES NO
- 68. Do you have more problems to worry about than most boys or girls? YES NO
- 69. Do you often feel lonesome even with people around you? YES NO
- 70. Have you often noticed that people do not treat you as fairly as they should? YES NO
- 71. Do you worry a lot because you have so many problems? YES NO
- 72. Is it hard for you to talk to classmates of the opposite sex? YES NO
- 73. Have you often thought that younger boys and girls have a better time than you do? YES NO
- 74. Do you often feel like crying because of the way people neglect you? YES NO
- 75. Do too many people try to take advantage of you? YES NO

- 76. Do you frequently have sneezing spells? YES NO
- 77. Do you sometimes stutter when you get excited? YES NO
- 78. Are you often bothered by headaches? YES NO
- 79. Are you often not hungry even at meal time? YES NO
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- 88. Do you usually find it hard to go to sleep? YES NO
- 89. Are you tired much of the time? YES NO
- 90. Are you often troubled by nightmares or bad dreams? YES NO

Score Section 1 E.....

Score Section 1 F.....

SECTION 2 A

- 91. Is it all right for one to avoid work that he does not have to do? YES NO
- 92. Is it always necessary to keep promises and appointments? YES NO
- 93. Is it necessary to be kind to people you do not like? YES NO
- 94. Is it all right to make fun of people who have peculiar notions? YES NO
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- 104. If you know you will not be caught is it ever all right to cheat? YES NO
- 105. Is it all right to make a fuss when your folks refuse to let you go to a movie or party? YES NO

Score Section 2 A.....

SECTION 2 B

- 106. When people annoy you do you usually keep it to yourself? YES NO
- 107. Is it easy for you to remember the names of the people you meet? YES NO
- 108. Have you found that most people talk so much you have to interrupt them to get a word in edgewise? YES NO
- 109. Do you prefer to have parties at your own home? YES NO
- 110. Do you usually enjoy talking to people you have just met? YES NO
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- 114. Do you often introduce people to each other? YES NO
- 115. Do you find it hard to help plan parties and other socials? YES NO
- 116. Do you find it easy to make new friends? YES NO
- 117. Are you usually willing to play games at socials even if you haven't played them before? YES NO
- 118. Is it hard for you to say nice things to people when they have done well? YES NO
- 119. Do you find it easy to help your classmates have a good time at parties? YES NO
- 120. Do you usually talk to new boys and girls when you meet them? YES NO

Score Section 2 B.....

SECTION 2 C

- 121. Do you have to get tough with some people in order to get a fair deal? YES NO
- 122. Do you find that you are happier when you can treat unfair people as they really deserve? YES NO
- 123. Do you sometimes need to show anger to get your rights? YES NO
- 124. Do your classmates often force you to fight for things that are yours? YES NO
- 125. Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble? YES NO
- 126. Do you often have to fight for your rights? YES NO
- 127. Do your classmates often try to blame you for the quarrels they start? YES NO
- 128. Do you often have to start a fuss to get what is coming to you? YES NO
- 129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things? YES NO
- 130. Do you find some people so unfair that it is all right to be mean to them? YES NO
- 131. Do you often have to push younger children out of the way to get rid of them? YES NO
- 132. Do some people treat you so mean that you call them names? YES NO
- 133. Is it all right to take things away from people who are unfair? YES NO
- 134. Do you disobey teachers or your parents when they are unfair to you? YES NO
- 135. Is it right to take things when people are unreasonable in denying them? YES NO

Score Section 2 C.....

