

IMPLICATIONS OF SOCIAL CLASS STRUCTURE AND DEVELOPMENTAL  
TASKS FOR TEACHING TECHNIQUES IN HOME AND  
FAMILY LIFE EDUCATION

APPROVED:

Graduate Committee:

Robert B. Toulouse  
Major Professor

G. L. Marquis Jr.  
Minor Professor

R. H. Adams  
Committee Member

Witt Blair  
Dean of the School of Education

Jack Johnson  
Dean of the Graduate School

IMPLICATIONS OF SOCIAL CLASS STRUCTURE AND DEVELOPMENTAL  
TASKS FOR TEACHING TECHNIQUES IN HOME AND  
FAMILY LIFE EDUCATION

THESIS

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

For the Degree of

DOCTOR OF EDUCATION

By

Mary E. Evans, B. S., M. S.

Wylie, Texas

August, 1954

TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
LIST OF ILLUSTRATIONS . . . . .	xii
Chapter	
I. INTRODUCTION . . . . .	1
Purpose of the Study	
Hypothesis	
Statement of Problem	
II. RELATED STUDIES . . . . .	12
Frames of Reference Characteristic of and Peculiar to Each of the Classes Represented in the High School	
Implications of Social Class Patterns for Public Education	
Psychological and Sociological Findings which Appear to Hold Implications for Study	
III. STATUS OF HOME MAKING PUPILS IN TEXAS. . . . .	52
Age	
Social Class Status	
Status of Subjects in Area of Major Problems of Young People	
Recognition and Achievement of Develop- mental Tasks as Evidenced by Entire Sample	
IV. CHARACTERISTIC PATTERNS OBSERVED IN THE RESPECTIVE SOCIAL CLASS GROUPS. . . . .	123
Age	
Home and Family Background	
Personality Adjustment	
Interests and Activities	
Status of Subjects in Areas of Major Problems of Young People	
Recognition and Achievement of Four Developmental Tasks	

Chapter	Page
V. IMPLICATIONS OF DATA FOR CONTENT OF INSTRUCTION IN HOME AND FAMILY LIFE EDUCATION IN THE SECONDARY SCHOOLS OF TEXAS . . . . .	172
Experiences and Content Materials Related to Adolescents' Status	
VI. THE SELECTION AND ADAPTATION OF TEACHING TECHNIQUES COMPATIBLE WITH AND MEANINGFUL IN FRAMES OF REFERENCE HELD BY THE SUBJECTS . . . . .	198
Implications of Data for "Culturally Fair" Teaching Techniques	
VII. PRACTICAL APPLICATION AND EVALUATION OF "CULTURALLY FAIR" TECHNIQUES . . . . .	216
Equating the Control and Experimental Groups Comparison of "Culturally Fair" and Representative Techniques Application of "Culturally Fair" Techniques Evaluation of Techniques	
VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	300
Summary Conclusions Recommendations Recommendations for Further Study	
APPENDIX . . . . .	308
APPENDIX B . . . . .	567
BIBLIOGRAPHY . . . . .	575

## LIST OF TABLES

Table	Page
1. Percentile Rank and Class Level. . . . .	56
2. Occupational Ratings of Parental Families. . .	58
3. Formal Educational Background of Parents . . .	64
4. Table of Assigned Weights. . . . .	65
5. Educational Achievement of Parents . . . . .	65
6. Status of Pupils in Area of Personality Adjustment . . . . .	66
7 <sup>a</sup> Summary of Findings Regarding Activities and Interests of Pupils . . . . .	67
7 <sup>b</sup> Activity and Interest Status at Median Point .	70
8. Compilation of Status in Problem Areas . . . .	72
9. Problems Checked by at Least 50 Per Cent of the Class Studied . . . . .	74
10. Desiring and Achieving Socially Responsible Behavior . . . . .	80
11. Achieving Emotional Independence of Parents and Other Adults . . . . .	93
12. Learning to Care for the Body Effectively . .	104
13. Achieving New and More Mature Relations with Age Mates of Both Sexes . . . . .	113
14. Chronological Age and Socio-Economic Groups. .	124
15. Mental Maturity and Social Class Groups. . . .	125
16. I.Q. and Social Class. . . . .	126
17. Verbal and Non-Verbal I.Q. Scores and Social Class Groups. . . . .	127

Table	Page
18. Home Ownership and Social Class Groups . . . . .	129
19. Home Size and Social Class . . . . .	129
20. Family Size and Social Class . . . . .	130
21. Analysis of Male Parents' Occupational Status Within Each Class Group . . . . .	131
22. Adolescent Employment and Social Class . . . . .	133
23. Parental Educational Achievements by Social Class Level . . . . .	134
24. Personality Adjustment and Social Class . . . . .	136
25. Family and School Adjustment in the Social Classes . . . . .	137
26. Analysis of Interests and Activities by Social Class Groups . . . . .	138
27. Order of Frequency in Which Interests were Listed by Each Social Class Group . . . . .	139
28. Group Affiliation and Social Class . . . . .	141
29. School Problems and Social Class . . . . .	142
30. Vocational Problems and Social Class . . . . .	144
31. Problems Related to the Self and Social Class	145
32. Human Relations and Social Class . . . . .	146
33. Home and Family Problems and Social Class . . . . .	148
34. Boy-Girl Problem and Social Class . . . . .	149
35. Health Problems and Social Class . . . . .	150
36. General Problems and Social Class . . . . .	151
37. Responses to Items in <u>California Personality Test</u> Which Relate to <u>Achieving Socially Responsible Behavior</u> . . . . .	153

Table	Page
38. Desiring and Achieving Socially Responsible Behavior and Social Class Groups . . . . .	154
39. Assigned Weights for Responses to Items in Self Rating Scale Related to Developmental Task of Desiring and Achieving Socially Responsible Behavior . . . . .	155
40. Weighted Value of Responses to Items in Self Rating Scale Which Concerns the Task of Desiring and Achieving Socially Accepted Behavior . . . . .	156
41. Emotional Independence from Parents and Other Adults in the Respective Social Classes . . . . .	158
42. Problems of Achieving Emotional Independence and Social Class . . . . .	159
43. Assigned Weights for Responses to Items in Self Rating Scale Related to Developmental Task of Achieving Emotional Independence from Parents and Other Adults . . . . .	160
44. Weighted Value of Responses to Items in Self Rating Scale Which Concern the Task of Achieving Emotional Independence from Parents and Other Adults . . . . .	161
45. Health and Social Class Status . . . . .	162
46. Health Problems and Social Class . . . . .	163
47. Assigned Weights for Responses to Items in Self Rating Scale Related to Learning to Care for the Body Effectively . . . . .	164
48. Weighted Value of Responses to Items in Self Rating Scale Which Concern the Task of Learning to Care for the Body Effectively . . . . .	165
49. Achieving More Mature Relationship with Peers in the Respective Social Classes . . . . .	166
50. Problems in Peer Relationships in the Respective Social Classes . . . . .	167

Table	Page
51. Assigned Weights for Responses to Items in Self Rating Scale Related to Developmental Task of Achieving New and more Mature Relations with Age of Both Sexes . . . . .	168
52. Weighted Value of Responses to Items in Self Rating Scale which Concern the Developmental Task of Achieving New and More Mature Relations with Age Mates of Both Sexes . . . . .	169
53. Personal and Social Development Through Home and Family Life Education . . . . .	175
54. Mean Status of Control and Experimental Groups as Indicated by Beginning Measures . . . . .	217
55. Percentile Rank in Total Adjustment May, 1953 . . . . .	234
56. Percentile Rank in Personality Adjustment Experimental Group . . . . .	235
57. Percentile Rank in Personality Adjustment Control Group . . . . .	237
58. Personal Adjustment of Experimental Group September, 1952 - May, 1953. . . . .	239
59. Percentile Rank in Personal Adjustment Control Group . . . . .	241
60. Percentile Rank in Social Adjustment Experimental Group . . . . .	242
61. Percentile Rank in Social Adjustment Control Group . . . . .	244
62. Percentile Rank on <u>SRA Youth Inventory</u> for the Control and Experimental Groups May, 1953 . . . . .	246
63. Experimental Group, September - May <u>SRA</u> - Percentile Rank Means . . . . .	248
64. Percentile Mean on <u>SRA Youth Inventory</u> Control Group . . . . .	250



Table	Page
65. Desiring and Achieving Socially Responsible Behavior, May - September, Experimental Group, Mean Percentile Rank in Sections 1A, 1E, 2A, 2C, <u>CPT</u> . . . . .	252
66. Desiring and Achieving Socially Responsible Behavior, May - September, Control Group, Mean Percentile Rank in 1A, 1E, 2A, 2C, <u>CPT</u> . . . . .	257
67. Desiring and Achieving Socially Responsible Behavior, Number Problems Related to Task Checked on <u>SRA</u> . . . . .	262
68. Mean Weight of Responses on Self Rating Scale Items Related to Desiring and Achieving Socially Responsible Behavior. . . . .	266
69. Number of Correct Responses to Items Related to Achieving Emotional Independence from Parents and Other Adults from <u>California Personality Test</u> . . . . .	269
70. Number Problems Related to Achieving Independence from Parents and Other Adults Checked on <u>SRA</u> . . . . .	272
71. Mean Weight of Responses on <u>SRA</u> to Items Related to Achieving Emotional Independence from Parents and Other Adults. . . . .	276
72. Number of Correct Responses to Items Related to Learning to Care for the Body Effectively from <u>California Personality Test</u> . . . . .	279
73. Number Problems Related to Learning to Care for the Body Effectively Checked on <u>SRA</u> . . . . .	282
74. Mean Weight of Responses on <u>SRA</u> to Items Related to Learning to Care for the Body Effectively. . . . .	285
75. Number of Correct Responses to Items Related to Achieving New and More Mature Relations with Age Mates of Both Sexes from <u>California Personality Test</u> . . . . .	289
76. Number Problems Related to Achieving New and More Mature Relationships with Age Mates of Both Sexes Checked on <u>SRA</u> . . . . .	292

Table	Page
77. Mean Weight of Responses on <u>SRA</u> to Items Related to Achieving New Relations with Age Mates of Both Sexes . . . . .	295
1A. Frequency Tabulation of Chronological Ages in Months for Entire Sample . . . . .	308
2A. Frequency Tabulation of Mental Ages of Entire Sample (in months) . . . . .	309
3A. Frequency Tabulation of Total Mental Factors for Entire Sample. . . . .	310
4A. Frequency Tabulation of Verbal I.Q. Scores for Entire Sample. . . . .	311
5A. Frequency Tabulation of Non-Mental Factors for Entire Sample. . . . .	312
6A. Social Class Distribution of Entire Sample . .	313
7A. Number of Children Per Family in Social Class Groups . . . . .	313
8A. Frequency Tabulation on Status of Homes in Entire Sample. . . . .	314
9A. Percentile Rank of Entire Sample on <u>California Personality Test</u> . . . . .	315
10A. Percentile Rank Scores on <u>California Personality Test</u> . . . . .	317
11A. Responses of Entire Sample to Interest and Activity Check Sheet . . . . .	341
12A. Percentile Rank of Entire Sample on <u>Science Research Associates Youth Inventory</u> . . . .	349
13A. Intelligence, Age, Sex, and Grade Level by Class Groups . . . . .	351
14A. Home and Family Data by Social Class Groups. .	365
15A. Percentile Rank on <u>California Personality Test</u> in the Social Class Groups. . . . .	393
16A. Family and School Adjustment in the Social Class Levels . . . . .	400

Table	Page
17A. Percentile Rank on the <u>SRA Youth Inventory</u> in the Social Classes . . . . .	407
18A. Problems of Youth in the Social Classes. . . . .	421
19A. Desiring and Achieving Socially Responsible Behavior . . . . .	428
20A. Achieving Emotional Independence of Parents and Other Adults . . . . .	438
21A. Learning to Care for the Body Effectively. . . . .	448
22A. Achieving New and More Mature Relations with Age Mates of Both Sexes . . . . .	459
23A. Self Rating Scale Responses by Class Groups. . . . .	467
24A. Responses to Individual Items on the <u>California Personality Test</u> (by Class Groups). . . . .	479
25A. American Home Scale Scores and Assigned Classes. . . . .	497
26A. Status of Control and Experimental Groups in September, 1952 . . . . .	510
27A. Data Related to Experimental and Control Groups . . . . .	518

LIST OF ILLUSTRATIONS

Figure	Page
1. The Ten Areas for Vocational Homemaking in Texas . . . . .	5
2. A Comparison of Status of Youth Studied with National Average in Problem Areas. .	73

## CHAPTER I

### INTRODUCTION

#### Purpose of Study

Investigation of previous research indicates that the average school system in America is so culturally biased in favor of the middle class child that the lower class child (who makes up 60 per cent of the enrollment of the American Public School)<sup>1</sup> has little readiness for school learning or school success;<sup>2,3</sup> therefore, it appears that the public school is failing to provide avenues which all children can travel effectively in the achievement of their developmental tasks.<sup>4</sup> Until the school does provide opportunities for each pupil, regardless of his respective social class origin, to develop to his maximum capacity, society will continue to be impoverished by this vast waste of human resources. Among these undeveloped resources are some a democratic society dare not lose, for the habit of scientific thought, the

---

<sup>1</sup> Allison Davis and Robert Hess, "How Fair Is An I.Q. Test?" Reproduced from University of Chicago Magazine (January, 1951), p. 59.

<sup>2</sup> Ibid.

<sup>3</sup> Ralph W. Tyler, "Educability of the Schools," Elementary School Journal, XXXIX (December, 1948) pp. 200-12.

<sup>4</sup> Ibid.

ability to make and execute plans, the insight into the relation between facts and principles, and the practice of positive basic values are tools of a competent, self-directive citizenry; therefore, the purpose of this study is to incorporate sociological, psychological, and educational truths into teaching techniques which will be effective in assisting adolescents (of lower as well as middle class) achieve certain developmental tasks more satisfactorily.

#### Hypothesis

Teaching techniques which are compatible with the reference frames peculiar to the adolescent's social class structure will prove effective in assisting the adolescent to achieve certain developmental tasks in a manner which will be satisfying to him and agreeable to middle class society when the content of the subject matter offering is focused on the solution of adolescent problems.

#### Specific Questions Arising From The Hypothesis

To test the hypothesis as stated it seems necessary to investigate such specific aspects of the factors involved as:

- I. Previous research related to:
  - (a) Characteristic patterns observed in the social class groups which make up the public high school enrollment
  - (b) Implications of social class patterns for public education
  - (c) Psychological and sociological findings which appear to be significant for the purpose of this study

## (d) Developmental tasks of adolescence

2. The intellectual, socio-economic, personal and social status of youth in the Homemaking Program in Texas
3. Characteristic patterns observed in the social class groups represented in the study
4. Implication of data for content of instruction in Home and Family Life Education in the Secondary Schools of Texas
5. The development of teaching tools and techniques compatible with and meaningful in the frame of reference held by the subjects
6. A practical application of "culture fair" techniques
7. An evaluation of proposed teaching techniques

Statement of Problem

Can home and family life education incorporate sociological findings, psychological procedures, and frames of reference typical of lower and middle classes into educational techniques and content which will assist adolescents to achieve certain developmental tasks more satisfactorily?

Limitation of Problem

Scope.--This investigation is limited to the observation and treatment of data acquired from (1) the administration of a battery of measurements to 505 homemaking pupils (ages 14 to 17 years) in twelve public high schools throughout the State of Texas, (2) an intensive study of sixty-one homemaking pupils who were enrolled in the Wylie High School's

homemaking department for the entire duration of the study (a period of nine months), and from (3) an analysis of data acquired from an experimental and control group.<sup>5</sup>

The factors which this study will include are: (1) intelligence, (2) age, (3) sex, (4) social class status, and (5) the achievement of certain developmental tasks as they appear to be related to teaching techniques and the content of homemaking education in secondary schools of Texas.

Source of data.--Data incorporated in this study were obtained from: (1) 505 homemaking pupils who were selected from the ten areas<sup>6</sup> for vocational home and family life education in the state (figure 1), (2) teachers of high school pupils, (3) administrators, (4) supervisory personnel of the Texas Education Agency, (5) students in the areas of human development, psychology, education, sociology, group dynamics, guidance and counseling, and statistical analysis.

---

<sup>5</sup>The experimental group was made up of forty-six of the sixty-one homemaking pupils in the Wylie High School, and the control group was composed of forty-six pupils chosen from other schools in the state because they seemed to be equated, in so far as it was possible to equate human beings, with pupils in the experimental group. Under the limitations of this study it seemed impossible to obtain an adequate "match" for fifteen of the pupils in the Wylie group; therefore, data from these fifteen persons were omitted in the comparative analysis of the control and experimental groups.

<sup>6</sup>The State of Texas is divided into ten areas for the purpose of administering and supervising the vocational home economics program in the State of Texas.



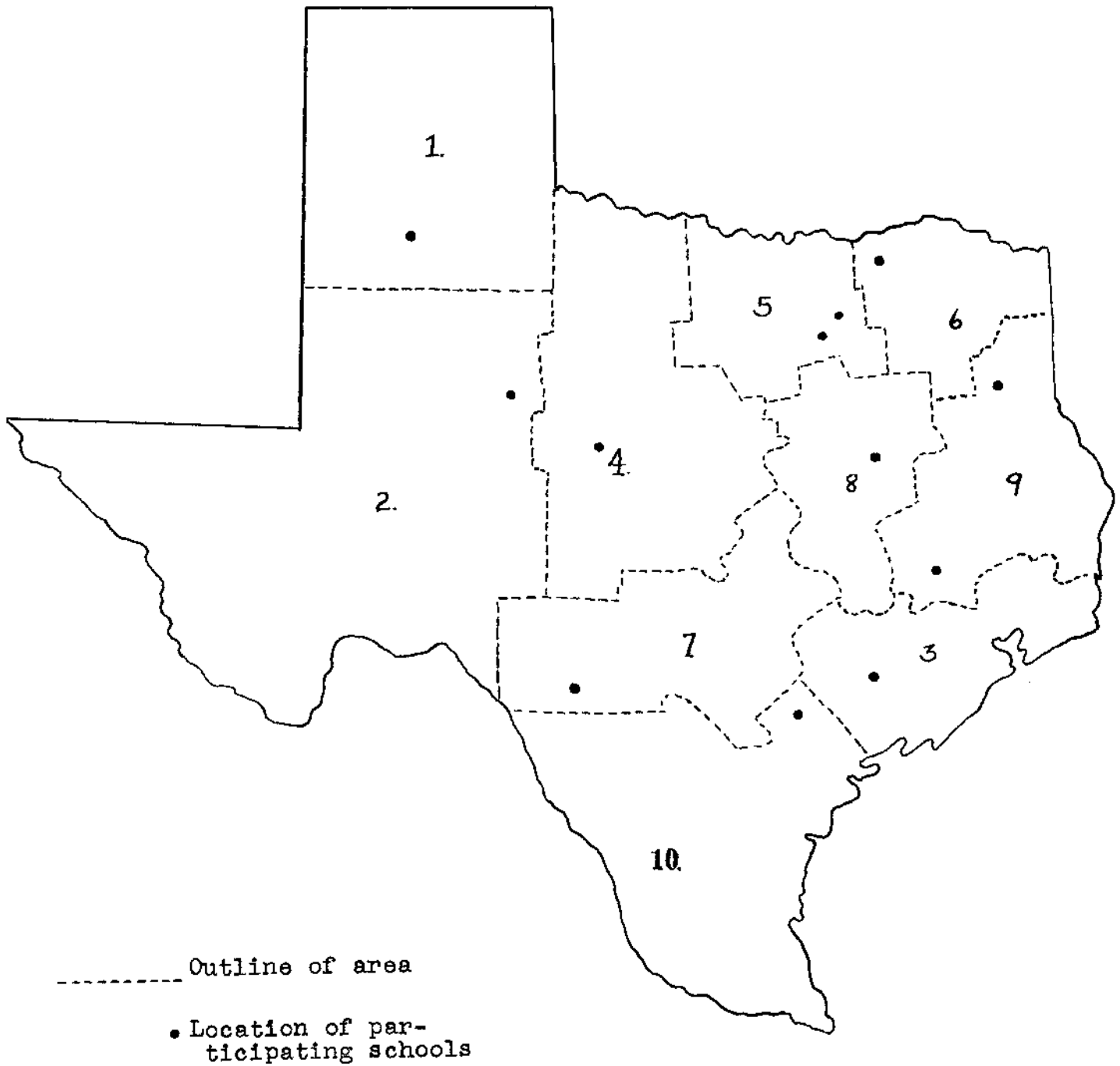


Fig. 1.--The ten areas for vocational home-making in Texas.

Documentary sources of data utilized in the study included: (1) books and periodicals dealing with the adolescent in his social class structure, (2) anecdotal records, (3) sociometric studies, and (4) findings from standardized tests and measurements.