SECTION 2 D

- 136. Are your folks fair about it when they make you do things? YES NO
- 137. Do you often have good times at home with your family? YES NO
- 138. Do you have good reasons for liking one of your folks better than the other? YES NO
- 139. Do your folks seem to think that you will be a success? YES NO
- 140. Do your folks seem to think you do your share at home? YES NO
- 141. Do your folks seem to feel that you are interested in the wrong things? YES NO
- 142. Do you and your folks agree about things you like? YES NO
- 143. Do members of your family start quarrels with you often? YES NO
- 144. Do you prefer to keep your friends away from your home because it is not attractive? YES NO
- 145. Are you often accused of not being as nice to your folks as you should be? YES NO
- 146. Do you have some of your fun when you are at home? YES NO
- 147. Do you find it difficult to please your folks? YES NO
- 148. Have you often felt as though you would rather not live at home? YES NO
- 149. Do you sometimes feel that no one at home cares about you? YES NO
- 150. Are the people in your home too quarrelsome? YES NO

Score Section 2 D.....

SECTION 2 E

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

Score Section 2 E.....

SECTION 2 F

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

Score Section 2 F.....

MANUAL OF DIRECTIONS

CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE SERIES

A Profile of Personal and Social Adjustment

Devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe¹

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Part I. Purpose of the Test

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

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

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

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

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

¹The authors take pleasure in acknowledging their indebtedness to Dr. Elizabeth T. Sullivan and Dr. D. Welty Lefever for suggestions made during the development of this Manual of Directions for teachers.

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

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

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

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

- a. Judgments of teachers and principals regarding their relative validity and significance.
- b. The reactions of students, expressing the extent to which they felt competent and willing to give correct responses.
- c. A study of the extent to which student responses and teacher appraisals agreed.
- d. A study of the relative significance of items by means of the bi-serial r technique.

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

Part II. The Nature of the Test

The California Test of Personality is a teaching-learning or developmental instrument primarily. Its purpose is to provide the data for aiding students' to maintain or develop a sane balance between self and social adjustment. Student reactions to items are obtained, not primarily for the usefulness of total or section scores, *but to detect the areas and specific types of tendencies to think, feel, and act which reveal undesirable individual*

*adjustments.*¹ Each group of related unsatisfactory responses becomes in a sense, therefore, a major objective of student guidance. Part IX of this Manual presents methods of classifying and treating such adjustment difficulties. *This is a unique feature of the test.*

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

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

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

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

The differentiation of personality and social adjustment into twelve more or less well defined components

(Continued on page four)

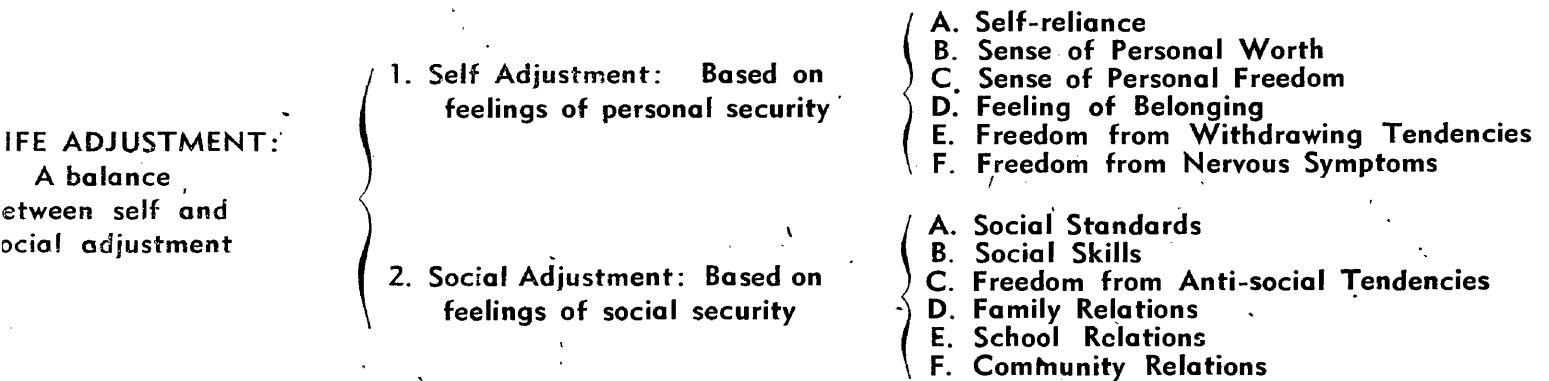
¹ The authors desire to emphasize at this point that a response to a single item of the test abstracted from its component setting and its relationship to other components may be misleading. Neither should the significance of a single deviation from what is typical for the larger group be overemphasized. Such deviations must be interpreted in the light of the drives and urges which motivate them.