#### Definition of Terms

The phrase teaching technique is used in the sense of a specific way of presenting instructional material or of conducting instructional activities.<sup>7</sup>

Social class is used to indicate a group of individuals in society whose behavior patterns, modes of living, material possessions, occupational status, and educational expectations are characteristically similar. Levels of the social class hierarchy are referred to as lower-lower, upper-lower, lower-middle, upper-middle, lower-upper, and upper-upper.<sup>8</sup>

Developmental tasks are conceived to be tasks which "arise at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks."<sup>9</sup> The four developmental

---

<sup>7</sup>Carter V. Good, Dictionary of Education (1945), p. 412.

<sup>8</sup>W. L. Warner, M. Meeker and K. Eells, Social Class in America, Science Research Associates, Chicago, 1949.

<sup>9</sup>R. J. Havighurst, Developmental Tasks and Education, p. 6.

tasks with which this study is concerned are discussed at length in Chapter III and are:

1. Accepting one's physique and accepting a masculine or feminine role
2. Achieving new and more mature relations with age mates of both sexes
3. Acquiring emotional independence of parents and other adults
4. Desiring and achieving socially responsible behavior.<sup>10</sup>

The expression, frame of reference, is used to imply a system of basic principles, concepts, and values, usually characteristic of a group or culture, in accordance with which facts and policies are interpreted, appraised, and acted upon.<sup>11</sup>

Satisfying is a term used to imply a quality of agreeableness or pleasantness or, stating it negatively, not annoying to the adolescent.

Subject matter content is defined as the facts, processes, principles, and modes of response to be learned in the course.<sup>12</sup>

For the purpose of this study home and family life education, or homemaking education, refers to the aggregate of all the processes used by the school by means of which pupils develop attitudes, abilities, and other forms of behavior of positive value to family life.

<sup>10</sup> Ibid., pp. 30-36.

<sup>11</sup> Good, op. cit.

<sup>12</sup> Ibid., p. 397.

The phrase "culturally fair" is used in the same sense as that employed by Davis,<sup>13</sup> that is: to imply the removal of cultural bias.

#### Plan of Procedure

The following procedures were used to obtain data to solve the problem and achieve the objectives of the study.

#### Selection of Tools for Gathering Data

Four standardized instruments were used for gathering data: (1) The SRA Youth Inventory, (2) The California Test of Mental Maturity, (3) The American Home Scale, and (4) The California Test of Personality. A self-rating scale<sup>14</sup> based on Havighurst's data on developmental tasks was also used as a tool of measurement.

An investigation of tools used in previous research involving personal and social adjustment and the analysis of data acquired from a pilot study indicated that the standardized measurements selected were suitable for the purpose of this research in that they were: (1) adequate for obtaining the data required, (2) valid, (3) easily scored, (4) reliable, and (5) relatively inexpensive.

#### Selection of Group

---

<sup>13</sup>Allison Davis, Social Class Influences Upon Learning, pp. 59-88.

<sup>14</sup>See Appendix B for copy.

Forty-six pupils in the Wylie High School's homemaking department were used as subjects for the experimental group while an equal number of homemaking students from homemaking departments throughout the state were used as an equated, control group. An additional 413 pupils from homemaking departments throughout the state were used to obtain other data pertinent to the study. In order to have adequate geographical distribution of cases approximately fifty homemaking pupils from each of the ten areas for vocational home economics in the state were included in the study. The communities from which the 505 pupils included in the study came ranged in size from rural communities to towns of approximately 10,000 population. An attempt was made to study only the Anglo group as cultural differences other than social class structure might have introduced variables which would have invalidated the study.

#### Collection of Data

The complete battery of tests and scales was administered to both the control and the experimental groups early in the school year of 1952-53 and to the remaining 413 pupils as early in the school year as administrative factors permitted. All measurements were administered according to directions accompanying the tests. Tests were given to all pupils in the experimental group by the same individual and under as nearly identical environmental conditions as possible. Tests

were administered to students from other schools by their respective homemaking teachers.

Some measurements were scored on the IBM machine while others necessitated hand scoring. All data were classified and recorded. Throughout the year anecdotal records, memorandums, group evaluations, and self evaluations were compiled in order that the manner in which individuals responded to the contents and techniques offered might be recorded and in order that some evidences might be obtained concerning the degree of effectiveness of the content and techniques in assisting the adolescents to achieve their developmental tasks.

Shortly before the close of the 1952-53 school year, individuals in both the control and experimental groups were requested to submit to a re-test battery which consisted of three of five of the original measurements; namely: (1) The California Personality Test, (2) The SRA Youth Inventory, and (3) A Self-Rating Scale for Developmental Tasks. Both the American Home Scale and the California Test of Mental Maturity were omitted as they had been utilized only to provide data necessary in the initial survey, in the designation of class patterns, and in equating the experimental and control groups.

#### Treatment of Data

After data were collected and analyzed an attempt was made to measure and evaluate the findings of the study. Certain statistical procedures were used to determine the relation of some of the factors studied.

Data were analyzed to find:

1. The status of adolescents in the home and family life education program in Texas
2. The status of characteristics or concerns peculiar to adolescents in the respective social class levels
3. The contributions which the content of home and family life education might make to the solution of the problems expressed by adolescents in each of the socio-economic groups represented in the study
4. The criteria for the formulation, selection, or application of "culturally fair" teaching techniques
5. The effectiveness of "culturally fair" techniques in assisting adolescents to utilize the content of home and family life education in the solution of problems related to their achievement of specific developmental tasks.

#### Summary

A battery of selected measurements was administered to 505 adolescents<sup>15</sup> enrolled in the homemaking departments of twelve representative high schools throughout the State of Texas in order to determine the status of these youth in regard to: (1) age, (2) sex, (3) social class derivation, (4) intelligence, and (5) the accomplishment of certain developmental tasks.

All data were classified, recorded and analyzed in order to determine the relation of specific factors observed. The analysis of these data will be considered in Chapters III and IV.

---

<sup>15</sup>The 505 cases were composed of forty-six pupils in the experimental group, forty-six in the control group, and 413 pupils from other homemaking departments throughout the state.

## CHAPTER II

### RELATED STUDIES

As indicated in Chapter I, an investigation of some specific questions arising from the hypothesis appeared to be necessary for any adequate exploration of the problem. This chapter, therefore, is concerned with a relatively brief examination of previous research related to: (1) characteristic patterns observed in the social class groups represented in the public high schools of Texas, (2) implications of social class patterns for public education, (3) psychological and sociological findings which appear to be significant for the purpose of this study, and (4) the developmental tasks of adolescents.

#### Frames of Reference Characteristic of and Peculiar to Each of the Classes Represented in the High School

Reports indicate that the constituency of the public high schools of America is drawn largely from the middle and lower classes,<sup>1</sup> as upper class folk have very few children<sup>2</sup> and are inclined to send their offspring to private rather than public institutions.<sup>3</sup>

---

<sup>1</sup>Warner, Meeker, and Mells, Social Class in America, p. 14.

<sup>2</sup>Ibid., p. 15.

<sup>3</sup>W. L. Warner, R. J. Havighurst, and M. B. Loeb, Who Shall be Educated, pp. 60-61.



This sub-division of the chapter, therefore, will present only an analysis of those factors which have been observed to be characteristic of each of the social classes which make up the public high school enrollment in Texas. The factors to be considered in relation to each class are: (1) frequency and geographic distribution, (2) occupation, (3) source and amount of income, (4) house type and dwelling area, (5) educational expectancy, (6) family constellation, (7) child rearing practices, (8) interconnectedness, and (9) concept of self.

#### Upper-middle Class

Distribution of class frequency.--Warner and associates report in Social Class In America<sup>4</sup> and Who Shall Be Educated<sup>5</sup> that some 10 per cent of the population observed in Yankee City proved to be in the upper-middle class; however, more recent studies reported by Havighurst indicate that, on a national basis, the upper-middle class might constitute somewhat more than 10 per cent of the population.<sup>6</sup>

Geographic.--The upper-middle class is represented and recognized in nearly all populated areas of the United States.

<sup>4</sup> Warner, Meeker, and Eells, op. cit.

<sup>5</sup> Warner, Havighurst, and Loeb, op. cit., p. 24.

<sup>6</sup> R. J. Havighurst, Human Development and Education, p. 27.

Upper-middle class folk may be found even in regions which do not have sufficient economic complexity, social maturity, or social stability to produce an upper class. It is improbable, however, that any clear distinction will be made between the upper and lower middle classes in such areas.

#### Distinguishing Patterns Observable in Upper-middle Class

Occupation.--Upper-middle class males tend to be proprietors of relatively large businesses, professional men, and salaried executives.<sup>7,8,9</sup>

Source and amount of income.--Families in the upper-middle bracket usually derive the bulk of their income from fees, profits, and salaries, but their chief source of income is frequently supplemented with returns from property and other investments. Barring rare exceptions, families in this category are not wealthy and seldom achieve more than economic security. Although members of this group "live up" most of their income, they save enough to avoid all types of relief.<sup>10</sup>

House type and dwelling area.--The majority of homes in this class are medium in size, although some of them are large.<sup>11</sup> These homes are characteristically furnished in a comfortable

<sup>7</sup> Warner, Havighurst, and Loeb, op. cit., pp. 24-25.

<sup>8</sup> A. B. Hollingshead, Elmtown's Youth, pp. 91-92.

<sup>9</sup> Warner, Meeker, and Bells, op. cit., p. 13.

<sup>10</sup> Hollingshead, op. cit., p. 92.

<sup>11</sup> Warner, Havighurst, and Loeb, op. cit., p. 24.

manner, are in good repair, and are surrounded by carefully tended lawns.<sup>12</sup> Homes of this level in the social hierarchy are usually located in the superior but not the exclusive residential areas of the town or city.<sup>13</sup>

Educational expectancy.--Most upper-middle class parents send their children to local high schools. Only the parent who holds high social ambitions for his child is likely to assume the expense associated with private preparatory schools.<sup>14</sup> Adults in this class stress the importance of higher education to their offspring and save over long periods of time in order that their children may attend college or university.<sup>15</sup>

Hollingshead revealed that the upper-middle class adults were the most highly educated group in Elmtown;<sup>16</sup> however, Warner and associates state that the prospects of upper-middle class children for higher education are not as good as those in the upper class.<sup>17</sup>

Family constellation.--As economic independence is a prerequisite to marriage in the middle class, marriage is postponed until youth reaches the middle twenties.<sup>18</sup> Typical

<sup>12</sup> Hollingshead, op. cit.

<sup>13</sup> Warner, Havighurst, and Loeb, op. cit.

<sup>14</sup> Ibid.

<sup>15</sup> Hollingshead, op. cit., pp. 92-93.

<sup>16</sup> Ibid., p. 93.

<sup>17</sup> Warner, Meeker, and Bells, op. cit., p. 14.

<sup>18</sup> Hollingshead, op. cit., pp. 91-93.

middle class family units consist of only two generations and have no extended kindred. Marriage in this class is relatively stable and has a strong religious as well as legal basis.<sup>19</sup> The size of the family is sometimes limited by the desire to rise in the economic scale, but families in this class are slightly larger than those in the upper social group. Hollingshead reports a mean of 2.3 children in Elmtown's upper-middle class families.<sup>20</sup>

Child rearing practices.--Frank indicates that all cultures apply "pressures" to compel the child to conform to the pattern prescribed by his social group,<sup>21</sup> but of all social levels in the United States, the upper-middle class probably applies intense pressure earlier and more persistently on its children than any other.<sup>22</sup>

Among the regulations most commonly enforced in middle class child rearing practices are (1) scheduled feedings, (2) early, sudden weaning, (3) early, rigid toilet training, (4) premature taboos against sexual and aggressive impulses, and early acceptance of home responsibility.<sup>23</sup> In addition, the

---

<sup>19</sup> Havighurst, Developmental Tasks and Education, p. 54.

<sup>20</sup> Hollingshead, op. cit., p. 93.

<sup>21</sup> L. K. Frank, "Fundamental Needs of Children" (bulletin), National Committee for Mental Hygiene, p. 1.

<sup>22</sup> W. A. Davis and R. J. Havighurst, Father of the Man, pp. 1-214.

<sup>23</sup> W. A. Davis, Social Class Influence Upon Learning, p. 13.

middle class child is expected to come home earlier in the evenings and to work for relatively long periods of time on the preparation of school work.<sup>24</sup> He is expected to show early and rapid advancement in all areas of school achievement, social behavior, and civic competence.<sup>25</sup>

Interconnectedness.--Upper-middle class folk usually support and maintain an active membership in one of the Protestant churches. Only a very minor percentage seem to be affiliated with the Catholic church. At least 50 per cent of the adults in this group attend services regularly. Sociological studies indicate that the majority of the lay-leadership is drawn from this group.<sup>26</sup>

Both men and women in this group characteristically take "hyperactive" leadership in civic and church organizations, but they take little part in lodge auxiliaries or veterans organizations.<sup>27</sup>

The adults in this group evidently contribute more hours to community affairs than those of any other social class group. As a result, they are usually respected by the rest of the population who look to them for community betterment.<sup>28</sup> This group, though highly respected, is not admitted to fellowship in the exclusive social clubs patronized by the

---

<sup>24</sup> Havighurst, op. cit., p. 34.

<sup>25</sup> Ibid., p. 136.

<sup>26</sup> Hollingshead, op. cit., p. 94.

<sup>27</sup> Ibid., p. 91.

<sup>28</sup> Ibid.

upper class.<sup>29,30</sup> Komarovdky's studies of participation in organizations in relation to socio-economic status have indicated that there is an increase in such participation as one moves up the social scale with people in the professions having the greatest organizational activity.<sup>31</sup>

Concept of self.--Frank once wrote that an individual must create for himself, out of his experiences and the teaching he receives, an image of himself and the kind of person he would like to be.<sup>32</sup> It is apparent that the middle class individual's concept of himself and his role in society embodies many of the feelings of guilt and inadequacy which are the consequences of his early, rigid, and highly supervised training; however, in the middle class, these feelings of guilt and inadequacy which have been experienced as a child are usually expressed in aspirations for constructive achievement, helpful conduct, and other forms of atonement which make the middle class adult a friendly, cooperative person with a highly developed sense of social responsibility and self-respectability.<sup>33</sup>

---

<sup>29</sup> Warner, Havighurst, and Loeb, op. cit., pp. 24-25.

<sup>30</sup> Warner, Meeker, and Sells, op. cit., p. 13.

<sup>31</sup> Mirra Komarovsky, "The Voluntary Association of Urban Dwellers," American Sociological Review, XI (1946), pp. 686-698.

<sup>32</sup> L. K. Frank, "Fundamental Needs of the Child" (bulletin), National Committee for Mental Hygiene.

<sup>33</sup> Ibid.

### Lower-middle Class

#### Distribution

Frequency.--Warner and associates report that the lower-middle class contains some 28 per cent of the populace.<sup>34</sup> This relatively large percentage places lower-middle class folk in a class second in size only to the upper-lower class.<sup>35</sup>

Geographic.--Lower-middle class families are well dispersed throughout the nation, but the class level is more commonly recognized "by name" in socially mature, economically complex areas.<sup>36</sup>

#### Patterns observed in lower-middle class

Occupation.--Less than half of the adult working population in this class own small businesses, farms, or serve as independent professionals. The remainder are likely to be salaried persons or wage earners in industry, the trades, commerce, or public service.<sup>37</sup> A very small percentage may be found in the "skilled worker" classification.<sup>38</sup> It is not unusual for both husbands and wives in this group to work outside the home.<sup>39</sup>

<sup>34</sup> Warner, Havighurst, and Loeb, op. cit., pp. 25-26.

<sup>35</sup> Warner, Meeker, and Eells, op. cit., p. 14.

<sup>36</sup> Ibid.

<sup>37</sup> Hollingshead, op. cit., p. 96.

<sup>38</sup> Warner, Meeker, Eells, op. cit., p. 13.

<sup>39</sup> Hollingshead, op. cit.

Source and amount of income.--As previously indicated, the adults in this group work for their livelihood. Although their earnings provide the necessities and some of the comforts and conveniences of life, they have little, if any, surplus to invest in any type of wealth-producing enterprise.<sup>40</sup>

House type and dwelling area.--Lower-middle families live in small to medium sized houses which are not in the best of repair. These houses may be located near but not in the undesirable areas, or they may be located on side-streets near the better residential area. Over 50 per cent of this class are reported to be home owners.<sup>41,42</sup>

Family constellation.--This group lives, in the main, in one family homes. Couples marry, on the average, about one year earlier than those in the upper-middle group and produce more children than any of the classes above them but fewer than those below them in the hierarchy.<sup>43</sup> According to Hollingshead the average number of children per family in Elmstown's Youth lower-middle class was 3.6.<sup>44</sup>

The families of this class are not as stable as those of the upper-middle but evidence a significantly greater stability than marriages in the lower class. Strict sexual

<sup>40</sup>Ibid., p. 97.

<sup>41</sup>Ibid.

<sup>42</sup>Warner, Havighurst, and Loeb, op. cit., p. 25.

<sup>43</sup>Hollingshead, op. cit., pp. 98-99.

<sup>44</sup>Ibid., p. 99.



fidelity is required of the wives, but the husbands are not held to so strict a code.<sup>45</sup>

Although the joint responsibility of both husband and wife are recognized by this group in child rearing and home management, the mother usually plays the dominant role in making decisions regarding the children, the house, and the social activities of the family while the father, with the mother's advice, assumes the dominant "economic" role.<sup>46</sup>

Child rearing practices.--The demands that the parents in the lower-middle class make upon their offspring are not significantly different from those imposed by the upper-middle class parents. There seems to be a general impatience for infants to form adult-like habits and to develop an acceptance of authority.<sup>47</sup>

Except for those who have access to liberal pediatric advice, middle class mothers try to feed their babies on a rigid schedule, wean them early, vigorously attack thumb sucking and genital manipulations, punish early and severely for aggressive acts, and put them in small enclosures to keep them from damaging the home.<sup>48</sup> It may be relevant to note that negativism (like nail biting, thumb sucking, and masturbation) is far more general among the young in the middle class than in the lower class.<sup>49</sup>

---

<sup>45</sup>Ibid.    <sup>46</sup>Ibid.    <sup>47</sup>W. A. Davis, Father of the Man, p. 84.

<sup>48</sup>W. A. Davis, Social Class Influences on Learning, pp. 12-22.

<sup>49</sup>Ibid., p. 21.

Interconnectedness.--There appears to be some disagreement in the pattern of interconnectedness for the lower-middle class as presented by Warner and associates<sup>50</sup> and as discussed by Hollingshead,<sup>51</sup> but both writers agree that adults in the lower-middle group are likely to belong to fraternal organizations or to auxiliary associations.

In Who Shall be Educated (published in 1944) Warner and associates write that this particular group seems to be excluded from charitable associations and social clubs.<sup>52</sup> On the other hand, Hollingshead, writing in 1949, states that church guilds, study groups, missionary societies, and welfare organizations are kept alive, in large measure, by class III (L.M.) women.<sup>53</sup> Then Warner, writing in 1949, seems to refute his statement of 1944, for he demonstrates that lower-middle folk hold substantial blocks of membership in the D.A.R., Hospital Aids, and the Country Club as well as in the Masons, Odd Fellows, American Legion Auxiliary, Eastern Star, and similar organizations.<sup>54</sup>

Lower-middle class persons may be found in both Catholic and Protestant circles, and Hollingshead states that the

<sup>50</sup> Warner, Havighurst, and Loeb, op. cit.

<sup>51</sup> Hollingshead, op. cit., p. 98.

<sup>52</sup> Warner, Havighurst, and Loeb, op. cit.

<sup>53</sup> Hollingshead, op. cit.

<sup>54</sup> Warner, Meeker, and Eells, op. cit., pp. 94-95.

percentage of this group who attend church regularly is larger than that in any other class.<sup>55</sup>

It may be significant to note that the organized leisure time pursuits of this group are usually segregated on both a sex and an age basis.<sup>56</sup>

Educational expectations.--Due to economic restrictions, cultural patterns, interests, and other possible reasons, the individuals classed as lower-middle do not attend school as long as those in the higher classes. Further cultural implications may be drawn from the fact that the mothers in this socio-economic group have progressed farther in school than the fathers. The mean grade achievement for adults in this group appears to be around the tenth grade.<sup>57</sup>

Warner indicates that regularity of attendance in school is not a practice common to all lower-middle class youth, for he writes that it is in the lower-middle class that truants officers are able to take effective action in the control of children and to interfere with the role of the parent in the family.<sup>58</sup>

Concept of self.--It is in this class that the sociologist is first able to observe any significant deviation from the upper and upper-middle classes' concept of themselves as

<sup>55</sup> Hollingshead, op. cit.

<sup>56</sup> Ibid., p. 100.