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

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

This problem has been emphasized in a comprehensive manner by Douglas Spencer in his *Fulcrum of Conflict*.

ORGANIZATION OF THE CALIFORNIA TEST OF PERSONALITY



BRIEF DEFINITIONS OF THE VARIOUS COMPONENTS¹

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

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

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

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

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

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

2A. Social Standards—The student who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates necessity of subordinating certain desires

to the needs of the group. Such a pupil understands what is regarded as being right or wrong.

2B. Social Skills—A student may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his egoistic tendencies in favor of interest in the problems and activities of his associates.

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

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

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

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

¹The 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.

nents as a basis for diagnosis and guidance represents, in itself, a wide departure as well as a significant challenge for teachers. Such a treatment should result in an increasingly sympathetic and intelligent handling of adjustment problems.

Part III. Reliability

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

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

| | <i>r</i> | <i>S.D. dist. P.E. est.</i> | |
|----------------------------|----------|-----------------------------|--------------|
| | | <i>score</i> | <i>score</i> |
| Total Adjustment | .932 | 20.9 | 3.7 |
| Sec. 1. Self Adjustment.. | .898 | 11.8 | 2.5 |
| Sec. 2. Social Adjustm't.. | .873 | 10.7 | 2.6 |

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

Part IV. Validity

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

- A. Selection of Items
- B. The Personality Components
- C. Test Item Disguise
- D. Limitations

Each of these factors will receive brief consideration.

A. Selection of Items

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

B. The Personality Components

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

C. Test Item Disguise

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

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

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

D. Limitations

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

Language difficulties may affect the usefulness of achievement, intelligence, and personality tests. In spite of the safeguards used, the present test probably has not escaped the influence of this shortcoming. The differing points of view and attitudes

of those who read the test items will, no doubt, result in interpretations somewhat at variance from those intended. The varying language abilities of students may also produce discrepancies in understanding and response. Changing attitudes and a lack of self-knowledge are other problems which must be faced. However, the authors have evaluated the language of these tests by means of the Lewerenz Vocabulary, Grade Placement Formula, teacher reactions, and student responses, and have, in general, kept the language difficulties at or below the fifth grade level of difficulty.

Part V. The Integrated Personality

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

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

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

Part VI. Directions for Administering

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

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

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

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

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

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

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

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

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

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

Part VII. Directions for Scoring

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

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

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

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

Count the desirable student responses (number of C's) and record the number on the dotted line at the bottom of each column.

Part VIII. Directions for Recording and Charting Scores and Percentiles

The steps in recording and summarizing data on the front page of the booklet are as follows:

1. Transfer the section scores of each of the twelve sections to the right of the 15's in the column headed "Student's Score."

2. Add the scores of Sections I, A-F, to obtain the Self Adjustment Score.

3. Add the scores of sections II, A-F, to obtain the Social Adjustment Score.

4. Add the Self Adjustment and the Social Adjustment scores to obtain the Total Adjustment Score.

5. To determine percentile ranks for each section and for total adjustment refer to the table of percentile norms on the last page of this Manual. (See illustration on page 7.)

6. To prepare the chart on the right half of the page, mark with an x the percentile rank for each section and connect these x's with lines in Sec. 1 and in Sec. 2. Also indicate with an x the percentile rank for Total Adjustment.