<sup>57</sup> Ibid., pp. 99-100.

<sup>58</sup> Warner, Havighurst, and Loeb, op. cit., p. 26.

respectable, good, law-abiding citizens, for, in Yankee City, 8 per cent of all arrests were made among lower-middle class folk. This is a ratio of 4 to 1 when compared with the percentage of arrests made in the upper-middle group.<sup>59</sup>

The individuals in this group are also known to consult lawyers or legal agencies after they are involved in an undesirable situation rather than seeking legal counsel before making an agreement or completing a transaction. Whether or not this behavior is symptomatic of disregard for legal procedures or merely indicative of a lack of operational capital is beyond the scope of this study.

#### Upper-lower Class

##### Distribution

Frequency.--The upper-lower class is the largest social class sub-division in these United States. Some 33 per cent of the total population claims the status provided by this level of the hierarchy.<sup>60</sup>

Geographic.--The upper-lower class pattern is not restricted to any geographic area of the nation but may be found in almost any populated area.

##### Patterns observable in upper-lower class

Occupation, source, and amount of income.--Warner reports that over 80 per cent of this group are above the level

---

<sup>59</sup> Ibid., p. 24.

<sup>60</sup> Ibid., p. 26.

of unskilled labor.<sup>61</sup> This social group provides the labor to send raw materials to the market and to convert them to consumer goods. The money received for their labor is paid in the form of wages, and, even though both parents work in some 30 per cent of the families, the family income is usually only large enough to provide the necessities of life and a limited number of comforts. The bulk of the wages is spent shortly after or before they are earned, so little, if any, is saved.<sup>62</sup> As a result, many of these persons "go on relief" during extended depressions.

House type and dwelling areas.--Upper-lower class people live in small houses which are not in a state of good repair.<sup>63</sup> They are usually located "near the tracks" but not "on the wrong side." Only about a third of this class own their homes.<sup>64</sup>

Family constellation.--The family of upper-lower class status is likely to be extended to include three or four generations and may consist of grandparents, parents, children, grandchildren, and even cousins or aunts. The family pattern is relatively unstable as compared with middle or upper class groups, for some one third of the marriages are broken by death, divorce, or desertion.<sup>65</sup>

<sup>61</sup>Ibid., p. 26.

<sup>62</sup>Hollingshead, op. cit., p. 104.

<sup>63</sup>Warner, Havighurst, and Loeb, op. cit., p. 26.

<sup>64</sup>Hollingshead, op. cit., p. 105.

<sup>65</sup>Ibid., p. 106.

As marriage is not dependent on economic independence, young people marry earlier than those in the higher classes. The couples may continue to live with their middle-aged parents and produce children who are reared by the grandparents. The average number of children per family for this group is 4.3.<sup>66</sup>

Studies indicate that a reasonably good relationship exists between mature children and their parents even when more than two generations live under the same roof.<sup>67,68</sup>

Child rearing practices.--Parents in the upper-lower class demonstrate a more "relaxed" attitude toward their children than those of the middle class. As compared with the training of middle class children, the child rearing practices of most lower class parents allow children a "fuller gratification of their organically based drives."<sup>69</sup> Children are breast fed upon demand more often than they are fed by schedule. Toilet training, weaning, and control of exploratory drives are begun later, applied more gradually, and relapses treated more leniently.<sup>70</sup>

---

<sup>66</sup> Ibid., p. 106.

<sup>67</sup> Havighurst, Developmental Tasks and Education, p. 125.

<sup>68</sup> Allison Davis, Social Class Influence on Learning, p. 21.

<sup>69</sup> Ibid., p. 18.

<sup>70</sup> Ibid.

Upper-lower class children are allowed a longer period of irresponsibility. They stay out later in the evenings, work less on school assignments, and engage in many more unsupervised activities than their middle class contemporaries.<sup>71</sup> They do not, however, understand the principle of reward and punishment, for they receive few rewards and rather consistent punishment during their childhood.<sup>72</sup>

Interconnectedness.--Lower class folk do not participate in civic and community activities nearly as much as do members of the middle class. Labor unions, fraternal organizations, and churches are the only types of organizational participation in which a representative number of them participate.<sup>73</sup> The individuals in this particular level in the social hierarchy seem to prefer informal, neighborhood activities rather than more formal organizations.<sup>74</sup> Komarovsky's study verifies Havighurst's disclosures concerning the interaction pattern of the upper-lower class. In fact, Komarovsky revealed that 68 per cent of the unskilled persons in her study belonged to no organization at all (church excepted).

Hollingshead writes that religion is either shunned or "embraced with enthusiasm" by members of the upper-lower

<sup>71</sup> Ibid., p. 13.

<sup>72</sup> Ralph W. Tyler, "Educability and the Schools," Elementary School Journal, XXXIX (Dec., 1948), pp. 200-212.

<sup>73</sup> Warner, Meeker, and Bells, op. cit., p. 95.

<sup>74</sup> M. Komarovsky, op. cit.

class, but less than 50 per cent of the persons in this class attend church and some relatively large percentage express actual hostility toward religion.<sup>75</sup>

Educational expectation.--The average upper-lower class child's anxieties in regard to education are very limited in nature because he is not subjected to status demands for successful school learning.<sup>76</sup> Both the child's and the parent's anxiety in regard to the child's school learning is usually extinguished when the child succeeds in attaining or surpassing his parent's educational achievement.<sup>77</sup> When a child of the lower class remains in school past the tenth or eleventh grades, he is likely to have some outstanding qualities which set him apart from other lower class youngsters.<sup>78</sup> Some 5 per cent of this group enter college.<sup>79</sup>

Concept of self.--Women of this group see themselves as persons who belong in the home or "on the job."<sup>80</sup> They can not visualize any role for themselves in civic or social organizations. Both women and men feel their obligation to

---

<sup>75</sup>Hollingshead, op. cit., p. 107.

<sup>76</sup>Allison Davis and John Dillard, Children of Bondage, American Council on Education (1940), p. 281.

<sup>77</sup>Ibid.

<sup>78</sup>W. L. Warner, Democracy in Jonesville, pp. 204-206.

<sup>79</sup>Warner, Meeker, and Eells, op. cit., p. 25 (from R. J. Havighurst and Hilda Taba, Adolescent Character and Personality).

<sup>80</sup>Hollingshead, op. cit., p. 106.



society is completed when they and their children respect and live by upper-lower class standards and values.<sup>81</sup>

Further insight into their concept of their own role might be gained by noting that Warner and associates report that, during interviews, members of this class frequently referred to themselves as (1) "good people, but 'nobody'," (2) "we poor folks," or (3) "poor but honest."<sup>82,83</sup>

In spite of their professed honesty, the upper-lower group experiences three times as many arrests as the lower-middle and twelve times as many as the upper-middle.<sup>84</sup>

#### Lower-lower Class

##### Distribution

Frequency.--Some 26 per cent of the national population seems to be made up of the lower-lower class persons.<sup>85</sup>

Distribution.--Lower-lower class is distributed throughout the rural and urban areas of the entire nation. Crowded urban areas which allow "slum districts" to develop may appear to harbor large numbers of this class.<sup>86</sup>

<sup>81</sup> Ibid., p. 106.

<sup>82</sup> Warner, Havighurst, and Loeb, op. cit., p. 26.

<sup>83</sup> Warner, Meeker, and Kells, op. cit., p. 19.

<sup>84</sup> Warner, Havighurst, and Loeb, op. cit.

<sup>85</sup> Ibid., p. 27.

<sup>86</sup> Ibid., p. 26.

Status patterns observable in lower-lower class

Occupation, source, and amount of income.--The very lowest occupations in the hierarchy are filled, rather spasmodically, by members of this group.<sup>87</sup> Over 60 per cent of these people are unskilled laborers<sup>88</sup> when they are engaged in an occupation, but this class habitually "enjoys" more unemployment than all the other classes combined.<sup>89</sup> Havighurst states that members of this class shift from one unskilled job to another and learn on the job.<sup>90</sup> Some 32 per cent of such persons seem to be semi-skilled laborers, but their earnings are so meager that it is necessary for most members of the family to contribute to the family income in one way or another, and, in many cases, private charity and public relief are used to supplement insufficient earnings.<sup>91</sup>

House type and dwelling area.--These folk live in the most miserably run down, crowded, uncomfortable houses and shacks in town. Their furnishings, like the houses, are dilapidated, crude, and badly abused. The houses are so small and crowded that hardly any privacy is available. Little differentiation is made in the use of rooms as families, from

---

<sup>87</sup>Hollingshead, op. cit., p. 113.

<sup>88</sup>Warner, Havighurst, and Eells, op. cit., p. 26.

<sup>89</sup>Ibid. <sup>90</sup>Havighurst, op. cit., p. 44.

<sup>91</sup>Hollingshead, op. cit., p. 111.

necessity, combine the rooms into a single use area.<sup>92,93</sup> Bath and toilet facilities were absent in over 83 per cent of the houses where lower-lower class families in Elmtown lived.<sup>94</sup>

Only a slight percentage of the lower-lower class families own their own homes. Most of them pay a small rental fee every week, and the houses which this group occupies are excluded from the better sections of town. They are, in fact, usually crowded into the most undesirable area of the town or village.<sup>95</sup>

Family constellation.---The mean number of children per family is larger in the lower-lower class than in any other. Each mother produces an average of 5.6 children.<sup>96</sup> Studies indicate that marriage is very unstable in the lower-lower class for divorce, death, desertion, and separation have broken more than 50 per cent of the homes in this group.<sup>97</sup> Sexual satisfactions in this class are not related closely to marriage, and illegitimate children are numerous.<sup>98</sup>

Youth in these families marry earlier than those of any other social class group, but the lack of housing, lack of

<sup>92</sup> Warner, Meeker, and Eells, op. cit., p. 15.

<sup>93</sup> Hollingshead, op. cit., p. 115.

<sup>94</sup> Ibid.

<sup>95</sup> Ibid., p. 116.

<sup>96</sup> Ibid.

<sup>97</sup> Ibid., p. 117.

<sup>98</sup> Warner, Meeker, and Eells, op. cit.

beds, frequent separation of mates, the hard daily work of mothers with six to fourteen children, and the itinerant life of the men all make family life less secure, less regular, and less routine than family life in superordinate groups.<sup>99</sup>

In this group, as well as in upper-lower class, the extended family pattern is most common.

Child rearing practices.--Lower-lower class parents begin to train their babies to control the elimination of body wastes at a later age than parents of the middle class begin the same task.<sup>100</sup> The lower-lower class parent shows no concern if the child is not weaned until a relatively late age or if he clings to a pacifier until he is several years old. Their babies are allowed to eat at will.<sup>101</sup>

This particular class allows its children even fuller gratification of organically based drives and applies training more gradually than parents of the upper-lower class.<sup>102</sup> Children in this class are taught that physical aggressiveness is an approved form of social behavior,<sup>103</sup> and, like physical aggression, sexual relationships and motivation are more

<sup>99</sup> Allison Davis, Social Class Influences on Learning, p. 33.

<sup>100</sup> Ibid., p. 13.

<sup>101</sup> Ibid.

<sup>102</sup> Allison Davis and R. D. Hess, "How Fair is an I.Q. Test?", Science Digest, XXIX (May, 1951), pp. 43-47.

<sup>103</sup> Allison Davis and R. J. Havighurst, Father of the Man, pp. 17-18.

direct and uninhibited in lower-lower class adolescents. Probably the most striking departure from the child rearing practices of other social classes lies in the fact that, in much of the lower class life, sexual drives and behavior in children are not regarded as inherently taboo and dangerous.<sup>104</sup>

Lower-lower class parents punish their children readily and frequently but seldom reward desirable behavior.<sup>105</sup>

Educational expectations.--The period of formal education is usually very brief for individuals in the lower-lower class.<sup>106</sup> Most of the children in this class become discouraged by (1) lack of acceptance by peer group and teachers, (2) lack of any reinforcement for learning from the family, and (3) by lack of readiness for success in school learning.<sup>107</sup> About one third of the individuals in this group complete the eighth grade, but it is very rare for them to finish high school. Less than 1 per cent of the folk who find themselves in this lowest level of the social hierarchy are likely to attend college.

Interconnectedness.--Baber reveals that in the lower-lower class social contacts are secondary rather than primary. "Such

<sup>104</sup> Allison Davis, Social Class Influences on Learning, p. 36.

<sup>105</sup> R. W. Tyler, "Educability and the Schools," Elementary School Journal, XXXIX (December, 1948), pp. 200-212.

<sup>106</sup> Hollingshead, op. cit., p. 117.

<sup>107</sup> Allison Davis, "The Lower and Middle Classes," speech before the Midcentury White House Conference on Children and Youth, December 5, 1950.

direct and uninhibited in lower-lower class adolescents. Probably the most striking departure from the child rearing practices of other social classes lies in the fact that, in much of the lower class life, sexual drives and behavior in children are not regarded as inherently taboo and dangerous.<sup>104</sup>

Lower-lower class parents punish their children readily and frequently but seldom reward desirable behavior.<sup>105</sup>

Educational expectations.--The period of formal education is usually very brief for individuals in the lower-lower class.<sup>106</sup> Most of the children in this class become discouraged by (1) lack of acceptance by peer group and teachers, (2) lack of reinforcement for learning from the family, and (3) by lack of readiness for success in school learning.<sup>107</sup> About one third of the individuals in this group complete the eighth grade, but it is very rare for them to finish high school. Less than 1 per cent of the folk who find themselves in this lowest level of the social hierarchy are likely to attend college.<sup>108</sup>

---

<sup>104</sup> Allison Davis, Social Class Influences on Learning, p. 36.

<sup>105</sup> R. W. Tyler, "Educability and the Schools," Elementary School Journal, XXXIX (December, 1948) pp. 200-212.

<sup>106</sup> Hollingshead, op. cit., p. 117.

<sup>107</sup> Allison Davis, "The Lower and Middle Classes," speech before the Midcentury White House Conference on Children and Youth, December 5, 1950.

<sup>108</sup> Warner, Havighurst, and Loeb, op. cit., p. 66.

Interconnectedness.--Baber reveals that in the lower-lower class social contacts are secondary rather than primary. "Such primary groups as do exist," Baber writes, "are organized and supervised by professional efforts (as in social settlements)."<sup>109</sup>

These folk do not feel obligated to participate in community or national affairs. If they vote they are likely to do so on a basis of personal interests rather than group welfare. The only group to which the lower-lower class folk seem to feel any compelling loyalty is usually made up of family, perhaps the extended family, and usually a few neighbors.<sup>110</sup>

Hollingshead reports that only 10 per cent of all Elmtown's adults were actively connected with any church but that a much larger per cent expressed actual hostility toward religious organizations.<sup>111</sup> Evidence indicates that some folk in church congregations have expressed attitudes which would be conducive to "freezing out" any lower-lower who might seek admittance.

It seems that this class is almost completely isolated from any organized group activity. It should be recognized, however, that labor unions, veterans' organizations, and

---

<sup>109</sup> R. E. Baber, Marriage and the Family, p. 10.

<sup>110</sup> R. J. Havighurst, Human Development and Education, p. 138.

<sup>111</sup> A. B. Hollingshead, Elmtown's Youth, pp. 117-118.

women's societies in "Full Gospel" churches do have a "sprinkling" of lower-lower folk in their membership.<sup>112</sup>

Concept of self.--These lower-lower class people seem to regard themselves as inadequate, irresponsible individuals. Evidently they live in a continuous state of physical anxiety. It is not anxiety concerning moral issues or civic responsibilities which seem to give them concern, but it is, rather, the fear of starving, of being cold, of being in the dark, of being turned out of the house, or of having insufficient clothing.<sup>113</sup> These fears and feelings of inadequacy seem to express themselves in many forms of overt actions which are regarded by middle class as hostile or delinquent. As a result the moral, civil, and criminal offenses of this group are significantly more numerous than those found in any other class.<sup>114</sup>

#### Implications of Social Class Patterns for Public Education

Sociologists have demonstrated that adolescents from the middle and lower social classes have values, concepts, and basic principles characteristic of their respective class.<sup>115,116,117</sup>

<sup>112</sup> Warner, Meeker, and Eells, op. cit., p. 95.

<sup>113</sup> Allison Davis, Social Class Influences on Learning, pp. 25-6.

<sup>114</sup> Hollingshead, op. cit., p. 120.

<sup>115</sup> W.A. Davis, R. J. Havighurst, Father of the Man.

<sup>116</sup> H. S. Tuttle, Social Basis of Education.

<sup>117</sup> W. L. Warner, Democracy in Jonesville.



118,119,120,121,122,123,124 Bartlett demonstrated that values have an appreciable effect in dominating or modifying a person's learning experiences.<sup>125</sup> These demonstrations corroborate Levine and Murphy's hypothesis that one's educability is not determined by the capacity to acquire knowledge alone but that the subject enters into a learning situation as a complete individual who desires, values, needs, a frame of reference, and attitudes. The degree to which he is educable is thought to be the product of his basic values and reference frame as he reacts to the proposed or implied information offered through the learning activity.<sup>126</sup>

118 Warner, Meeker, and Bells, Social Class in America.

119 Warner, Havighurst, and Loeb, Who Shall be Educated.

120 W. A. Brownell and G. Hendrickson, "How Children Learn," National Society for the Study of Education, 49th Yearbook, Part I.

121 Allison Davis and R. D. Hess, "How Fair is an I.Q. Test?," Science Digest, XXIX (May, 1951), pp. 43-47 (Reproduced from University of Chicago Magazine, January, 1951, p. 57).

122 W. H. Kilpatrick, "We Learn What We Live," Childhood Education, Vol. XXV (October, 1948), pp. 53-56.

123 R. W. Tyler, "Educability and the Schools," Elementary School Journal (December, 1948), pp. 200-212.

124 W. S. Watson, "Rigidity of Basic Attitudinal Frames," Journal Abnormal and Social Psychology, Vol. XXXIV (1939), pp. 314-335.

125 F. C. Bartlett, Remembering, pp. 1-314.

126 J. M. Levine and G. Murphy, "Learning and Forgetting Controversial Material," Journal Abnormal and Social Psychology, Vol. XXXVIII (1943), pp. 507-517.

As early as 1929 Herriot<sup>127</sup> demonstrated that an individual's capacity to learn as measured by grades in school showed a positive relation with such basic values as tolerance, willingness to assume responsibility, and respect for authority.

Ohman<sup>128</sup> reported a study which indicated that failure of engineering students in the University of Iowa was closely related with certain non-intellectual traits among which ethical, moral, and social values figured prominently.

Margaret and Sherriffs<sup>129</sup> reported the effect of attitudinal frames on classroom learning, and the results of this study support the hypothesis that students in courses who reveal attitudes at variance with the course point of view carried over the course techniques into a practical situation less effectively than did those whose personal values and attitudes were supported by the course.

Kilpatrick<sup>130</sup> expressed belief in the relation between class values and the way an individual learns when he observed, "Man learns what he lives and he learns it as he accepts it

<sup>127</sup> M. E. Herriot, Attitudes as a Factor of Scholastic Success, pp. 1-72.

<sup>128</sup> O. A. Ohman, Study of Causes of Scholastic Deficiencies in Engineering by the Individual Case Method, University of Iowa Studies in Education, Vol. III (1927), p. 7.

<sup>129</sup> Ann Margaret and Alex C. Sherriffs, "Personal Factors Influencing the Learning of the First Course in Psychology," Journal of Genetic Psychology, Vol. XXXVII (1947), pp. 67-77.

<sup>130</sup> W. H. Kilpatrick, "We Learn What We Live," Childhood Education, Vol. XXV (1948), pp. 53-56.

to live by it. Man learns in the degree he counts it important for him to know and uses it in the degree he can understand it and fit it in with what he already knows and believes."

These data appear to indicate that values are related to the manner in which an individual achieves his developmental tasks -- determining or modifying how and when these tasks are accomplished.

Evidence points to the fact that conditions peculiar to the lower social class structure make the lower class adolescent appear to be less educable than the middle class adolescent ( as schools attempt to measure educability at this time). 131,132,133,134,135,136

The lower class adolescent whose own parents consider school unimportant and who fight and curse as a routine method of communication, lives in a physical, cultural, and economic reality radically unlike that in which the middle class child

131 Davis and Havighurst, Father of the Man, pp. 1-214.

132 Warner, Democracy in Jonesville, pp. 193-213.

133 Warner, Havighurst, and Loeb, op. cit., pp. 45-97.

134 Davis and Hess, "How Fair is an I.Q. Test?" University of Chicago Magazine (January, 1951), p. 59.

135 Tyler, op. cit.

136 W. S. Watson and G. W. Hartmann, "Rigidity of Basic Attitudinal Frames," Journal Abnormal and Social Psychology Vol. XXXIV (1939), pp. 313-335.

is trained. If he is realistic, many of the habits and attitudes the lower class child learns will inevitably differ from those of the more sheltered and highly supervised middle class child. That behavior which middle class teachers often regard as delinquent, hostile, or unmotivated in a lower class child is usually a perfectly realistic, adaptive, and, in slum life, a socially acceptable response to reality.<sup>137</sup>

The middle class child is pressed by his parents to accomplish his developmental tasks early and rapidly. As an adolescent he comes home earlier in the evening and works longer on his school lessons because of the insistent pressure by the family upon him for early and rapid social and vocational attainment. Thus he pleases middle class society more than does the lower class child, for middle class folk misunderstand the lower class child's fighting, his cursing, his precocious sexual behavior and dialect. But these are products of cultural environment and, if educability is used to imply the capacity of an organism to profit by experience and to adjust to conditions that recur, is it not evident that the lower class child is just as educable as the middle class child? However, the recurring conditions to which each class adjusts are considerably different.