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

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

Part IX. Directions for Interpreting Profiles and Guiding Adjustment

A. Student Adjustment a Problem for All Teachers

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

These adjustment problems vary in complexity. The great majority of them are probably unfortunate habit patterns of feeling and action which must be changed. Others have their origin in physical difficulties which must be relieved or corrected before re-education is possible. Actual or virtual mental deficiency may account for others. An appreciable number of problems undoubtedly arise from deep-seated conflicts which must be detected and brought to light. These conflicts may result from such factors as feelings of insecurity, real or fancied injury to the individual or to others, and to lack of successful achievement either in or out of school. In some instances lack of adjustment may be evidence of actual or incipient mental disorders which teachers may learn to recognize even though they are not qualified to attempt to treat them.

In the past we have emphasized the achievement

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

B. Studying the Profile

The profile (personality picture) has been divided into twelve aspects or components because these seem to represent the most important identifiable personality and social adjustment areas. An attempt has been made to give these components names which correspond in a general way to behavior concepts with which teachers are already familiar. Please note that components 1E, 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 teacher first discovers the components, if any, in which a given student deviates seriously from the average. Such components may next be examined to discover specific answers which reveal lack of adjustment.

In general, study of the profile results may consist of the following steps:

1. Determining the number of students who deviate seriously in each component. This information will reveal what component areas constitute adjustment problems for the group as a whole.

2. Determining the specific items of each of the above components which are giving difficulty. These specific difficulties may then be treated as specific class adjustment problems.

3. Studying the individual profiles which deviate markedly from the general class problems and determining the specific difficulties of each such student.

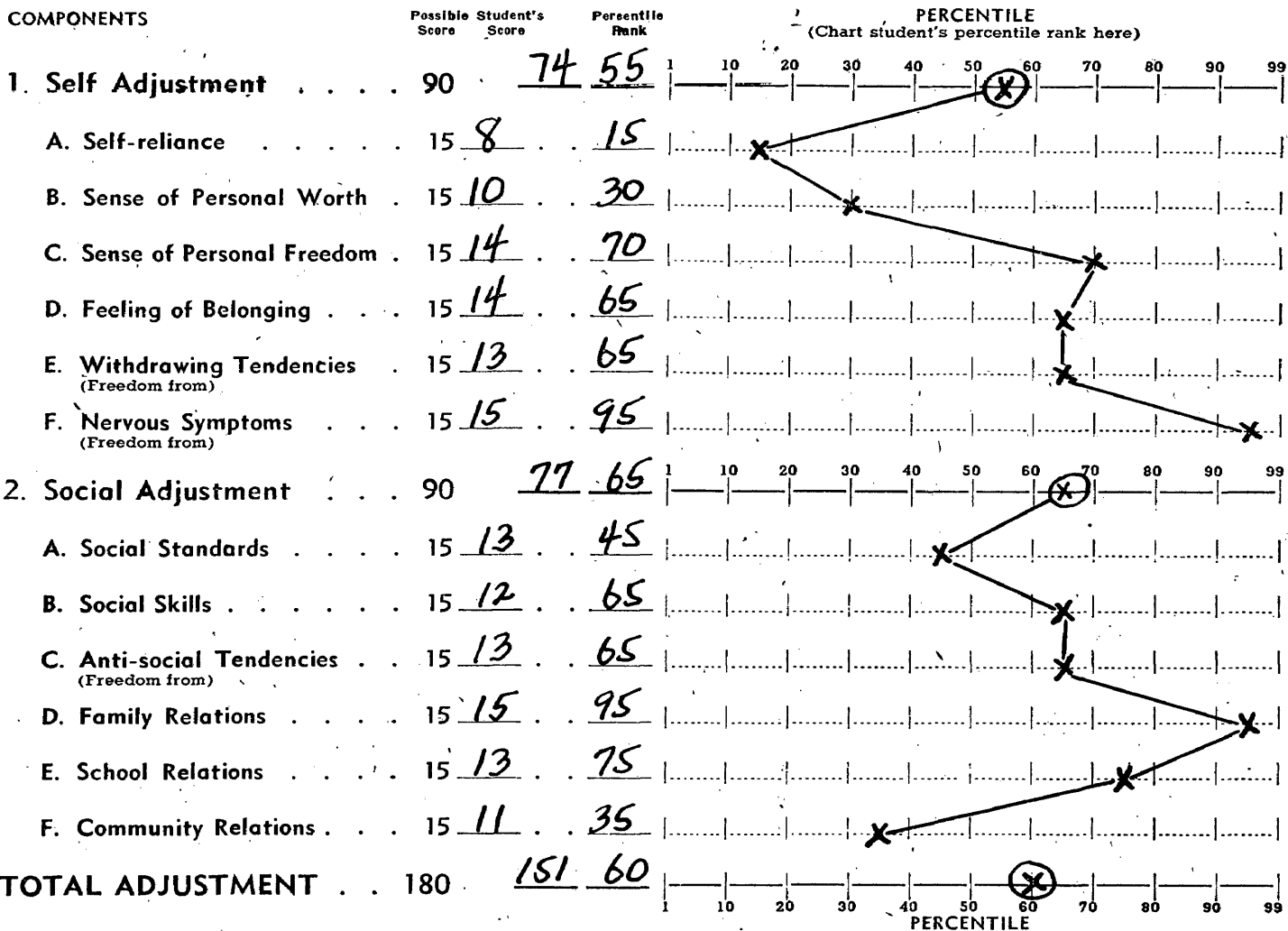
4. Studying the student's records of interests and activities, both for possible causes of difficulty and for clues to appropriate remedial treatment.