Social class as it is related to the manner in which adolescents accomplish their developmental tasks is no minor

---

137

A. A. Davis, "The Lower and Middle Classes" (from a speech at Midcentury White House Conference, December 9, 1950).

problem, for 60 per cent of all American school children live in families belonging to the lower socio-economic group.<sup>138</sup> Failure of the school to diagnose the developmental needs and assist the lower class adolescent in the achievement of his purposes not only robs him of a chance to full development but also constitutes a major waste of human resources.

If one grants that present intelligence tests are accurate we must then accept their findings, that youngsters from the lower socio-economic levels in any American city rank considerably below those from middle and upper class levels in intelligence.<sup>139</sup> But, as Haggard writes, no one would think of giving an intelligence test standardized for American children to a child from South America and expect the results to mean very much. Is it not logical that the results of testing might also be invalid if tests prepared for middle class were given to children from lower class? Also, if children learn by experience and if the degree to which they can use these experiences is determined by their basic values, is it not evident that the same experiences would not be equally effective for both lower and middle class adolescents? In terms of any genetic argument it is apparent that children from the middle class receive a range of experiences and acquire a range of motivations which prepare them more adequately for favorable

---

<sup>138</sup> Davis and Hess, op. cit., pp. 43-47.

<sup>139</sup> Ibid., p. 59.

performance in the present school system than in the case with lower class children, for the schools are saturated with middle class vocabulary, and the teachers themselves are middle class people with middle class experiences, ways of thinking, and language forms.<sup>140</sup>

There is no evidence to support the view that any socio-metric class has greater claim to hereditary intelligence than any other. Since the movement of individuals up and down the social class ladder is relatively rapid, it is unlikely we can ever gather enough data to prove any genetic class differences;<sup>141</sup> however, in both elementary and high school, there is a significant difference in grade distribution among the social classes. The lower grades go to the lower classes and the higher grades to the upper and middle classes.<sup>142</sup> But, although middle class children read and write better than the lower class child (for they are better motivated to do so), the lower status child is their equal in problem solving ability.<sup>143</sup>

The tendency of the school to capitalize solely on verbal ability does not take into account what could be gained by the more adequate education of lower class adolescents<sup>144</sup> whose

<sup>140</sup> Ibid., p. 59.

<sup>141</sup> Ibid.

<sup>142</sup> Warner, Democracy in Jonesville, p. 208.

<sup>143</sup> Davis and Hess, op. cit.

<sup>144</sup> Tyler, op. cit.

talents are frequently unidentified and untrained and who accomplish their developmental tasks without the assistance of the school, for the verbal avenues to learning prove relatively ineffective for them. If schools used a wider range of mediums of communication many persons would appear to be more educable than now seems true, and adolescents could utilize more educational facilities in achieving their developmental tasks, for educators would have more avenues for communicating with them and there would be more opportunities for them to demonstrate their learning.<sup>145</sup> Warner and Havighurst<sup>146</sup> indicate that out of school experiences of lower class pupils are usually not related to the content of school instruction and, in most cases do not involve the vocabulary with which school instruction deals. Therefore, outside school experiences of lower class children do not prove to be positive on learning in the contemporary American school.

School records show that a majority of adolescents who are retained in school come from the lower class. This is not the result of late entrance nor is there any evidence to indicate hereditary factors from class groups. It might be that status control of the school is responsible for this.<sup>147</sup>

---

<sup>145</sup> Ibid.

<sup>146</sup> Warner, Havighurst, and Loeb, op. cit.

<sup>147</sup> W. A. Davis and J. Dillard, Children of Bondage, pp. 279-290.

The lower class adolescent experiences little anxiety with regard to school learning and social achievement is very low, because he is not subject to status demands for rapid and successful learning or achievement. The constant, unsupported punishment he receives not only loses its effect as a re-enforcing agent but may produce overt or repressed hostility which is, in itself, a barrier to effective learning.<sup>148</sup>

In contrast, the middle class adolescent is steadily re-enforced by his family clique, and teachers in moving toward prestige goals. His anxiety can only be reduced by good school behavior and successful achievement of his developmental tasks.<sup>149</sup>

Certain other components have been identified as being related to educability. Of these, motivation to do school tasks has a significant correlation with school success. With I.Q. scores held constant, the correlation between measure of interest in school work and educability as indicated by grades in school is positive, averaging about .30.<sup>150</sup> Warner<sup>151,152</sup> says one is motivated to perform school tasks and personal tasks which are pleasant and satisfying and to avoid experiences which prove unpleasant. Thus learning is a process which must start and struggle toward the goal in the child himself, and

---

<sup>148</sup> Ibid., pp. 280-285.

<sup>149</sup> Ibid., pp. 281-282.

<sup>150</sup> Tyler, op. cit.

<sup>151</sup> Warner, Democracy in Jonesville, pp. 193-213.

<sup>152</sup> Warner, Havighurst, and Loeb, op. cit., p. 6.



no adolescent learns a habit or an attitude well unless he experiences an inner push to learn and either experiences a new satisfaction or avoids a sure punishment when he does learn.<sup>153</sup>

Physical defects produced by malnourishment and others aggravated by lack of medical care for ears, eyes, and glandular irregularities are found most frequently in the lower class;<sup>154,155</sup> therefore, it is pertinent that one consider economic conditions as they appear to be related to the achievement of the adolescent's developmental tasks. Poverty impairs health and limits general knowledge.<sup>156</sup> Impoverishing physical vitality lowers the functioning of the abilities,<sup>157</sup> and, by restricting his mental horizon, poverty deprives him of the preparatory background of culture that middle class takes for granted.<sup>158</sup>

Psychological and Sociological Findings Which  
Appear to Hold Implications for Study

In order to develop psychologically and sociologically sound teaching techniques which would assist adolescents of lower and middle classes to achieve their developmental tasks,

<sup>153</sup> F. N. Freeman, How Children Learn (1917), pp. 1-10.

<sup>154</sup> P. L. Boynton, Intelligence (1933), pp. 33-73.

<sup>155</sup> Davis and Havighurst, Father of the Man (1947), pp. 1-214.

<sup>156</sup> C. Burt, The Subnormal Mind (1935), p. 121.

<sup>157</sup> F. S. Freeman, Individual Differences (1934), pp. 326-29.

<sup>158</sup> Ibid., pp. 113-120.

an examination of a limited number of resource materials in the areas of psychology and sociology was made. This examination revealed the following basic beliefs which appear to be of significance in this study.

Conformity and Individuality  
Within Social Groups

The individual is a product of the society which produces him,<sup>159</sup> yet, regardless of the pressures exerted by his society, no individual has ever demonstrated complete conformity to any particular social code.<sup>160</sup> Murphy indicates that although one may manifest complete compliance with cultural demands in so far as overt actions are concerned, inward tensions are symptomatic of incomplete acquiescence to prescribed cultural patterns.<sup>161</sup>

It may be significant to note that it is not uncommon for one individual to respond to a particular cultural demand easily, willingly, and without any apparent frustration while another may experience considerable stress when confronted with the identical requirement.<sup>162</sup> Murphy suggests that such differences are due to "biological individuality"<sup>163</sup> as well as contrasting frames of reference. If, as Murphy writes,

---

<sup>159</sup> W. R. Smith, Principles of Educational Sociology (1928), p. 28.

<sup>160</sup> Gardner Murphy, Personality: A Sociological Approach to Origins and Structures (1947), p. 905.

<sup>161</sup> Ibid., p. 105.

<sup>162</sup> Ibid., p. 797.

<sup>163</sup> Ibid., p. 905.

"the way a person grows in a culture is itself an expression of biological individuality,"<sup>164</sup> one even remotely acquainted with the principles of mental hygiene is compelled to question the practice of neglecting or censuring any aspects of individuality which are not directly associated with the success pattern of the era.<sup>165</sup>

Regardless of biological individuality, a member of any given cultural group is expected to accomplish specific life tasks within a period of time in a manner which is acceptable to the constituents of his society.<sup>166</sup> He is also expected to develop the capacity to enact several "life roles" simultaneously; yet, the satisfactory accomplishment of these tasks and the integration of such roles is neither an obvious nor a mechanical matter.<sup>167,168</sup> The manner in which one recognizes, accepts, accomplishes, and evaluates his developmental tasks and enacts his "life roles" may be influenced by many factors; among these, social class derivation appears to figure prominently, for "the individual perceives himself as a figure in the figure ground pattern that is each social group, and

---

<sup>164</sup> Ibid.

<sup>165</sup> Ibid., p. 906.

<sup>166</sup> L. K. Frank, The Fundamental Needs of the Child (Bulletin), National Committee for Mental Hygiene (1950).

<sup>167</sup> F. B. Stratemeyer, H. L. Forkner, and M. G. McKim, Developing a Curriculum for Modern Living, pp. 95-299.

<sup>168</sup> Murphy, op. cit., p. 794.

that personality develops organically with this perception of the entire figure ground system."<sup>169</sup>

#### Mobility and Conformity

Smith<sup>170</sup> wrote that those who live together tend to become like one another,<sup>171</sup> for, he said, "Contact with one's fellows sets up a sort of social osmosis, a series of influences acting mutually between individuals."<sup>172</sup> Such an observation seems to be supported by Landis's statement to the effect that social mobility must be achieved through contact and association with a cultural group of "diverse patterns."<sup>173</sup> Specifically, Landis wrote:

Mobility decreases attachment to primary groups and increases contact with secondary groups of diverse patterns, thus weakening the bonds which provided the basis for social control among the members of local groups.<sup>174</sup>

Murphy seems to have been in full agreement with Landis in this matter for he wrote that competing standards threaten social stability. Writings of Lewin,<sup>175</sup> Smith, Stanley, and Shores<sup>176</sup> seem to support the views expressed by both Landis

<sup>169</sup> Ibid., p. 776.

<sup>170</sup> W. R. Smith, Principles of Educational Sociology, p. 204.

<sup>171</sup> Ibid.

<sup>172</sup> Ibid., pp. 100-101.

<sup>173</sup> Paul H. Landis, Rural Life in Process, p. 292.

<sup>174</sup> Ibid.

<sup>175</sup> Kurt Lewin, Readings in Social Psychology, p. 344.

<sup>176</sup> B. O. Smith, W. O. Stanley, and J. H. Shores, Curriculum Development, pp. 637-641.

and Murphy. It may be significant to note, however, that Smith, Stanley, and Shores indicate that the techniques used in offering "competing standards" may result in an actual retardation of positive mobility if the individual or group members feel that an attack is being made on standards or patterns of behavior which he, or they, hold to be desirable. As Wiles wrote, "When a group is subject to domination, it will deliberately plan its own actions in opposition to authority."<sup>177</sup>

#### Group Life and Individual Development

Bogardus observed that members of any group possess a social self consciousness<sup>178</sup> and that group life serves as a medium in which all inter-social stimulation occurs.<sup>179</sup> It seems, as Cantor wrote,<sup>180</sup> that individuals in any group expect a certain type of behavior from others within the respective group and they, in turn, act as others in their group expect them to.<sup>181</sup> It is probably due to this social, self consciousness and intersocial stimulation that ideologies of groups are more easily changed than those of individuals -

---

<sup>177</sup> K. Wiles, Supervision for Better Schools, p. 25.

<sup>178</sup> E. S. Bogardus, Fundamentals of Social Psychology, p. 252.

<sup>179</sup> Ibid., p. 242.

<sup>180</sup> N. Cantor, The Dynamics of Learning, p. 33.

<sup>181</sup> Ibid.

(Cantor<sup>182</sup> has demonstrated that such is the case); however, one is compelled to recognize that (1) individuals vary in their group response mechanisms; (2) much grouping is only temporary in nature, and (3) any transition from temporary to permanent group is accomplished very gradually<sup>183</sup> if, indeed, at all. However, Cuber's<sup>184</sup> Sociology, A Synopsis of Principles, indicates that the period of time required for such transition may be significantly shortened if the members of the assimilating society are not too ethnocentric,<sup>185</sup> for "social interaction depends less on the barriers of distance than upon culturally imposed barriers of attitudes, of difference, aloofness, superiority, or inferiority."<sup>186</sup>

#### Developmental Tasks of Adolescence

As defined in Chapter I, developmental tasks are conceived to be those tasks which arise "at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks."<sup>187</sup>

---

<sup>182</sup> Ibid., p. 40.

<sup>183</sup> Bogardus, op. cit., pp. 245-46.

<sup>184</sup> J. F. Cuber, Sociology, A Synopsis of Principles, p. 111.

<sup>185</sup> Ibid., p. 115.

<sup>186</sup> Ibid., p. 409.

<sup>187</sup> R. J. Havighurst, Developmental Tasks and Education, p. 6.

Developmental tasks arise as a result of physical maturation, cultural pressures, and the desires, aspirations, and values of the developing personality.<sup>188</sup> Some of these tasks are peculiar to (1) infancy and early childhood, (2) middle childhood, (3) adolescence, (4) early adulthood, (5) middle-age, or (6) later maturity.<sup>189</sup>

The developmental tasks which confront the individual during the period of adolescence have been classified by Havighurst as:

1. Achieving new and more mature relations with age mates of both sexes
2. Achieving a masculine or feminine social role
3. Accepting one's physique and using the body effectively
4. Achieving emotional independence of parents and other adults
5. Achieving assurance of economic independence
6. Selecting and preparing for an occupation
7. Preparing for marriage and family
8. Developing intellectual skills and concepts necessary for civic competence
9. Desiring and achieving socially responsible behavior
10. Acquiring a set of values and an ethical system as a guide to behavior.<sup>190</sup>

#### Summary

---

<sup>188</sup> Ibid., p. 8.

<sup>189</sup> Ibid., pp. 9-86.

<sup>190</sup> R. J. Havighurst, Human Development and Education, pp. 111-158.

These data indicate that individuals in each of the social classes have patterns of values and modes of behavior characteristic of and peculiar to their respective social class. It is also evident that such social class patterns hold significant implications for the utilization of psychological and sociological principles in the selection, application, and evaluation of content materials and teaching techniques which will assist adolescents in the achievement of their developmental tasks.



## CHAPTER III

### STATUS OF HOME MAKING PUPILS IN TEXAS

As no previous research had been reported concerning the status of adolescents enrolled in home and family life education programs in Texas, it was necessary for these data to be collected as a part of the present study. The purpose of this chapter is to present the results of this compilation.

An analysis of data acquired from 505 homemaking pupils in twelve public high schools throughout the State of Texas during the school year 1952-1953 revealed multiple factors which seem to hold a direct relation to the development of the hypothesis advanced by this study. This chapter will attempt to present a relatively detailed analysis of these data as they reveal the status of the adolescents studied, their families, their homes, and their respective modes of life. Specifically, this chapter will consider: (1) chronological and mental age of subjects, (2) sex, (3) social class status (a) housing conditions, (b) parental occupation, (c) source of income, (d) educational background of parents, and (e) family constellation, (4) personal and social adjustment, (5) interests and activities of subjects, (6) awareness of personal, social, vocational, philosophical, and ethical problems,

and (7) the recognition and achievement of developmental tasks as these factors were evidenced and reported by the entire sample.

### Age

#### Chronological Age

The 120 boys and 385 girls included in this study reported chronological ages ranging from 157 to 247 months (13.08 to 20.58 years). Further examination indicated a median age of 206 months (17.16 years), and a mean age of 197 months (16.41 years).<sup>1</sup>

#### Mental Age

Mental maturity.--Tabulation on mental ages of the entire sampling revealed a median age of 189 months (15.75 years), a mean of 188 months (15.66 years), and a mental maturity age range which extended from 116 to 250 months (9.66 to 20.83 years).<sup>2</sup>

Total mental factors.--According to the responses on the California Test of Mental Maturity, the entire sample exhibited a mean I.Q. of 100.25 and a median I.Q. score of 100.<sup>3</sup> It may, however, be of interest to note that the range of I.Q. scores extended from a low of 63 to a high of 130.

---

<sup>1</sup>Table 1A in Appendix.

<sup>2</sup>Table 2A in Appendix.

<sup>3</sup>Table 3A in Appendix.

Verbal and non-verbal factors.--Frequency tabulations and mathematical averages of both verbal and non-verbal factors, as revealed by the California Test of Mental Maturity, resulted in the recognition of the fact that, in this particular group, the verbal I.Q. was slightly higher than the non-verbal I.Q. Results indicated a mean of 102 and a median of 103 for the verbal I.Q.,<sup>4</sup> while non-verbal I.Q. scores produced a mean score of 97.8 and a median of 98.<sup>5</sup>

Although the degree of difference is relatively insignificant, it is interesting to note that the verbal I.Q. scores were dispersed between 71 and 135<sup>6</sup> while those of non-verbal I.Q. ranged from 55 to 129.<sup>7</sup>

#### Social Class Status

To obtain certain objective data concerning the socio-economic status of each of the 505 cases involved in this study, The American Home Scale was administered to all participants. Results were organized, tabulated, and recorded in terms of percentile rank. Kerr's manual of instruction,<sup>8</sup> however, made no attempt to indicate how percentile rank in the socio-economic scale might be converted into socio-economic

---

<sup>4</sup> Table 4A in Appendix.

<sup>5</sup> Table 5A in Appendix.

<sup>6</sup> Table 4A in Appendix.

<sup>7</sup> Table 5A in Appendix.

<sup>8</sup> W. A. Kerr, Manual of Instruction, The American Home Scale, Psychometric Affiliates.

or social class levels as defined by Warner.<sup>9</sup> Such an adaptation seemed desirable for the purposes of this study; therefore, after (1) correspondence with Dr. Kerr,\* (2) careful analysis of Warner and associate's materials, and (3) grouping the possible percentile rank scores on The American Home Scale in the same proportions<sup>10</sup> that our national population is distributed into social class levels, the social status of 61 cases was determined by using both Warner's Social Class Index and the proposed interpretation of the percentile rank achieved on The American Home Scale. Results obtained from the two measurements varied within the class in 2 of the 61 cases but showed no variation from class to class. The proposed method of transition was, upon that basis, assumed to be valid for the purposes of the study.

Table 1 indicates the manner in which The American Home Scale percentile ranks were transposed into social class levels. After the social class level of each case was determined, a frequency tabulation revealed that 71 or 14.05 per cent of the 505 cases were lower-lower class; 203 or 40.20

---

<sup>9</sup> Warner, Meeker and Eells, Social Class in America.

\* Letters on file.

<sup>10</sup> Warner and associates report that our national population is distributed as follows: 1.4 per cent - U.U.; 1.6 per cent - L.U.; 10 per cent \* U.M.; 28 per cent - L.M.; 33 per cent - U.L.; and 26 per cent - L.L.

<sup>11</sup> Table 6A Appendix.

TABLE I  
PERCENTILE RANK AND CLASS LEVEL

Raw Scores on <u>The American</u> <u>Home Scale</u>	Corresponding Percentile According to Kerr	Per Cent of Population in Each Group	Assigned Class
59 up	98-100	3	U.U.
56-58			L.U.
46-55	88-97	10	U.M.
35-45	60-87	28	L.M.
26-34	27-59	33	U.L.
11-25	1-26	26	L.L.

per cent were upper-lower; 168 or 33.27 per cent were lower-middle; 51 or 10.1 per cent were upper-middle; 7 or 1.39 per cent were lower-upper, and 5 cases or 0.99 per cent of the 505 individuals observed were in the upper-upper class.

On further examination of the percentages of cases in each level, it was evident that, with one exception, that pattern of social class distribution in this sample was not dissimilar to that of the national population. The low percentage of the cases (14.05 per cent as compared with a national average of 26 per cent) in the lower-lower class might have been due to the fact that lower-lower class students characteristically withdraw from school before completing high school.<sup>12,13</sup>

<sup>12</sup>W. L. Warner, Democracy in Jonesville, pp. 193-213.

<sup>13</sup>A. B. Hollingshead, Elmtown's Youth, p. 117.

### Factors Related to Housing Conditions

Of the 505 cases observed, 330 reported that their families owned or were in the process of purchasing the house in which they lived. Houses occupied by the homemaking students who participated in this study ranged in size from 3 to 13 rooms. The mean, median, and mode size was the six-room house.

Although the number of individuals occupying these respective houses varied from two to ten, the average number of persons per house proved to be 4.88 with both a median and a mode of five occupants per house.

### Family Constellation

On the basis of data acquired from the entire sample, it was evident that the average number of children per family was 3.9. Though the number of children reported varied from one to twelve per family, a frequency tabulation<sup>14</sup> showed that the three-child family was most commonly reported and that the median number of children in families involved was three.

It may also be significant to note that 434 or 85.9 per cent of the 505 cases reported that their parents were both alive and living together in the home while the remaining cases (14.1 per cent) indicated that their parents were separated by death, desertion, or divorce.<sup>15</sup>

---

<sup>14</sup> Table 7A in Appendix.

<sup>15</sup> Table 8A in Appendix.

## Occupational Status

Information obtained through the administration of The American Home Scale revealed that parental occupations ranged from the highest through the lowest occupational rating as assigned by Warner and associates;<sup>16</sup> however, as the measurement on which the data were collected did not ask for the specific value of the parents' business or the size of the acreage which farmers held, no accurate occupational rating to 193 of the 505 cases was listed. Table 2 will only report the classes and types of occupations which pupils indicated their fathers were engaged in and will show the number occupied in each category.

TABLE 2  
OCCUPATIONAL RATINGS OF PARENTAL FAMILIES

Category	Occupation	Number in Occup.	Number in Category
Professional	Agronomist	1	24
	Dentist	1	
	Doctor (M.D.)	1	
	Engineer	5	
	Chemical (2)		
	Civil (2)		
	Mechanical (1)		
	Entomologist	1	
	Librarian	1	
	Minister	6	
	Nurse	2	
	Social worker	2	

<sup>16</sup> Warner, Meeker, and Bells, Social Class in America, pp. 122-124.

TABLE 2--Continued

Category	Occupation	Number in Occup.	Number in Category		
Proprietors of Business- es, Man- agers, and Business Men	Superintendent of Schools	1	39 Owners 13 Managers 1 Banker		
	Teacher	2			
	Banker	1			
	Cafe Owner	4			
	Cattle Dealer	5			
	Dairy Owner	2			
	Druggist	1			
	Filling Sta. Owner	3			
	Insurance Agency	1			
	Jewelers	2			
	Laundry Owner	2			
	Lumber Company	1			
	Managerial Positions	13			
	Merchants	10			
	Oil Company Owner	1			
	Produce House Owner	1			
	Real Estate Agent	2			
	Saw Manufacturing Owner	1			
	Sawmill	1			
	Tailor Shop Owner	1			
Transfer Company Owner	1				
Clerks and Kindred Workers	Accountant	1	33		
	Auto Salesman	1			
	Bookkeeper	2			
	Certified Public Accountant	1			
	Clerks in Stores	9			
	Postmasters	4			
	Rural Mail Clerks	2			
	Traveling Salesman	9			
	Manual Workers				172



TABLE 2--Continued

Category	Occupation	Number in Occup.	Number in Category
	Assistant Gas Company Foreman	1	
	Blacksmith	2	
	Bricklayer	1	
	Carpenter	20	
	Carpenter Super- intendent	1	
	Cement Finisher	1	
	Construction Foreman	1	
	Construction Labor	2	
	Contractor	6	
	Dairy Laborer	1	
	Electrician	1	
	Factory Foreman	1	
	Factory Labor	28	
	Farm Labor	1	
	Foreman Gas Company	1	
	Foundry Worker	1	
	Gravel Pit Foreman	1	
	Gravel Pit Operator	2	
	Handles Produce	2	
	Heavy Day Labor	7	
	Highway Department Labor	2	
	House Mover	1	
	Ice Plant Laborer	1	
	Lineman	3	
	Machinist	1	
	Mechanic	19	
	Oil Field Laborer		
	Unskilled	12	
	Semi-skilled	6	
	Skilled	9	
	Painter	5	
	Paint Foreman	1	
	Pipe Fitter Foreman	1	
	Plumber	3	
	Produce Man	1	
	Semi-skilled Manual	6	
	Skilled Manual	5	
	Tool and Die Maker	1	

TABLE 2-Continued

Category	Occupation	Number in Occup.	Number in Category
Protective and Service Workers	Army	1	73
	Assistant Super- intendent of City Parks	1	
	Barber	3	
	Bus Driver	3	
	Butcher	2	
	Chief of Police	1	
	District Conser- vation Foreman	1	
	Gas Station Attendant	4	
	Ginner	1	
	Janitor	3	
	Laundry Man	1	
	Private Detective	1	
	Railroad Workers		
	Brakemen	3	
	Clerk	1	
	Conductor	1	
	Dispatcher	2	
	Engineer	2	
	Firemen	3	
	Laborer	2	
	Machinist Helper	1	
	Railroad Cashier	1	
	Section Foreman	2	
	Section Laborer	1	
	Switchman	1	
	Street Cleaner	1	
	Truck Driver	25	
	Well Service	1	
	Farmer		
	General	119	
	Rancher	16	
	Stock Farmer	2	
Deceased			13
Total		505	505

\*No indication as to value of business.

More careful examination of the preceding table will reveal the fact that: (1) 24 cases or 4.75 per cent of parental occupations in the entire sample were professional in nature; (2) 53 or 10.49 per cent were proprietors or managers of businesses, while (3) 33 or 6.53 per cent served as clerks and kindred workers; (4) 172 or 34 per cent were reported as being manual workers; (5) 73 or 14.45 per cent were protective and service workers; (6) 137 or 27.12 per cent were farmers or ranchers, and (7) 13 cases or 2.57 per cent of the male parents in the total sample were reported as being deceased.

The item on the instrument which requested the information used in Table 2 asked specifically for the father's occupation, but 9 of the 505 responses showed the occupation of the mother instead of that of the father. (In all nine cases the mother was head of the household).

#### Source of Income

Even a casual analysis of the occupational table in the preceding section would indicate, to some degree, the proportion of cases whose income could be classified as fees, profits, salary, or wages. It may also be of interest to note that 190 of the 505 youth reporting indicated that they worked outside the home to help support themselves or their families while 307 reported that they worked either in or out of the home to earn all or a part of their spending money.

Then too, 48 cases or 1.1 per cent of the 434 cases which reported both parents were alive and living together in the family and 16 of the 71 cases (2.2 per cent) from broken homes indicated that their mothers worked away from home as a cook, waitress, maid, cleaning woman, or a factory or mill employee in order to earn or supplement the family income. This was, however, no check on how many mothers in the sample actually worked outside the home as they could have been engaged in a type of work which could not be classified in any of the categories listed in the specific statement in the measurement used.

#### Formal Educational Background of Parents

Tabulation of specific data acquired from the 505 high school homemaking pupils who participated in the study demonstrated that the adolescents had exceeded or equaled the educational level of attainment acquired by 658 or 65.14 per cent of their 1010 parents. Evidence of this fact is found in Table 3.

According to Table 3 the educational status of the 1010 parents of the 505 adolescents studied could be summarized as follows: (1) 8 parents or 0.79 per cent of the entire group had never attended school; (2) 327 (32.37 per cent) attended grade school but withdrew some time before high school; (3) 323 (31.98 per cent) entered but did not complete high school; 185 (18.31 per cent) finished high school but never enrolled

TABLE 3  
FORMAL EDUCATIONAL BACKGROUND OF PARENTS

Social Class Placement	Sex of Parent	Amount of Formal Education						Mothers	Fathers
		None	Ever Attended School	Entered High School	Finished High School	Entered College	Finished College		
L.L.	M	3	52	15	3	0	0	73	
L.L.	F	3	42	17	8	3	0		73
U.L.	M	1	105	73	15	6	1	201	
U.L.	F	0	62	97	34	3	5		201
L.M.	M	1	40	52	41	16	18	168	
L.M.	F	0	21	53	59	16	19		168
U.M.	M	0	4	8	9	11	19	51	
U.M.	F	0	1	7	13	11	19		51
L.U.	M	0	0	0	0	1	6	7	
L.U.	F	0	0	0	1	2	4		7
U.U.	M	0	0	0	1	1	3	5	
U.U.	F	0	0	1	1	1	2		5
Total		8	327	323	185	71	96	505	505

in college; (5) 71 (7.03 per cent) entered but did not graduate from college, and (6) 96 (9.5 per cent) out of 1010 had graduated from college.

In order to determine the mean educational achievement of parents in the entire sample the following values were

arbitrarily assigned to each of the five levels of educational attainment as stated in Table 4.

TABLE 4  
TABLE OF ASSIGNED WEIGHTS

Level of Attainment	Value
Never Attended School. . . . .	0
Attended Grammar School. . . . .	1
Entered High School. . . . .	2
Finished High School . . . . .	3
Entered College. . . . .	4
Finished College . . . . .	5

By multiplying the weights assigned in Table 4 to the number of persons achieving each respective educational level it was possible to determine the mean educational achievement for the parents of the entire sample. This procedure is presented in Table 5.

TABLE 5  
EDUCATIONAL ACHIEVEMENT OF PARENTS

Level of Educational Attainment	Number of Persons	Assigned Weight <sup>17</sup>	Point Value
Never attended school	8	0	0
Attended Grammar School	327	1	327
Entered High School	323	2	626
Finished High School	185	3	555
Entered College	71	4	284
Graduated from College	96	5	480
Total	1010		2272
Mean			2.2

<sup>17</sup> As assigned in Table 4.

Examination of the foregoing table would indicate that the mean educational achievement of these 1010 parents was entrance but not completion of high school.

### Personality Adjustment

After responses to each of the twelve sub-divisions in the California Test of Personality adjustments were translated into percentile rank for each of the 505 cases, frequency tabulations were made of the percentile rank status for the entire group in each of the twelve sub-divisions, in self adjustment, social adjustment, and total adjustment.<sup>18</sup> The results of such tabulations are condensed in Table 6.

TABLE 6  
STATUS OF PUPILS IN AREA OF PERSONALITY ADJUSTMENT

Area of Adjustment	Percentile		
	Mean	Median	Mode
Self Adjustment	43	40	30
1A. Self Reliance	47	45	60
1B. Sense of Personal Worth	54	65	80
1C. Sense of Personal Freedom	47	45	70
1D. Sense of Belonging	56	70	90
1E. Freedom from Withdrawing Tendencies	35	25	5
1F. Freedom from Nervous Symptoms	35	30	30
Social Adjustment	46	40	40
2A. Social Standards	36	70	90
2B. Social Skills	46	40	55
2C. Anti-social Tendencies	57	70	70
2D. Family Relations	49	45	80
2E. School Relations	48	45	75
2F. Community Relations	41	35	5
Total Adjustment	44	40	30

<sup>18</sup> Table 9A in Appendix.

It may be significant to note that the 505 cases exhibited either a median or a mean score above the 50th percentile only in (1) sense of personal worth, (2) sense of belonging, (3) social standards, and (4) freedom from anti-social tendencies.

#### Interests and Activities

The entire sampling of 505 high school youth was asked to complete the California Test Bureau's Interest and Activity Check Sheet.<sup>19</sup> This particular instrument suggested 74 activities or interests to which the pupils could respond with (1) I do this, and I enjoy doing it, (2) I would like to do this, (3) I engage in this activity but do not enjoy it, or (4) I do not do this and am not interested in doing it. These 37,370 responses were tabulated<sup>20</sup> and are summarized in Table 7A.

TABLE 7A

#### SUMMARY OF FINDINGS REGARDING ACTIVITIES AND INTERESTS OF PUPILS

Activity	Do	Do and Like To	Would Like To	Would Not Like To and Do Not
1. Play radio	85	356	37	27
2. Read stories	115	286	47	57
3. Go to movies	85	336	40	38
4. Read comic strips	113	294	47	51
5. Work problems	243	121	43	98
6. Study history	238	86	40	141
7. Study science	172	80	58	185
8. Study literature	242	117	35	111

<sup>19</sup>Table IB, Appendix.

<sup>20</sup>Table 11A, Appendix.



TABLE 7A--Continued

Activity	Do	Do and Like To	Would Like To	Would Not Like To and Do Not
9. Do cross-word puzzles	68	130	84	225
10. Study trees	43	30	89	343
11. Study birds	48	41	101	315
12. Study animals	62	72	112	259
13. Study butterflies	43	19	98	97
14. Draw or paint	52	125	163	165
15. Work in laboratory	50	46	139	270
16. Model or design	26	71	178	230
17. Do housework	186	167	46	106
18. Sing	57	215	118	115
19. Play piano	43	98	206	158
20. Make scrap book	64	147	105	289
21. Keep a diary	39	65	150	231
22. Write poems	36	38	111	46
23. Speak pieces	62	55	78	310
24. Play instrument	43	90	149	223
25. Visit museums	49	98	154	204
26. Collect stamps	39	17	92	357
27. Collect coins	53	47	97	408
28. Collect autographs	30	95	111	269
29. Collect pictures	59	204	81	161
30. Use a camera	80	275	76	74
31. Sew or knit	89	202	59	155
32. Repair things	93	115	61	216
33. Make boats	24	13	68	400
34. Make aeroplanes	30	18	70	387
35. Make radio	25	11	68	401
36. Work with tools	41	83	46	335
37. Have a garden	49	92	111	253
38. Drive an automobile	58	277	107	63
39. Play with pets	69	227	60	149
40. Raise animals	57	130	102	216
41. Go fishing	59	205	109	132
42. Climb or hike	48	165	107	185
43. Skate	55	214	120	116
44. Ride a bicycle	78	197	93	137
45. Ride a horse	61	181	174	89
46. Practice first aid	42	40	148	275
47. Play cards	77	230	57	141
48. Play dominoes	80	201	50	174
49. Play checkers	85	192	54	174
50. Play chess	28	20	113	244

TABLE 7A--Continued

Activity	Do	Do and Like It	Would Like To	Would Not Like To and Do Not
51. Go to church	81	326	55	43
52. Go to Sunday School	74	288	60	103
53. Belong to a club	68	225	90	122
54. Belong to YMCA or YWCA	18	13	140	334
55. Go to parks	72	217	111	105
56. Engage in sports	54	242	97	112
57. Go to circus	58	168	148	131
58. Sing in a chorus	30	75	172	229
59. Sing in glee club	20	19	148	318
60. Belong to a gang	58	182	77	188
61. Play ping-pong	51	159	128	167
62. Play croquet	45	135	116	209
63. Play ball	55	243	80	127
64. Play tennis	38	123	173	171
65. Go hunting	44	132	121	208
66. Go riding with others	58	280	78	89
67. Play in band	32	55	119	299
68. Play in orchestra	44	9	79	373
69. Go to church socials	55	224	85	141
70. Go to parties	66	306	66	167
71. Go to dances	63	178	99	165
72. Be officer of club	39	93	172	201
73. Be a class officer	25	71	211	198
74. Go camping	41	172	175	117

According to the responses recorded in the preceding table, only 10 of the 74 interests and activities listed were both practiced and enjoyed by as many as half of the entire sampling. These 10 activities are listed, in their order of frequency, in column 1, Table 7B.

When the activities which were participated in whether they were enjoyed by the participant or not were added to those which were checked as "I do this and enjoy doing it," the number of

TABLE 7B  
ACTIVITY AND INTEREST STATUS AT MEDIAN POINT

Activity Engaged in and Enjoyed	Number of Cases	Activity Engaged in Whether En- joyed or Not	Number of Cases
1. Play the radio	356	1. Play the radio	441
2. Go to movies	336	2. Go to movies	421
3. Go to church	326	3. Go to church	407
4. Go to parties	306	4. Read comic strips	407
5. Read comic strip	294	5. Read stories	401
6. Read stories	286	6. Go to parties	372
7. Go riding with others	280	7. Work problems	364
8. Drive automobile	277	8. Study literature	359
9. Use a camera	275	9. Use a camera	355
10. Go to Sunday School	268	10. Do housework	353
		11. Go to Sunday School	342
		12. Go riding with others	338
		13. Drive automobile	335
		14. Study history	324
		15. Play cards	307
		16. Play ball	298
		17. Play with pets	296
		18. Engage in sports	296
		19. Belong to club	293
		20. Sew or knit	291
		21. Go to park	289
		22. Play dominoes	281
		23. Go to church socials	279
		24. Play checkers	277
		25. Ride bicycle	275
		26. Sing	272
		27. Skate	269
		28. Go fishing	264
		29. Collect stamps	263

activities common to at least half the group proved to be 29. These activities are listed in their order of frequency, column 2, Table 7B.

Further analysis of Table 7B indicates that the desire to play the role of peer group leader seems to be reflected in the fact that 211 of the 505 pupils responding said they would like to be class officers and 71 reported that they were class officers and enjoyed the position. Twenty-five of the adolescents indicated that they were class officers but did not enjoy the role while 198 replied that they had no desire to become a class officer. In addition, 132 reported they were officers in some club and another 172 individuals said they would like to be a club official.

Over half the cases indicated that they did not and were not interested in participating in 19 of the 74 activities listed. (Column 2, Table 7B). It may be significant to note that, of these 19 activities in which youth indicated least interest, 15 were activities which required no group activity; 1 of the 19 required the participation of only 1 other person; 2 were highly organized, supervised, group activities requiring considerable technical skill, and 1 was a club activity which extended membership to only one sex.

Status of Subjects in Area of Major  
Problems of Young People

After the SRA Youth Inventory was administered to each of the homemaking pupils cooperating in this study, the measurements were scored and the raw scores transposed into percentile rank.<sup>21</sup> Results of this procedure are shown in Table 8.

---

<sup>21</sup> Table 12A in Appendix.

TABLE 8  
 COMPILATION OF STATUS IN PROBLEM AREA

Problem Area	Percentile Mean	Percentile Median	Percentile Mode
1. My school	62	70	73
2. After high school	59	65	50
3. About myself	58	60	60
4. Getting along with others	60	66	99
5. Home and family	56	57	16
6. Boy meets girl	59	64	8
7. Health	67	78	99
8. Things in general	57	61	14

Upon first glance, a casual observer may be inclined to interpret the higher percentile ranks in Table 8 as better than the lower percentile scores; however, in this particular measurement, the percentile rank increases as the number of problems which trouble adolescents increases. For instance, the percentile mean of 62 in problem area one (Table 8) indicates that the 505 pupils in this study checked some 2 per cent more problems in the area of the school than is average for persons in this age range.

Figure 2 illustrates the degree to which the mean and the median percentile rank in each problem area deviated from the 50th percentile as established by Remmers and Shimberg.<sup>22</sup>

In order to determine the specific problems which were of greatest concern to the youth in this study, a frequency

<sup>22</sup>SRA Youth Inventory.

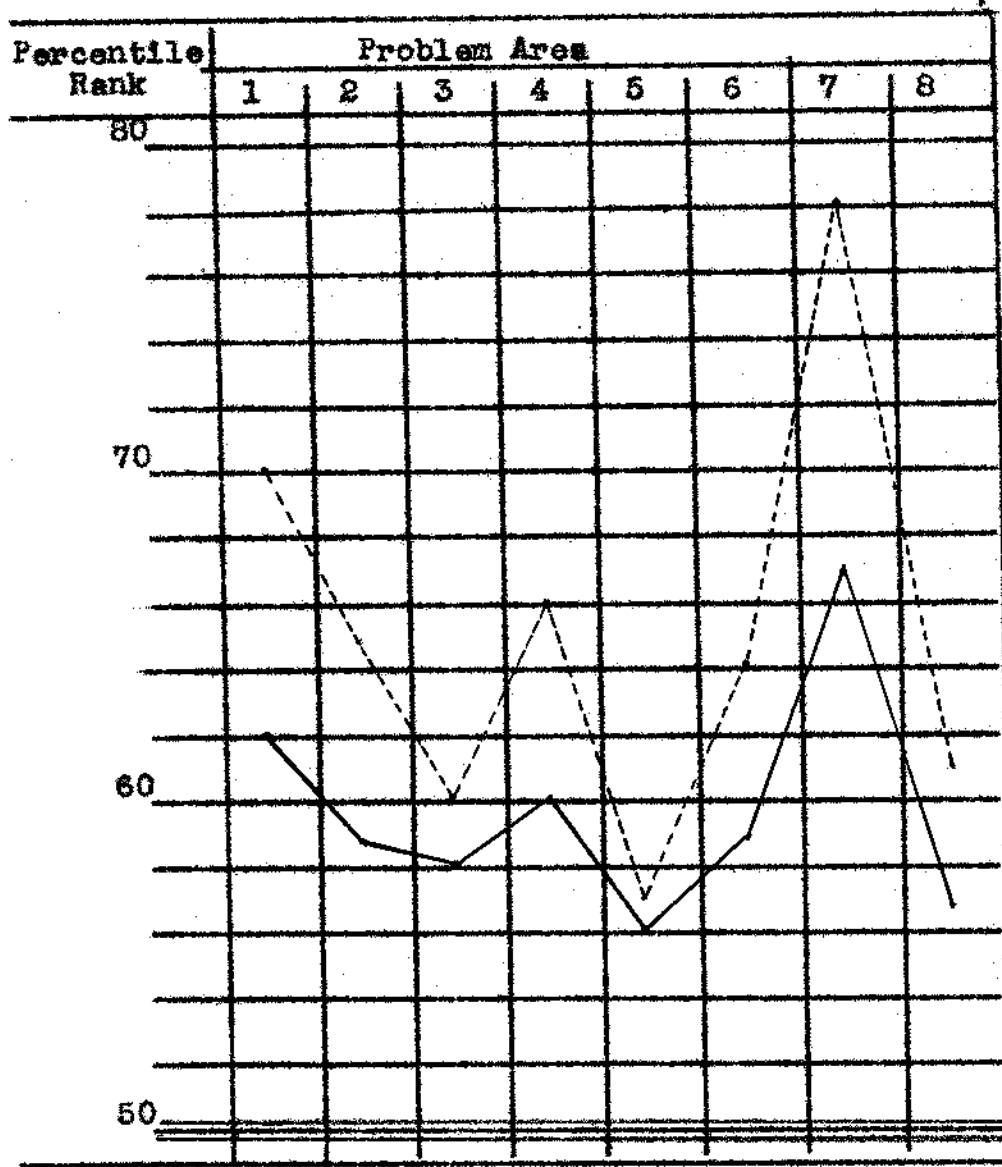


Fig. 2.--A comparison of status of youth studied with national average in problem areas.