C. General Principles of Method

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

(Continued on page eight)

Name Doe, Joan A. Grade 137
 School Washington Age 12 Last Birthday May 17
 Teacher Mrs. Jones Date 2/21/40 Sex: M F



The above profile of Joan A. Doe reveals that she is located at the 55 percentile in self-adjustment. This means that she surpasses slightly more than one-half and is surpassed by about one-half of the pupils on whom the percentile of norms of this test is based. Her social-adjustment is better than average (65 percentile).
 Joan is low in self-reliance, and she also has an evident feeling of inferiority in sense of personal worth. She does not feel that her opportunities, personal freedom, are restricted. Also, she feels that she is appreciated, as evidenced by an adequate feeling of belonging. Likewise, she is not inclined to withdraw from reality and is free from nervous symptoms.
 In social relationships, Joan shows an average or superior status, except that community relations are somewhat low. Her specific responses in this area should be examined to see if they would pro-

vide indications as to the causes of her low sense of personal worth and her lack of self-reliance.
 This student's major problems of adjustment should be readily cared for by providing opportunities for the development of self-confidence and for success in handling problems such as those listed in Section I-A of the Test Booklet.
 The profile, as a whole, suggests decided lack of success in becoming self-reliant and in attaining a sense of being worthy, both of which are reflected particularly in community relations. An examination of the specific item answers, particularly in those areas in which the percentile rank is low, will reveal the responses which resulted in the unsatisfactory rating secured. These responses should be analyzed and interpreted in relation to the recommended plan of treatment given in Part IX of this Manual.

California Test of Personality to create an instrument which will implement the desire of teachers to direct learning and adjustment in harmony with the major objectives of modern education. In other words, the test represents a means by which teachers can more easily and effectively translate their desires to aid students into actual accomplishments.

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

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

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

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

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

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

2. *Correcting erroneous beliefs and attitudes.* Such attitudes occur in components dealing with

knowledge of social standards, sense of worth, feeling of belonging, sense of freedom, and in many families, school, and community relationships.

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

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

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

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

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

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

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

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

The teacher should show the student that learning to deal with one's self and with others in an intelligent, sympathetic, and many-sided manner is one of the most important ways to attain happiness and success in life.