----Median Percentile

\_\_\_\_Mean Percentile

====50th Percentile

tabulation was made for the responses in the entire sample in each of the 298 items on the inventory. An average of 67 problems per pupil or a collective 34,054 problems out of the

possible 150,490 were checked. A complete analysis of the number of pupils checking each problem may be found in the Appendix (Table 13) but, as further examination of these data will be made in the following chapter, it seems sufficient to present here only the 17 specific problems which were checked by at least half of the cases. This analysis may be found in Table 9.

TABLE 9  
PROBLEMS CHECKED BY AT LEAST 50 PER CENT  
OF THE GASES STUDIED

Area	Number of Item	Statement of Problem	Number Checking	Order of Frequency
1. School	1	I have difficulty keeping my mind on my studies	337	3
	2	I wish I knew how to study better	341	2
	3	I wish I knew more about using the library	287	9
	6	I wish I could be more calm when I recite in class	359	1
2. Looking ahead	36	For what work am I best suited?	300	6
	37	How much ability do I actually have?	289	8
	54	What courses will be most valuable to me later on?	257	16

TABLE 9--Continued

Area	Number of Item	Statement of Problem	Number Check- ing	Order of Fre- quency
	60	What jobs are open to high school graduates?	273	13
	70	Am I likely to succeed in the work I do when I finish school?	276	12
3. About myself	99	I worry about tests	256	17
	115	I want people to like me better	331	4
4. Getting along with others	120	I want to make new friends	286	10
	135	There aren't enough places for wholesome recreation where I live	316	5
	137	I get stage fright when I speak before a group	298	7
7. Health	240	I want to gain or lose weight	279	11
	246	I want to improve my posture and body build	268	14
	262	I want to get rid of pimples	259	15

The omission of problems checked by a smaller percentage of pupils is not intended to imply their lack of significance; they will be discussed in the chapter concerning the status within the respective social class groups.



Recognition and Achievement of Developmental  
Tasks as Evidenced by Entire Sample

In an attempt to accumulate sufficient data to provide an adequate basis for determining the relative degree to which adolescents in this study had recognized and achieved the four developmental tasks with which this study is concerned, namely (1) desiring and achieving socially responsible behavior, (2) achieving new and more mature relations with age mates of both sexes, (3) learning to care for the body effectively, and (4) achieving emotional independence of parents and other adults, the Self Rating Scale for Developmental Tasks<sup>23</sup> was formulated and administered along with the California Test of Personality, The SRA Youth Inventory, and The American Home Scale. Although the Self Rating Scale was used in its entirety to provide information concerning the achievement of these four developmental tasks, only items which appeared<sup>4</sup> to supply specific information regarding patterns of behavior, attitudes, and values which might be indicative of one's developmental level were employed from The California Test of Personality and The SRA Youth Inventory.

This section of the chapter will present data collected through the use of these instruments and will suggest an interpretation of such evidence in terms of pupil's recognition and achievement of developmental tasks.

---

<sup>23</sup> Developed by Mary Evans, copy in Appendix.

<sup>4</sup> The specific items were selected on the basis of individual judgement.

Desiring and Achieving Socially  
Responsible Behavior

According to Havighurst the nature of this task is: "to participate as a responsible adult in the life of the community, region, and nation; to take account of the value of society in one's personal behavior."<sup>24</sup> In Havighurst's analysis<sup>25</sup> of the behavior of 16-year-olds who have achieved a high, medium, or low level of development in achieving socially responsible behavior, distinguishing characteristics at each level of attainment are observable. One who has accomplished the task successfully possesses attitudes, values, and behavior patterns which cause him to:

1. Express a feeling of "belonging" to secondary as well as primary cultural groups
2. Exhibit concern for and accept some responsibility in the improvement of society
3. Demonstrate an understanding of and appreciation for the laws and regulations which affect his life in a rather direct manner
4. Express a tolerant attitude toward those who differ from him
5. Exhibit democratic attitudes in interaction with other socioeconomic, religious, and racial groups

---

<sup>24</sup> Robert J. Havighurst, Human Development and Education, p. 142.

<sup>25</sup> Ibid., pp. 156-157.

6. Strive to secure and maintain fair treatment for those in minority groups

7. Attempt to prevent "patronage" and "preferred treatment" for those of influence and high socio-economic status

8. Indicate some knowledge of and concern for such world problems as conservation of natural resources, social and physical conflicts, population trends, and capital-labor relations

9. Maintain a scientific habit of thought which allows him to accept growth and change

10. Participate actively in such constructive organizations as student government, church, or community life.

On the other hand, an adolescent who has achieved the task only to a moderate degree seems to:

1. Indicate a decided preference for his own socio-economic, racial, or religious group (yet he does not belittle other groups by damaging comparisons or suggestions)

2. "Reflect" either democratic or autocratic attitudes and practices depending on the atmosphere in which he finds himself

3. Tolerate unfair treatment of minority groups when his own group is receiving preferred treatment

4. Exhibit little appreciation for the constructive roles of the school, the church, or community government and feel little, if any, responsibility to these organizations though he may, in title, hold membership in them

5. Evidence little interest in government and, though inclined to favor democratic procedures, express no criticism of popular, undemocratic practices.

An adolescent who exhibits a low degree of achievement in the developmental task under discussion appears to:

1. Practice delinquent behavior in protest against authority vested in school or government agencies

2. Engage in verbal criticism of those who do not belong to his own group

3. Attack (physically) individuals outside his own group if he thinks he can "get by" with such actions

4. Participate in organizations of peer groups whose purpose is to persecute minority groups (religious, racial, or socio-economic)

5. Demonstrate a "closed mind" attitude toward the exclusive rightness of the ideology of his own group, or he may be completely illiberal, narrow, and isolated.

As data collected from the several tests and scales used in this study to determine the status of secondary homemaking pupils in the recognition and achievement of this respective developmental task were scored and tabulated, it was obvious that all three levels of achievement were evidenced by portions of the group. The following table will attempt to indicate the frequency of some 52,015 responses to the 103 items which seem, on the basis of individual judgement, to be significant in evidencing whether or not the adolescents involved in the study had desired and/or achieved socially responsible behavior.

TABLE 10

## DESIRING AND ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR

Number of Item	Source of Information	Responses		
	Section 1: California Personality Test	Yes	No	No Response
	Statement			
1.	Do you usually do something about it if someone steps in front of you in line?	230	274	1
2.	Is it easy for you to introduce or be introduced to people?	348*	156	1
3.	Do you find it hard to keep from being bossed by people?	203	301*	1
4.	Is it hard for you to continue with your work when it becomes difficult?	307	197*	1
5.	Do you give considerable thought to your future work or career?	422*	82	1
6.	Do you usually get upset when things go wrong?	304	200*	1
7.	Is it hard for you to go on with your work if you don't get much encouragement?	226	277*	2
8.	Do you usually do things that are good for you even if you do not like them?	376*	128	1
9.	Is it hard for you to admit it when you are in the wrong?	163	341*	1
10.	Is it easier to do things that your friends propose than to make your own plans?	205	297*	3

TABLE 10--Continued

Number of Item	Source of Information	Responses		
	Section 1: <u>California Personality Test</u>	Yes	No	No Response
	Statement			
11.	Do you feel uncomfortable when you are alone with important people?	292	212*	1
12.	Do you prefer to keep your feelings to yourself when things go wrong?	333*	171	1
13.	Do you usually feel uneasy when you are around people you do not know?	262	242*	
14.	Do you usually get discouraged when other people disagree with you?	110	392*	3
15.	Is it natural for you to feel like crying or pitying yourself whenever you get hurt?	147	357*	1
61.	Are you certain people are so unreasonable that you can't help but hate them?	245	259*	1
62.	Do you find it more pleasant to think about desired successes than work for them?	182	320*	3
63.	Do you find that many people seem perfectly willing to take advantage of you?	277	227*	1
64.	Do you have many problems that cause you a great deal of worry?	241	263*	1
65.	Do you find it hard to meet people at social affairs?	152	352*	1

TABLE 10--Continued

Number of Item	Source of Information	Responses		
	Section 1: <u>California Per-</u> <u>sonality Test</u>	Yes	No	No Re- sponse
	Statement			
66.	Are your responsibilities and problems often such that you cannot help but get discouraged?	264	240*	1
67.	Do you often feel lonesome even when you are with people?	248	256*	1
68.	Do you think most people are out to cheat or "put it over" their associates?	75	429*	1
69.	Do you find many people inclined to say and do things that hurt your feelings?	173	330*	2
70.	Are you sorry that you are continually growing older?	73	431*	1
71.	Do you find it difficult to overcome the feeling that you are inferior to others?	149	355*	1
72.	Do you find it difficult to associate with the opposite sex?	84	419*	2
73.	Does it seem to you that younger persons have an easier and more enjoyable life than you do?	119	380*	6
74.	Do you often feel that people do not appreciate you or treat you as they should?	132	372*	1
75.	Are people frequently so unkind or unfair to you that you feel like crying?	141	361*	3
91.	Is it right to create a scene in order to get your own way?	204	300*	1

TABLE 10--Continued

Number of Item	Source of Information	Responses		
	<u>Section 1: California Per- sonality Test</u>			
	Statement	Yes	No	No Re- sponse
92.	Is it all right to avoid re- sponsibility or work if you are not required to do it?	77	424*	4
93.	Is it necessary to be especially friendly to new students?	462*	42	1
94.	If they look funny enough is it all right to laugh at people who are in trouble?	77	427*	1
95.	Should students follow their parents' instruction even though their friends advise differently?	464*	40	1
96.	Is it always necessary to ex- press appreciation for help or favor?	437*	66	2
97.	Does finding an article give a person the right to keep or sell it?	27	477*	1
98.	Is it all right to ignore teacher's requests if they ap- pear to be unfair?	77	427*	1
99.	If you need something badly enough and cannot buy it, are there times when it is all right to take it?	25	480*	0
100.	Is it all right to cheat in a game when you will not get caught?	18	485*	2
101.	Do rich people deserve better treatment than poor ones?	16	488*	1



TABLE 10--Continued

Number of Item	Source of Information	Responses		
	<u>Section 1: California Per- sonality Test</u>	Yes	No	No Re- sponse
	Statement			
102.	Should a person be courteous to disagreeable people?	434*	70	1
103.	Are the beliefs of some people so absurd that it is all right to make fun of them?	57	447*	1
104.	Do older or elderly people deserve any special help not given others?	458*	46	1
105.	Is it necessary to obey "No Trespassing" signs?	455*	48	2
121.	Are you justified in taking things that are denied you by unreasonable people?	104	396*	5
122.	Do you have to stand up for your rights?	387	114*	4
123.	Are you often forced to show some temper in order to get what is coming to you?	258	242*	5
124.	Do you often have to make your classmates do things they don't want to?	51	450*	4
125.	Are people often so stubborn that you have to call them bad names?	83	418*	4
126.	Do you find it easy to get out of troubles by telling "white fibs"?	104	395*	6
127.	Do you sometimes think that it serves the school right if you break a few of their things?	24	476*	5

TABLE 10--Continued

Number of Item	Source of Information	Responses		
	Statement	Yes	No	No Re- sponse
128.	Do you have to talk about your- self and your abilities in order to get recognition?	34	466*	5
129.	Are things frequently so bad at school that you just naturally stay away?	32	467*	6
130.	Are teachers and other people often so unfair that you do not obey them?	66	435*	4
131.	Do you often have to fight or quarrel in order to get your rights?	70	428*	7
132.	Are people often so thoughtless of you that you have a right to be spiteful to them?	89	412*	4
133.	Do little "kids" often get in your way so that you have to push or frighten them?	73	426*	6
134.	Are people at home or at school always bothering you so that you just have to quarrel?	75	426*	4
135.	Have things been so bad at home that you have had to run away?	20	477*	8
	<u>Section 2: SRA Youth Inventory</u>			
	Statement	Number of Cases Checking Problem		
72.	I have trouble keeping my temper.	211		
78.	I feel guilty about things I've done.	183		

TABLE 10--Continued

Number of Item	Source of Information	Number of Cases Checking Problem
	Section 2: <u>SRA Youth Inventory</u>	
	Statement	
85.	I often do things I later regret.	219
92.	I hesitate to take responsibility.	76
110.	I'm always thinking of alibis.	67
127.	I want to feel important to society or to my own group.	172
129.	I can't live up to the ideals set by groups to which I belong.	36
147.	I need to learn how to work for the good of the group.	119
154.	I can't seem to live up to the ideals I have set for myself.	102
159.	I have to do many chores around the house.	21
167.	I want to be accepted as a responsible person by my parents.	120
176.	My parents don't trust me.	49
182.	I wish I could get my parents to treat me like a grown-up.	70
216.	I'm bothered by dirty stories or vulgar talk.	150
221.	Is drinking harmful?	60
272.	I'm concerned about cheating.	76
274.	I'm confused on some moral questions.	68
276.	How can I help get rid of intolerance?	43
277.	How can I help make the world a better place in which to live?	210

TABLE 10--Continued

Number of Item	Source of Information	Number of Cases Check- ing Problem					
	Section 2: <u>SRA Youth Inventory</u>						
	Statement						
278.	What can I do about the injustice all about us?	112					
281.	Is there something I can do about race prejudice?	105					
282.	Is there any way of eliminating slums?	135					
283.	What can I do to help get better government?	118					
285.	I have difficulty budgeting my time.	100					
287.	Does one have to take advantage of people to be successful?	32					
288.	What can I contribute to civilization?	89					
295.	Does it really pay to be honest?	53					
298.	What makes people selfish or unkind?	194					
Section 3: Self Rating Scale							
	Statement	No	Yes	Slightly	Moderately	Definitely	Total Responses
39.	I obey the rules of the game even when the umpire is not looking	37	X	32	107	321	497
40.	My behavior is corrected or commented on unfavorably by teachers or other adults outside the home.	274	X	91	82	52	499

TABLE 10-Continued

Number of Item	Source of Information	No	Yes	Slightly	Moderately	Definitely	Total Responses
	Section 3: Self Rating Scale						
	Statement						
41.	My parents try to improve my behavior.	69	X	68	99	260	496
42.	I quarrel with boys my own age.	290	X	134	40	32	496
43.	I quarrel with girls my own age.	277	X	157	40	22	496
44.	I fight with boys my own age.	439	X	54	5	7	505
45.	I fight with girls my own age.	437	X	26	4	6	473
46.	My classmates accuse me of not playing by the rules of the game.	457	X	22	7	4	490
47.	I only obey rules when some larger or older person is there to enforce them.	456	X	18	6	15	495
48.	If I found a \$10.00 bill on the floor in the grocery store it would not be necessary for me to tell the grocer.	250	250	X	X	X	500
49.	Cheating on a test is all right if you don't get caught.	459	38	X	X	X	498
50.	I behave the same way when the teacher is in the room as when she is out.	124	X	84	179	113	500
51.	I am considered an honest person.	29	X	19	107	338	493

TABLE 10--Continued

Number of Item	Source of Information	No	Yes	Slightly	Moderately	Definitely	Total Responses
	Section 3: Self Rating Scale						
	Statement						
52.	I feel guilty when I cheat on a test, in a game, etc.	41	X	34	44	375	494
53.	I am considered to be a responsible person.	18	X	27	180	271	496

\* In the California Personality Test, an asterisk indicates desired response according to Manual.

As the content of Table 10 is examined, it is apparent that responses to 60 items from the California Personality Test were used to supply information related to status in achieving socially responsible behavior. Out of the possible 30,300 responses to these 60 items, 22,403 (73.9 per cent) demonstrated a desirable degree of development while 7,754 (25.6 per cent) replies indicated a lack of successful achievement in this area of development. One hundred forty-three (0.5 per cent) of the total 30,300 possible responses were omitted. It is beyond the scope of this analysis to determine whether or not these omissions were due to indecision, unwillingness to express an opinion, or carelessness.

The 28 problems from the SRA Youth Inventory which appeared to be related to the achievement of socially acceptable behavior could have provided a collective 14,140 problems

for the sample of 505 adolescents if each of the adolescents had recognized each of the 28 items as a personal problem; however, a total of only 2,990 problem items were checked of the possible 14,140 (21.1 per cent). The nature of the data on this entire sample does not provide conclusive evidence as to whether or not these problems had already been encountered and successfully solved by 78.9 per cent of the group or whether the altruistic nature of many social problems cause them to lie, unrecognized by the adolescent, until a phase of development which comes in late adolescence.

From the possible 7,575 responses to the 15 items related to social behavior as taken from the Self Rating Scale, 4,826 (63.7 per cent) indicated high degree of accomplishment in the task; 1,634 (21.6 per cent) demonstrated a moderate degree of achievement, 968 (12.8 per cent) evidenced a low level of accomplishment in the developmental task under study, and 147 responses (1.9 per cent) were omitted.

#### Achieving Emotional Independence of Parents and Other Adults

According to Havighurst, the goal of this task is to become free from childish dependence on parents; to develop affection without dependence on them and to develop respect for older persons without feeling dependent on them.<sup>26</sup>

---

<sup>26</sup>  
R. J. Havighurst, Human Development and Education,  
p. 123.

In his analysis of the adolescent who has attained a high level of achievement in this task, Havighurst lists the following patterns of behavior:

1. He is beginning to build relationships with some young adults in the community.

2. He plans cooperatively with adults for community and church projects.

3. He accepts the consequences of his own mistakes without complaining.

4. He holds a job of some nature.

5. He can travel on public conveyances without the companionship of another.

6. He knows and practices safety rules.

7. He buys some of his own clothing.

8. He practices some activities because he enjoys them regardless of adult approval.

9. He demonstrates resistance to parental authority on matters that are not crucial.

10. He seeks adult advice only on troublesome issues.

11. He has some intellectual interests which he pursues independently.

12. He does school assignments independently.

13. He is not depressed long by failure and seldom regresses to dependence on parents as a result of the failure.

14. He may try to appear older than he is.<sup>27</sup>

---

<sup>27</sup>Ibid., pp. 139-141.



An adolescent who demonstrates a moderate level of accomplishment in this task evidences the following characteristics:

1. His ego-ideal is influenced by glamorous, unreal figures or by young adults.
2. He demonstrates resistance to adult authority only in minor issues.
3. He may alternate between feeling like a child and like an adult.
4. He feels that the emotional support of an adult is necessary when entering new tasks.
5. He resists parental direction in relation to clothes, leisure activities, companions, reading material, and finances.
6. He can travel alone on familiar routes.
7. He can plan the use of his time moderately well but may have to be reminded to include unpopular tasks.

In analysis of the adolescent who demonstrates a very low degree of achievement in this task, Havighurst writes:

1. His ideal is either a parent or a glamorous, unreal person.
2. He spends most of his leisure time with his parents.
3. His activities are both structured and directed by adults, yet he does not protest.
4. He seeks adult direction.
5. He needs familiar companionship when away from home.

A total of 83 items found in the SRA Youth Inventory, the California Personality Test, and the Self Rating Scale appeared, on the basis of individual judgement, to provide evidence as to the sample's status in the achievement of emotional independence from parents and other adults. Table 11 summarizes the items and the collective response.