Space will not permit a separate illustration for each component of the profile; instead, six illustrations of these *six approaches to improvement* will be given.¹

D. Illustrative Examples and Suggestions for Treatment

SITUATIONS REQUIRING PRACTICE

Component 1A: Developing Self-Reliance

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

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

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

The following steps are suggested:

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

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

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

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

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

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

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

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

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

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

2. ERRONEOUS BELIEFS AND ATTITUDES

Component 1D: Feeling of Belonging

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

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

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

¹ Teachers who desire to make a more comprehensive study of adjustment problems are referred to the following works: Thorpe, L. P. *Psychological Foundations of Personality*. New York: McGraw-Hill Book Company, 1938; Tiegs, E. W. and Katz, J. *Mental Hygiene in Education*. New York: Ronald Press Company, 1941; Witty, P. A., Skinner, C. E. and Others. *Mental Hygiene in Modern Education*. New York: Farrar and Rinehart, 1939; Shaffer, L. F. *The Psychology of Adjustment*. Boston: Houghton-Mifflin Company, 1936; Rivlin, H. N. *Education for Adjustment*. New York: D. Appleton-Century Company, 1936.

Component 2D: Family Relations

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

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

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

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

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

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

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

2. If they appear to be intelligent, understanding, and cooperative, begin at once explaining the student's difficulties and asking for their cooperation. Suggest definite things for them to do in changing the student's attitude.

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

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

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

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

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

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

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

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

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

3. DEALING WITH UNFAVORABLE ENVIRONMENTAL CONDITIONS

Component 2E: School Relations

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

3. If the parents are unfriendly, indifferent, or conditions are otherwise unfavorable, they must be influenced through P.T.A. or other meetings and through personal contacts before the erroneous attitude is mentioned.

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

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

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

DEALING WITH ANTI-SOCIAL AND WITHDRAWING TENDENCIES

Component 2C: Anti-social Tendencies

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

Component 1E: Withdrawing Tendencies

Form A, Item 63: Do you know people who are unreasonable that you hate them?

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

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

In general, the following treatment is recommended:

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

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

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

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

5. DEALING WITH NERVOUS SYMPTOMS

Component 1F: Nervous Symptoms

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

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

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

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

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

The following methods of handling difficulties of this kind are recommended:

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

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

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

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

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

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

6. DEALING WITH MENTAL DISORDERS

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

It should be recognized, however, that some students display the early symptoms of what is in legal terms called "insanity" under the very eyes of the teacher. Many of these unhappy students are no doubt disintegrating in their emotional life due to excessive frustration and the constant presence of

hostility. Certainly an appreciable fraction of this group could be assisted to better adjustment if their difficulties were detected and treated in time.

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

E. Conclusions on Student Adjustment

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

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

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

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

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

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

1. Other teachers familiar with the student may be asked to respond to the items in question.

2. A few students may be asked to complete probes for each other, including the student under examination.
3. After the parents have been apprised of the nature and objective of the test, they may be asked to complete the items in question.
4. The student may be requested to repeat his performance at another time.
5. The teacher may keep a record of careful, systematic observation over a sufficiently extended period of time to obtain an adequate sampling of the student's characteristic behavior.

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

Part XI. Interests and Activities

The Interests and Activities questionnaire (page 46 of test booklet) is not a part of the test proper and is not scored or charted on the first page probe as are the twelve adjustment components. The teacher will find it profitable to study the responses to this Interests and Activities questionnaire for students whose percentile profiles are low or to be left in any of the twelve components, and for teachers about whom additional information is desired.

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

The interest and activity items are divided into (a) those of a primarily individual nature (Items 45-46) and (b) those that are predominantly social (Items 47-74). Within each of these two groups the items are arranged in the general order of the amount of activity involved, beginning with the more passive sedentary types and advancing to those involving more activity or social participation.

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

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

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

Part XII. Administrative Uses

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

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

1. Single classes in a given school
2. Individual schools
3. The whole school system

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

Unsatisfactory school and school district trends revealed by percentile summaries are to be regarded as the points of departure for investigating the need

or desirability of modification in the objectives, materials, and procedures of the curriculum.

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

A careful analysis of the available opportunities for personality development and their constructive

utilization in the problem of student adjustment, the privilege and opportunity of all who are engaged in conducting the Nation's educational program.

Part XIII. Percentile Norms

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

Examiner's Memoranda:

PERCENTILE NORMS

| | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Percentile: | 1 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 99 |
| Sec. 1. Self Adjustment...Score: | 35 | 48 | 55 | 59 | 62 | 64 | 66 | 68 | 70 | 73 | 78 | 82 | 84 | 86 | 90 | | | | | | |
| Sec. 2. Social Adjustment Score: | 42 | 52 | 57 | 61 | 63 | 65 | 67 | 69 | 72 | 76 | 80 | 82 | 84 | 86 | 88 | 90 | | | | | |
| Total Adjustment | 77 | 100 | 112 | 120 | 125 | 129 | 133 | 137 | 140 | 143 | 146 | 148 | 151 | 153 | 156 | 159 | 162 | 166 | 170 | 174 | 180 |
| Percentile: | 1 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 99 |

SUB-SECTION SCORES AND PERCENTILES

| | | | | | | | | | | | | | | | | | |
|-------------------------------|--------|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|
| Self Adjustment | Score: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 1-A Self-reliance | ..... | 1 | 1 | 1 | 1 | 5 | 5 | 10 | 15 | 25 | 45 | 65 | 80 | 90 | 95 | 99 | |
| 1-B Sense of Personal Worth | ..... | 1 | 1 | 1 | 5 | 5 | 5 | 10 | 15 | 20 | 30 | 40 | 50 | 70 | 85 | 95 | |
| 1-C Sense of Personal Freedom | ..... | 1 | 1 | 1 | 5 | 5 | 5 | 5 | 10 | 10 | 15 | 25 | 35 | 50 | 70 | 90 | |
| 1-D Feeling of Belonging | ..... | 1 | 1 | 1 | 1 | 5 | 5 | 5 | 10 | 10 | 15 | 20 | 30 | 45 | 65 | 90 | |
| 1-E Withdrawing Tendencies | | 1 | 1 | 1 | 1 | 5 | 5 | 10 | 10 | 15 | 20 | 30 | 40 | 50 | 65 | 85 | 99 |
| 1-F Nervous Symptoms | | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 5 | 10 | 15 | 25 | 35 | 50 | 65 | 80 | 95 |

Social Adjustment

| | | | | | | | | | | | | | | | | |
|----------------------------|-------|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 2-A Social Standards | ..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 5 | 10 | 20 | 30 | 45 | 70 | 90 |
| 2-B Social Skills | ..... | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 5 | 10 | 20 | 35 | 50 | 65 | 80 | 99 |
| 2-C Anti-social Tendencies | ..... | 1 | 1 | 1 | 5 | 5 | 5 | 10 | 15 | 20 | 30 | 40 | 50 | 65 | 80 | 95 |
| 2-D Family Relations | ..... | 1 | 1 | 1 | 5 | 5 | 5 | 10 | 10 | 15 | 20 | 30 | 40 | 50 | 75 | 95 |
| 2-E School Relations | ..... | 1 | 1 | 1 | 1 | 5 | 5 | 10 | 15 | 25 | 40 | 50 | 60 | 75 | 85 | 95 |
| 2-F Community Relations | ..... | 1 | 1 | 1 | 1 | 5 | 5 | 10 | 10 | 15 | 25 | 35 | 50 | 60 | 80 | 95 |
| Score: | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

DIRECTIONS: To find the percentile value of self, social, or total adjustment score—use the upper table, locate the score, and read the percentile above or below the heavy black lines. Thus a score of 136 in total adjustment has a percentile value of 35. To find the percentile value of a component or sub-section score—use the lower table, locate the score above or below the black lines, and read the percentile opposite the appropriate component. Thus a score of 12 in the self-reliance component has a percentile value of 80. See also description of the profile on page 7