TABLE 11  
ACHIEVING EMOTIONAL INDEPENDENCE OF  
PARENTS AND OTHER ADULTS

Number of Item	Source of Data	Responses
	Section 1: <u>SRA Youth Inventory</u>	Number Listing Item as Problem
	Statement	
22.	My teachers give me no encouragement.	35
25.	My teachers aren't interested in me.	28
27.	My teachers are too impersonal.	30
28.	My teachers play favorites.	112
83.	I need to learn not to let people push me around.	141
158.	I feel that I am a burden on my parents.	43
160.	My allowance is too small.	65
163.	My father is a tyrant.	21
165.	I don't feel that I belong in the family.	21
166.	I am seldom consulted in family decisions.	71
167.	I want to be accepted as a responsible person by my parents.	120
168.	My parents play favorites.	55

TABLE 11-Continued

Number of Item	Source of Data	Responses
	Section 1: <u>SRA Youth Inventory</u>	Number Listing Item as Problem
	Statement	
169.	My parents interfere with the spending of money I earn.	49
170.	My parents are trying to decide my vocation for me.	38
171.	My parents are too strict about letting me use the family car.	111
172.	My parents are too strict about dating.	88
173.	My parents won't let me make my own decisions.	45
174.	I get no encouragement from home.	45
175.	My parents don't respect my opinion.	47
176.	My parents don't trust me.	49
177.	My parents expect too much of me.	44
178.	My parents are too strict about my going out at night.	99
182.	I wish I could get my parents to treat me like a grown-up.	70
186.	I wish I could gain the confidence of my parents.	49
188.	I feel like leaving home.	41
189.	My family tries to hold me down.	38
190.	I am afraid to tell my parents when I have done something wrong.	118
192.	I feel disloyal because I don't share the views of my family.	19

TABLE 11-Continued

Number of Item	Source of Data		Responses		
	Section 1: <u>SRA Youth Inventory</u>		Number Listing Item as Problem		
	Statement				
195.	My parents often pry into my private affairs.		61		
198.	My parents neglect me.		11		
199.	My parents interfere in my choice of friends.		66		
200.	My parents disapprove of my social activities.		20		
201.	My parents won't let me do my own shopping.		26		
202.	My parents hate to admit that I am sometimes right.		62		
204.	My parents aren't interested in what I accomplish.		23		
205.	My parents criticize me too much.		33		
206.	My parents don't let me decide which activities I can take part in.		23		
	<u>Section 2: California Personality Test.</u>		Responses		
	<u>Statement</u>		<u>Yes</u>	<u>No</u>	<u>No Response</u>
22.	Do your folks seem to think that you will amount to something?		442*	60	3
35.	Are you scolded for many little things that do not amount to much?		162	342*	1
36.	Do you feel that you are given enough liberty in doing what you want to do?		415*	89	1

TABLE 11-Continued

Number of Item	Source of Data	Responses		
	<u>Section 2: California Personality Test</u>			
	Statement	Yes	No	No Response
38.	Are you allowed to say what you believe about things?	468*	36	1
39.	Do your folks often try to stop you from going around with your friends?	84	420*	1
40.	Do parents cause you embarrassment when you associate with members of the opposite sex?	88	416	1
41.	Do you feel that you are bossed around too much by your folks?	79	425*	1
42.	Are you usually allowed freedom to attend shows or socials that you like?	452*	52	1
43.	Are you usually allowed to bring your friends to your home when you like?	472*	32	1
44.	Are you encouraged to help plan your future vocation or career?	436*	67	2
45.	Are you free to go interesting places during your free time?	438*	66	1
50.	Do the people at home make you feel you are an important part of the family?	421*	83	1
55.	Are you well enough liked at home that you feel happy there?	464*	40	1
75.	Are people frequently so unkind or unfair to you that you feel like crying?	141	361*	3

TABLE 11-Continued

Number of Item	Source of Data	Responses		
	Section 2: <u>California Personality Test</u>	Yes	No	No Response
	Statement			
38.	Are you allowed to say what you believe about things?	468*	36	1
39.	Do your folks often try to stop you from going around with your friends?	84	420*	1
40.	Do parents cause you embarrassment when you associate with members of the opposite sex?	88	416	1
41.	Do you feel that you are bossed around too much by your folks?	79	425*	1
42.	Are you usually allowed freedom to attend shows or socials that you like?	452*	52	1
43.	Are you usually allowed to bring your friends to your home when you like?	472*	32	1
44.	Are you encouraged to help plan your future vocation or career?	436*	67	2
45.	Are you free to go interesting places during your free time?	438*	66	1
50.	Do the people at home make you feel you are an important part of the family?	421*	83	1
55.	Are you well enough liked at home that you feel happy there?	464*	40	1
75.	Are people frequently so unkind or unfair to you that you feel like crying?	141	361*	3

TABLE 11-Continued

Number of Item	Source of Data	Responses					
	Section 2: <u>California Per- sonality Test</u>	Yes	No	No Re- sponse			
	Statement						
138.	Do your folks seem to believe that you are not thoughtful of them?	132	370*	3			
141.	Are you troubled because your folks differ from you regarding the things you like?	142	360*	3			
142.	Do your folks appear to doubt whether you will be successful?	79	424*	2			
144.	Do you like your parents about equally?	418*	83	4			
145.	Do the members of your family seem to criticize you a lot?	116	388*	1			
146.	Do you usually like to be somewhere else than at home?	165	337*	3			
149.	Are your folks reasonable with you when they demand obedience?	415*	86	4			
Section 3: Self Rating Scale							
	Statement	No	Yes	Slightly	Moder- ately	Defi- nitely	Total Responses
1.	I am interested in the activities of my own age group.	6	X	28	98	373	505
2.	I am influenced by persons beside my parents.	50	X	107	153	190	500
3.	The person I desire most to be like is one of my parents.	266	226	X	X	X	492

TABLE 11--Continued

Number of Item	Source of Data		Responses					
	Section 3: Self Rating Scale		No	Yes	Slightly	Moderately	Definitely	Total Response
	Statement							
4.	The person I desire most to be like is an adult whom I have read about, heard about, or have seen in the movies but have never met		298	99	X	X	X	397
5.	The person I desire most to be like is an adult (other than one of my parents) whom I know personally.		301	194	X	X	X	495
6.	The person I desire most to be like is between 18 and 25 years of age.		329	169	X	X	X	498
7.	The person I desire most to be like is under 18 years of age.		417	83	X	X	X	500
8.	The person I desire most to be like is over 25 years of age.		310	185	X	X	X	497
9.	I dislike following rules which I did not make.		250	X	126	71	55	505
10.	I like to be away from home occasionally for an overnight visit.		32	X	82	118	241	473
11.	I like to be away from home as much as possible unless I have friends visiting me.		244	X	71	47	37	400
12.	I enjoy receiving gestures of affection from my parents (hugs, kisses, etc.).		129	X	124	146	106	505
13.	My parents allow me enough personal freedom.		34	X	42	144	283	503



TABLE 11-Continued

Number of Item	Source of Data	Responses					Total Re- sponses
	Section 3: Self Rating Scale	No	Yes	Slightly	Moder- ately	Defi- nitely	
	Statement						
14.	My allowance is enough to provide for my needs.	117	X	42	123	209	491
15.	I get homesick when I am away from home over a weekend.	342	X	86	28	47	503
16.	I enjoy being with my parents.	13	X	17	117	232	379
17.	Some of the rules imposed by others are valuable aids to my own well-being.	27	X	65	109	299	500
18.	I am allowed to do my own shopping.	30	X	45	131	290	496
19.	I am allowed to make my own decisions.	41	X	47	202	199	489
20.	I find advice offered by parents and some other adults worthy of consideration.	19	X	30	87	267	403
21.	I think of myself as an adult.	118	X	100	183	97	498
22.	My parents treat me as an adult.	103	X	101	195	100	499
23.	My teachers treat me as if I were an adult.	99	X	94	191	107	491
24.	I would like to be treated as an adult.	67	X	63	145	208	483
25.	Parents are people who are similar to myself.	50	X	71	132	244	497

\*Desired response.

An analysis of Table 11 indicates that 37 problems from the SRA Youth Inventory which were judged to be rather directly related to the task of achieving emotional independence from parents and other adults were checked 2,107 times by the collective sample. Simple mathematical procedures would demonstrate that only 4 out of a possible 37 problems was the average number marked by each participating adolescent.

A summary of the responses to the 21 items related to this task which were taken from the California Personality Test revealed that, of the total 10,605 responses, 8,393 (79.13 per cent) showed a desirable degree of accomplishment in this area; 2,212 (20.85 per cent) indicated a lack of achievement in acquiring emotional independence from parents and other adults, and 39 (0.03 per cent) of the responses were omitted.

A general analysis of data acquired from the 25 items on the Self Rating Scale indicated the median adolescent in the entire sample:

1. Is definitely interested in the activities of his own age group
2. Is only slightly influenced by persons other than his parents
3. Does not take a parent for an ego-ideal
4. Expresses only slight dislike for rules he did not make

5. Enjoys being away from home for overnight visits to a moderate degree.

6. Expresses no desire to stay away from home as much as possible unless he has friends visiting him

7. Enjoys receiving gestures of affection from parents to only a slight degree

8. Feels that he is definitely allowed enough personal freedom

9. Expresses the opinion that his allowance provides for his needs in a moderate way

10. Is not homesick when spending the week end away from home

11. Enjoys his parents' companionship to a moderate degree.

12. Feels that some rules imposed by others are of definite aid to his well-being

13. Is allowed to do his own shopping

14. Is allowed to make his own decisions to a moderate degree

15. Thinks of himself as an adult only in a moderate degree

16. Feels that parents and teachers treat him like an adult in a moderate degree

17. Has a moderate desire to be treated as an adult

18. Views parents and other adults as persons similar to himself only in a moderate degree.

The nature of this task is to use and protect one's body effectively and with personal satisfaction.<sup>28</sup> Havighurst's Scale of Achievement in this task indicates that one who has attained a high level of development in this particular task will be likely to demonstrate:

1. Complete self-direction in all routine health care
2. Regular exercise habits
3. Skill in some sport
4. A factual knowledge of the human body, sex differences, and reproduction
5. Enjoyment of his own body
6. Wise eating practices
7. Full acceptance of his "masculine" or her "feminine" appearance
8. Serious effort in physical endeavors to gain peer acceptance
9. Good posture
10. Good grooming.<sup>29</sup>

An adolescent of medium status in the achievement of this respective task, according to Havighurst,<sup>30</sup> exhibits the following patterns of behavior.

1. He is fairly self-directive in every-day health habits.
2. He needs adult supervision for long range health care.

---

<sup>28</sup>Havighurst, Human Development and Education, p. 120.

<sup>29</sup>Ibid., p. 139.

<sup>30</sup>Ibid., p. 139.

3. He engages in irregular exercises.
4. He has fairly accurate understanding of the human body, sex differences, and reproduction.
5. He does not fully accept his own body.
6. He occasionally attempts to engage in games or skills that are very inappropriate for his or her abilities.
7. He possesses some simple skills.
8. He knows ordinary safety rules with a bicycle.<sup>31</sup>

One ranked low in the task may demonstrate:

1. Poor health habits
2. Resistance to adult guidance in correction of poor health habits
3. Unwise use of food, tobacco, liquor, or sleep
4. Physical immaturity
5. Distorted ideas related to general physiology, sex, and reproduction
6. Dislike for his own body
7. Anxiety concerning his own physical structure
8. Desire to be of the opposite sex
9. Low achievement in physical skills
10. Very limited skill with tools.

The responses to 75 items which were individually judged to be related to the achievement of this task are summarized in Table 12.

---

<sup>31</sup>Ibid., pp. 139-140.

TABLE 12

## LEARNING TO CARE FOR THE BODY EFFECTIVELY

Statement Number	Source of Data	Responses		
	<u>Section 1: California Personality Test</u>			
	Statement	Yes	No	Omitted
31.	Do you have enough time for play or recreation?	394*	110	1
51.	Are you regarded as being as healthy and strong as most of your friends?	442*	62	1
76.	Are you likely to stutter when you get worried or excited?	146	356*	3
77.	Do your muscles twitch some of the time?	287	217*	1
78.	Do you have the habit of biting your finger nails often?	154	348*	3
79.	Do you sometimes have nightmares?	204	300*	1
80.	Do you sometimes walk or talk in your sleep?	190	314*	1
81.	Do you suffer from annoying eye strain?	172	332*	1
82.	Is it hard for you to sit still?	283	219*	3
83.	Are you more restless than most people?	129	375*	1
84.	Are you inclined to drum restlessly with your fingers on tables, desks, and chairs?	180	324*	1

TABLE 12-Continued

Statement Number	Source of Data	Responses		
	Section 1: <u>California Personality Test</u>	Yes	No	Omitted
	Statement			
85.	Do people speak so indistinctly that you frequently have to ask them to repeat their question?	274	230*	1
86.	Do you frequently find that you read several sentences without realizing what they are about?	410	94*	1
87.	Do you find that you are tired a great deal of the time?	172	332*	1
88.	Do you have considerable difficulty going to sleep?	169	335*	1
89.	Do you have frequent headaches for which there seems to be no cause?	113	391*	1
90.	Are you bothered by periodic dizzy spells?	106	398*	1
	Section 2: <u>SRA Youth Inventory</u>			
	Statement		Number Marking	
12.	I feel sleepy in class even when I have had enough sleep the night before.		201	
71.	I'm easily excited.		222	
72.	I have trouble keeping my temper.		211	
73.	I worry about little things.		234	
74.	I am nervous.		206	
75.	I can't sleep at night.		80	

TABLE 12-Continued

Statement Number	Source of Data	Number Marking
	Section 2: <u>SRA Youth Inventory</u>	
	Statement	
81.	I feel low much of the time.	74
87.	I lack the drive that others have.	68
104.	My nose is ugly.	78
105.	I bite my nails.	152
240.	I want to gain (or lose) weight.	279
241.	I want to learn how to select foods that will do me the most good.	186
242.	I smoke too much.	25
243.	I am crippled ( or have some other handicap).	10
244.	I <del>am</del> bothered by menstrual disorders.	61
245.	I am concerned about improving my figure.	237
246.	I want to improve my posture and body build.	268
247.	My stomach is easily upset.	64
248.	What can I do about bad breath?	88
249.	Is smoking harmful?	61
250.	What can I do about body odor?	63
251.	I worry about my health.	53
252.	I don't get enough exercise.	59
253.	I get tired easily.	93
254.	I don't get enough sleep.	76



TABLE 12--Continued

Statement Number	Source of Data		Number Marking					
	Section 2: <u>SRA Youth Inventory</u>							
	Statement							
255.	I have no pep.		55					
256.	My teeth need attention.		100					
257.	I have frequent headaches.		84					
258.	I have frequent colds.		76					
259.	I don't hear very well.		35					
260.	My muscles are poorly developed.		33					
261.	I have no appetite.		26					
262.	I want to get rid of pimples.		259					
263.	I sometimes feel faint.		67					
264.	I wonder if I am normal in my energy and endurance.		73					
Item Number	Section 3: <u>Self Rating Scale</u>		No	Yes	Some times	Usually	Regu- larly	Number Responses
	Statement							
54.	I know the types of food my body needs for good health.		50	448	X	X	X	498
55.	I eat the foods my body needs for good health without being made to do so.		61	X	62	227	143	493
56.	I brush my teeth twice a day without being reminded to do so.		64	X	41	118	272	495

TABLE 12--Continued

Item Number	Source of Data	Responses					Number Responses
	Section 3: Self Rating Scale	No	Yes	Some- times	Usually	Regularly	
	Statement						
57.	I get as many hours of sleep as my body needs to feel rested when I get up.	72	X	73	220	130	495
58.	My teeth are checked by a dentist twice a year.	241	X	59	80	112	492
59.	I have never been to a dentist.	302	183	X	X	X	485
60.	I remember to use good posture most of the time.	111	276	X	X	X	387
61.	My body gets a bath every day.	25	X	25	166	275	491
62.	I get some outdoor exercise every day.	31	X	46	138	283	498
63.	I drink 6-8 glasses of water daily.	68	X	79	151	182	480
64.	When I get ill I consult a doctor rather than trying one "remedy" after another.	58	X	84	185	163	490
65.	I feel tired most of the time.	287	X	131	56	26	500
66.	When I read I sit by a good light.	30	X	86	238	130	484
67.	I eat three or more servings of vegetables each day.	101	X	108	160	114	483

TABLE 12--Continued

Item Num- ber	Source of Data	Responses					
	Section 3: Self Rating Scale	No	Yes	Some- times	Usually	Regularly	Number Responses
	Statement						
68.	I drink more than a pint of milk each day.	257	225	X	X	X	485
69.	I drink as much as a quart of milk each day.	365	129	X	X	X	494
70.	I drink a pint of milk each day.	227	253	X	X	X	480
71.	I drink at least a half pint of milk each day.	178	314	X	X	X	492
72.	I am over-weight.	396	92	X	X	X	488
73.	I am under-weight.	318	152	X	X	X	470
74.	I have to take something for a headache at least once a week.	292	99	X	X	X	391
75.	I sleep in a well ventilated room.	50	X	18	167	235	470
76.	I get a physical examination at least once a year.	179	128	65	70	55	497

A summary of the data presented in Table 12 reveals that pupil's responses to the 17 items from the California Personality Test indicated a desirable quality of achievement in the respective task in 5,407 responses (62.9 per cent) out of a possible 8,585; 3,115 responses (36.8 per cent) evidenced

a low quality of achievement in the task, and 23 responses (0.26 per cent) were omitted.

The 35 problems taken from the SRA Youth Inventory to indicate status in accepting one's physique and using the body effectively were checked a total of 3,957 times by the 505 persons in the sample. Obviously then, each individual checked a mean number of 7.8 problems.

An examination of the responses to the 23 items of the Self Rating Scale indicated the median pupil had the following knowledges, habits, and feelings:

1. He knows the foods the body needs for good health.
2. He usually eats the foods his body needs without being made to do so.
3. He brushes his teeth regularly twice each day without being reminded to do so.
4. He usually gets as many hours of sleep as his body needs to feel rested when he gets up.
5. He visits the dentist irregularly.
6. He uses good posture most of the time.
7. He takes a bath daily.
8. He receives regular outdoor exercise.
9. He usually drinks 6-8 glasses of water each day.
10. He usually consults a doctor when he gets ill.
11. He feels good (not tired) most of the time.
12. He usually sits in a good light to read.
13. He drinks as much as a quart of milk each day.

14. He is not under-weight or over-weight.
15. He does not have to take something for a headache as often as once a week.
16. He usually sleeps in a well-ventilated room.
17. He submits to physical examinations irregularly (sometimes as often as annually).

Achieving New and More Mature Relations  
With Age Mates of Both Sex

The goal of this task is to learn to look upon girls as women and boys as men; to become an adult among adults; to learn to work with others for a common purpose, disregarding personal feelings and to learn to lead without dominating.<sup>32</sup>

An adolescent in the high level of achievement in this task may be identified by attributes<sup>33</sup> which cause him to:

1. Have two or more mutual friends
2. Maintain a "solid" membership in a single sex clique
3. Be selected by a peer group to fill some responsible position
4. Exhibit good social judgement
5. Spend much of his free time with his peer group
6. Give and participate in parties of the same sex and of mixed sex groups
7. Know and practice all the social skills considered important by the peer group

---

<sup>32</sup> Ibid., p. 111.

<sup>33</sup> Ibid., p. 117.

8. Cooperate with others for the common good of the group
9. Attempt to understand the views of others
10. Demonstrate "good sportsmanship" in games.

An adolescent with a medium degree of development in the task is, according to Havighurst, characterized by:

1. The possession of at least one mutual friend
2. Membership in a same-sex clique gang ( but is not a "solid" member)
3. Average social adjustment
4. Infrequent participation in mixed group parties
5. A lack of assurance when associated with members of the opposite sex
6. Participation in frequent, solitary activity when he could be with peer group
7. The role a follower, not a leader.

Adolescents rated "low" in the achievement of this task are:

1. Without mutual friends
2. Not invited to social gatherings
3. Rejected by peer and retaliates with hostile behavior
4. Socially maladjusted in overt behavior
5. Shy or extremely "loose"
6. Hesitant about associating with the opposite sex.

Table 13 summarizes data for the 85 items which appear, on the basis of individual judgement, to be related to achieving new and more mature relations with age mates of both sexes.

TABLE 13

ACHIEVING NEW AND MORE MATURE RELATIONS  
WITH AGE MATES OF BOTH SEXES

Item	Source of Data	Response
Number	Section 1: <u>SRA Youth Inventory</u>	Number
	Statement	Checking Statement
72.	I have trouble keeping my temper.	236
82.	My feelings are easily hurt.	192
83.	I need to learn not to let people push me around.	141
92.	I hesitate to take on responsibility.	76
95.	I prefer to be alone.	30
130.	I need to learn how to keep from being too aggressive.	55
133.	I need to be more tolerant of other persons' opinions.	147
139.	I need to learn how to get along with persons my own age.	83
147.	I need to learn how to work for the good of the group.	119
148.	I'd like to know how to become a leader in my group.	164
156.	I can't get along with my brothers and sisters.	100
181.	I have too many dates.	18
187.	I want to get married soon.	87
208.	I seldom have dates.	140
209.	I don't know how to ask for a date.	50
211.	I'm bashful about asking girls for dates.	39

TABLE 13--Continued

Item Number	Source of Data	Responses
	Section 1: <u>SRA Youth Inventory</u>	Number
	Statement	Checking Statement
212.	I don't know how to keep (boys)(girls) interested in me.	170
213.	I don't know what to do on a date.	108
214.	What are good manners on a date?	125
215.	How do I refuse a date politely?	203
218.	I don't know how to break up with a person I have been dating without causing hard feelings.	140
220.	Is it all right to accept "blind dates"?	146
223.	How can I keep (boys)(girls) from taking me for granted?	125
224.	Should I go steady?	138
225.	Should I kiss my date the first time we go out together?	125
226.	Must I neck to be popular?	71
227.	I am embarrassed in any discussion of sex.	73
228.	I wonder if high school students should pet and make love?	104
229.	I need an acceptable vocabulary to discuss sex.	76
230.	I think about sex a good deal of the time.	68
231.	How far should high school students go in love relations?	159
232.	I need more correct information about sex.	133



TABLE 13--Continued

Item Number	Source of Data	Responses		
	Section 1: <u>SRA Youth Inventory</u>	Number Checking Statement		
	Statement			
233.	I don't understand how children are born.		39	
234.	I have conflicting information about sexual matters.		42	
236.	What things should one consider in selecting a mate?		154	
237.	How long should people know each other before getting married?		148	
239.	What things cause trouble in marriage?		186	
	Section 2: <u>California Personality Test.</u>			
	Statement	Yes	No	No Response
1.	Do you usually do something about it if someone steps in front of you in line?	230*	274	1
2.	Is it easy for you to introduce or be introduced to people?	348*	156	1
3.	Do you find it hard to keep from being bossed by people?	203	301*	1
9.	Is it hard for you to admit it when you are in the wrong?	163	341*	1
10.	Is it easier to do things your friends propose than to make your own plans?	205	297*	3
14.	Do you usually get discouraged when other people disagree with you?	110	392*	3

TABLE 13--Continued

Item Number	Source of Data	Responses		
	<u>Section 2: California Personality Test</u>	Yes	No	No Response
	Statement			
15.	Is it natural for you to feel like crying or pitying yourself whenever you get hurt?	147	357*	1
20.	Are you often invited to mixed social parties?	340*	164	1
21.	Do most of your friends and classmates do nice things for you?	448*	56	1
24.	Do your friends seem to think you have likeable traits?	468*	35	2
25.	Do members of the opposite sex seem to like you?	442*	62	1
26.	Do your friends seem to think that your ideas are usually poor?	429*	75	1
91.	Is it right to create a scene in order to get your own way?	204	300*	1
92.	Is it all right to avoid responsibility or work if you are not required to do it?	77	424*	4
93.	Is it necessary to be especially friendly to new students?	462*	42	1
106.	Do you often introduce people to each other?	384*	119	2
107.	Is it hard for you to lead in enlivening a dull party?	282	221*	2
108.	Is it easy for you to talk with people as soon as you meet them?	321*	183	1
109.	Is it difficult for you to compliment people when they do something well?	116	387*	2

TABLE 13--Continued

Item Number	Source of Data	Responses		
	<u>Section 2: California Personality Test</u>	Yes	No	No Re- sponse
	Statement			
112.	Do you keep from letting people know when you are irritated?	358*	145	2
113.	Do you frequently find it necessary to interrupt a conversation?	149	351*	5
115.	Do you attempt new games at parties even when you haven't played them before?	409*	92	4
116.	Do you have many friends rather than just a few?	449*	53	3
117.	Do you find that members of the opposite sex appear at ease when chatting with you?	455*	47	3
120.	Do you find many people are offended by you?	92	410*	3
156.	Would you be happier if your classmates liked you better?	353	146*	6
159.	Do you like to go to school affairs with members of the opposite sex?	437*	64	4
160.	Do you find that classmates of the opposite sex are as nice as those of your own sex?	438*	63	4
161.	Do you enjoy being alone more than being with your classmates?	57	444*	4
162.	Are your classmates usually friendly to you?	480*	19	6
163.	Do your classmates seem to approve of the way you treat them?	468*	27	10

TABLE 13--Continued

Item Number	Source of Data	Responses					
		Yes	No	No Re- sponse			
	Section 2: <u>California Personality Test</u>						
	Statement						
164.	Are many of your classmates so unkind and unfriendly that you avoid them?	103	398*	4			
168.	Are there any attractive members of the opposite sex in your neighborhood?	338*	160	7			
176.	Do you sometimes go to neighborhood affairs with members of the opposite sex?	278*	219	8			
179.	Do you usually speak to the young men and young women in your neighborhood?	478*	19	8			
	Section 3: Self Rating Scale	No	Yes	Some- times	Usu- ally	Regu- larly	Number
26.	(Check only one of A, B, C, D)						
	A. I have more than two mutual friends (people whom I like who like me too) in my own age group.	15	445	X	X	X	
	B. I have as many as two mutual friends in my age group.	1	27	X	X	X	
	C. I have less than two mutual friends in my age group.	1	5	X	X	X	
	D. I have no mutual friends in my age group.	1	0	X	X	X	495

TABLE 13--Continued

Item Num- ber	Source of Data	Responses					
	Section 3: Self Rating Scale	No	Yes	Some- times	Usu- ally	Regu- larly	Number Respon- ses
	Statement						
27.	I feel that I am an ac- cepted member of a teen- age group.	28	X	26	98	234	386
28.	I enjoy dating.	43	X	40	71	338	492
29.	I usually date once a week or more.	220	276	X	X	X	496
30.	I seldom have over two dates a month.	358	133	X	X	X	491
31.	I have fewer than two dates a month.	339	99	X	X	X	438
32.	My classmates elect me to responsible posi- tions as often as others in my age group.	261	229	X	X	X	490
33.	I change "best friends" over twice a year.	447	37	X	X	X	484
34.	My friendships are usu- ally longer than one year in duration.	29	472	X	X	X	501
35.	I spend most of my lei- sure time at school with one or more friends.	75	386	X	X	X	461
36.	I spend most of my lei- sure time at school by myself.	485	14	X	X	X	499
37.	People of my own age are so uninteresting that I prefer to be alone or with older or younger people.	475	27	X	X	X	502
38.	I feel uncomfortable when around (boys, girls) of the opposite sex.	358	X	91	31	17	497

An analysis of the responses to the 37 items from the SRA Youth Inventory shows that the entire sample checked the 37 problems a total of 4,158 times or a mean of 8.2 problems per pupil.

The responses to the 35 items from the California Personality Test showed that 13,416 replies out of 17,675 indicated a high level of adjustment; 4,158, a low level; and 101 responses were omitted.

An examination of data from the Self Rating Scale showed the median pupil to:

1. Have more than two mutual friends
2. Feel he is moderately accepted as a member of a teenage group.
3. Enjoy dating
4. Date as frequently as once a week
5. Feel that he is not elected by peers to fill responsible positions as often as his classmates are elected
6. Keep "best friends" for periods exceeding one year in duration
7. Spend most of his leisure time at school with his peer group
8. Prefer the company of his peer group to that of older or younger groups
9. Feel comfortable around members of the opposite sex.

Data acquired from the 120 boys and 385 girls included in this study indicated that the sample studied had a median chronological age of 206 months, a median mental age of 189 months, and an I.Q. of 100. The membership of this sample demonstrated a slightly higher verbal than non-verbal I.Q. though 54 per cent of the constituents were of lower-lower and upper-lower socio-economic origin.

The socio-economic origin of adolescents included in the study showed that 14.05 per cent of the sample were of lower-lower class; 40.20 per cent were of upper-lower class; 33.27 per cent were from lower-middle class; 10.1 per cent were of upper-middle class; 1.59 per cent were of lower-upper class and 0.99 per cent were of upper-upper class origin.

The homes in which the adolescents in this sampling lived ranged in size from 3 to 13 rooms with median number of rooms being 6, and over 65 per cent of the adolescents reported that their families owned or were purchasing the houses in which they lived.

As to the family constellation, 85.9 per cent of the pupils reported that both parents were alive and living together in the home. The median and mode number of children per family were 3 although the mean number of children per family reported was 3.9.

The median level of educational achievement for the 1010 parents of the 505 adolescents studied was attendance in but not graduation from high school. Parental occupations ranged

in status from professional to day laborers, and the number of years spent in school showed a significant relation to the occupation of the parent and the socio-economic status of their respective families.

Responses to standardized measurements indicated the adolescents studied had a social and personal adjustment at a level below the 50th percentile except in sense of personal worth, sense of belonging, and freedom from anti-social tendencies. Their responses to SRA Youth Inventory indicated that these youth were concerned chiefly with problems related to school success, vocational achievements, and personal acceptability, and, as might be expected, a wide variation in the recognition and achievement of the developmental tasks was noted.



## CHAPTER IV

### CHARACTERISTIC PATTERNS OBSERVED IN THE RESPECTIVE SOCIAL CLASS GROUPS

Although the preceding chapter presented a rather detailed analysis of data related to the status of all adolescents studied, their families, their homes, and their respective ways of life, no indication was given as to whether or not the status of adolescents in one socio-economic group differed significantly from the status of those in any other. The purpose of this chapter, then, is to examine the characteristic patterns observed in each of the social class groups represented in this study. Specific factors to be considered in such a pattern are: intellectual status of adolescents, chronological age and grade placement, housing conditions, family background, parental occupations, educational background of parents, personal and social adjustment of subjects, status of adolescents in areas of major problem for young people, interests and activities of youth, and recognition and achievement of certain developmental tasks.

In any consideration of the patterns indicated for the lower-upper and upper-upper groups, however, one should recognize that the number of cases for each of these groups is so limited that the findings could not be considered as highly

significant in establishing characteristic patterns for these respective groups.

Age

Chronological

An analysis of the chronological ages of individuals within each of the social classes indicated that the mean age of the lower-lower, upper-lower, lower-upper, and upper-upper groups exceeded 197 months which was the mean age for the entire sample. Specific mean and median ages for each of the six social class groups are indicated in Table 14.

TABLE 14  
CHRONOLOGICAL AGE AND SOCIO-ECONOMIC GROUPS<sup>1</sup>

Class	Chronological Age			
	Mean		Median	
	Months	Years	Months	Years
Lower-lower	211	17.58	199	16.58
Upper-lower	198	16.50	200	16.66
Lower-middle	195	16.25	195	16.25
Upper-middle	194	16.16	198	16.50
Lower-upper	199	16.58	195	16.25
Upper-upper	200	16.66	200	16.66

For the purpose of this study, an examination of the chronological age means as presented in Table 14 might have more meaning if individuals were aware that the grade

<sup>1</sup>Table 13A, Appendix.

achievements for the lower-lower class through the upper-upper class were 10.56, 10.70, 10.56, 10.80, 10.84, and 12 respectively.<sup>2</sup>

#### Mental Age

Mental maturity.--With the exception of the lower-upper class, the mean mental maturity increased consistently with progression in the hierarchy of socio-economic groups.<sup>3</sup>

Table 15 indicates both mean and median mental maturity ages for each of the six groupings.

TABLE 15  
MENTAL MATURITY AND SOCIAL CLASS GROUPS

Class	Mental Maturity Age in Months	
	Mean	Median
Lower-lower	181	183
Upper-lower	185	185
Lower-middle	189	189
Upper-middle	202	201
Lower-upper	200	212
Upper-upper	208	207

It may be relevant to note that only the lower-lower and upper-lower groups failed to achieve a mean and/or a median

<sup>2</sup>Table 13A, Appendix.

<sup>3</sup>Ibid.

mental maturity age equal to or in excess of that achieved by the entire sample as reported in Chapter III.

Total mental factors.--According to the responses on the California Test of Mental Maturity the entire sample of 505 students had a mean and a median I.Q. score of 100. In comparison with the average for the entire sample, it may be observed in Table 16 that the I.Q. mean and median for both lower-lower and upper-lower classes were less than 100 while that of other groups equaled or exceeded the mean and median for the entire sample as reported in Chapter III.

TABLE 16  
I.Q. AND SOCIAL CLASS<sup>4</sup>

Class	I.Q. Score	
	Mean	Median
Lower-lower	97	99
Upper-lower	98	99
Lower-middle	100	101
Upper-middle	108	106
Lower-upper	108	108
Upper-upper	107	104

Verbal and non-verbal factors.--Each of the social class groups exhibited a mean verbal I.Q. score which was equal to

<sup>4</sup>Table 13A, Appendix.

or in excess of its own non-verbal I.Q. score. Of the six groups, only the lower-upper failed to exhibit a median verbal I.Q. which was higher than its median non-verbal I.Q. Table 17 presents mean and median I.Q. scores for both verbal and non-verbal factors in each of the social class groups.

TABLE 17  
VERBAL AND NON-VERBAL I.Q. SCORES  
AND SOCIAL CLASS GROUPS<sup>5</sup>

Class	Verbal I.Q.		Non-Verbal I.Q.	
	Mean	Median	Mean	Median
Lower-lower	99	101	95	96
Upper-lower	100	100	96	96
Lower-middle	104	103	97	99
Upper-Middle	109	108	107	105
Lower-upper	106	100	106	104
Upper-upper	110	106	105	100

As the entire sample of 505 adolescents demonstrated a mean and median verbal I.Q. of 102 and 103 respectively and both a mean and median non-verbal I.Q. of 98, it is obvious that only the lower-lower and upper-lower classes failed to achieve the mean and median established by the entire sample in verbal I.Q. On the other hand, the lower-middle group as well as the lower-lower and upper-lower groups failed to

<sup>5</sup>Table 13A, Appendix.

achieve a mean non-verbal I.Q. score equal to or in excess of that recorded for the entire sample. The lower-middle group, however, did exhibit a median non-verbal I.Q. score of 99 while the median of the entire sample was only 98.

### Home and Family Background

#### Housing Conditions

Home ownership.--As indicated in Chapter III, 65 per cent of the adolescents in the entire sample reported that their families owned or were purchasing the house in which they lived. However, when the data for the entire sample is categorized by social class groups, it is apparent that only 35 per cent of the lower-lower class and 58 per cent of the upper-lower class are home owners. The percentage of home ownership in each of the social class groups observed is analyzed in Table 18.

Size of house.--The houses occupied by the homemaking pupils who participated in this study ranged in size from 3 to 13 rooms, but, as indicated in Chapter III, the mean, median, and mode number of rooms for entire sample was 6. A frequency tabulation on number of rooms per house for subjects in each social class group indicated that the mean number of rooms per house increased progressively as the social class groups moved up in the social hierarchy. Table 19 specifies the mean and median number of rooms per house in each of the social class groups. In order that the adequacy of the house

TABLE 18  
HOME OWNERSHIP AND SOCIAL CLASS GROUPS<sup>6</sup>

Social Class	Number of Class in Sample	Number Home Owners in Class	Per Cent of Home Owners in Class
Lower-lower	71	25	35
Upper-lower	203	119	58
Lower-middle	168	130	77
Upper-middle	51	46	90
Lower-upper	7	5	71
Upper-upper	5	5	100
Total	505	330	

sizes might be interpreted more easily, the mean and median number of persons occupying each house in each social class group is indicated in Table 20.

TABLE 19<sup>7</sup>  
HOUSE SIZE AND SOCIAL CLASS

Class	Number of Rooms Per House			Number of Occupants Per House	
	Mean	Median	Mode	Mean	Median
Lower-lower	5.1	5	4	5.35	5
Upper-lower	5.7	6	5	4.99	5
Lower-middle	6.6	6	6	4.7	5
Upper-middle	7.2	7	7	4.39	4
Lower-upper	7.9	8	8	4.4	4
Upper-upper	10.0	9	9	4.6	5

<sup>6</sup>Table 14A, Appendix.

<sup>7</sup>Ibid.

## Family Constellation

Number of children per family.--Data acquired from the entire sample indicated that the number of children per family varied from 1 to 12 with a mean of 3.9 and a median and mode of 3 children per family unit. As the data from the entire sample were classified into social class groups, it became evident that, in general, the mean number of children per family decreased as the socio-economic status improved. Table 20 indicates the mean and median number of children per family in the six socio-economic levels.

TABLE 20  
FAMILY SIZE AND SOCIAL CLASS<sup>8</sup>

Social Class	Number of Children per Family	
	Mean	Median
Lower-lower	5	5
Upper-lower	4	4
Lower-middle	3.5	3
Upper-middle	2.9	3
Lower-upper	2.85	3
Upper-upper	3.2	2

Number of broken families.--According to the responses of 505 subjects participating in this study 14.1 per cent of the entire sample came from homes broken by death, desertion,

<sup>8</sup>Table 14A, Appendix.



or divorce. It is interesting to note that none of the homes in upper-upper or lower-upper were broken by any of the above mentioned causes while 9.8 per cent of the upper-middle, 14 per cent of lower-middle, 10.8 per cent of upper-lower, and 28 per cent of the lower-lower families were broken by death, desertion, or divorce.<sup>9</sup>

#### Occupation and Source of Income

An analysis of the male parent's occupational status in each of the social class levels is presented in Table 21. Note that the status in the occupational hierarchy closely

TABLE 21

#### ANALYSIS OF MALE PARENT'S OCCUPATIONAL STATUS WITHIN EACH CLASS GROUP<sup>10</sup>

Occupational Status	Social Class Group						Total
	LL	UL	LM	UM	LU	UU	
Professional	0	1	12	8	1	2	24
Business and Managerial	1	14	15	19	1	3	53
Clerks and Kindred Workers	2	9	14	8	0	0	33
Manual Workers	30	88	54	0	0	0	172
Protective and Service Workers	14	25	28	5	1	0	73
Farmers	20	61	42	10	4	0	137
Deceased	4	5	3	1	0	0	13
Total	71	203	168	51	7	5	505

<sup>9</sup> Table 14A, Appendix.

<sup>10</sup> Ibid.

parallels status in the social class hierarchy; that is: the unskilled jobs and heavy labor are most frequently performed by those in the lower class, while business, managerial, and professional jobs are most frequently held by upper-middle and upper classes.

Table 21 fails to indicate that 21 per cent of the mothers in lower-lower class, 16.7 per cent of mothers in upper-lower class, 8.9 per cent mothers in lower-middle, 0 per cent of mothers in upper-middle, lower-upper, or upper-upper classes worked outside the home as a cook, maid, waitress, cleaning woman, mill or factory employee.<sup>11</sup>

Further analysis of data related to family income revealed that 190 of the 505 youth studied worked outside the home to help support themselves and/or their families. The social class distribution of adolescents employed outside the home is shown in Table 22.

Although Table 22 indicates that 190 of the 505 adolescents (37.6 per cent) in the entire sample were employed outside the home, one may note that 63 per cent of these 190 youthful employees were of lower class origin. In fact, only the lower-lower and upper-lower class groups showed a percentage of youth working (outside the home) which equaled or exceeded the percentage of the entire sample which were gainfully employed outside the home.

---

<sup>11</sup> Table 14A, Appendix.

TABLE 22  
 ADOLESCENT EMPLOYMENT AND SOCIAL CLASS<sup>12</sup>

Class	Number in Sample	Number Working	Per Cent of Class Working Outside Home
Lower-lower	71	37	52
Upper-lower	203	84	41
Lower-middle	168	55	32
Upper-middle	51	13	25
Lower-upper	7	1	14
Upper-upper	5	0	0
Total	505	190	

#### Formal Educational Background of Parents

According to Table 3 (Chapter III) the average number of years which the parents spent in school showed a significant relation to their present socio-economic status. However, in order to determine the extent to which the formal schooling increased as individuals progressed in the respective levels of the social hierarchy, the values assigned to each educational level (Table 4, Chapter III) were used in Table 23 to determine the mean educational achievement of each social class group. Due to the fact that such a limited number of cases were found within the upper class, one might well question the reliability of findings concerning the educational

<sup>12</sup> Table 14A, Appendix.

achievement of individuals in this particular group; however, as these findings concur with those advanced by Warner and associates,<sup>13</sup> these data are included in Table 23.

TABLE 23

PARENTAL EDUCATIONAL ACHIEVEMENTS  
BY SOCIAL CLASS LEVEL<sup>14</sup>

Class	Sex	No. in Class	Number in Each Category					Total Weight	Mean	Class Mean	
			0	1	2	3	4				5
LL	F	71	3	42	16	8	2	0	106	1.5	1.3
	M	71	3	52	13	3	0	0	87	1.2	
UL	F	203	0	62	98	34	4	5	401	1.97	1.8
	M	203	1	105	75	15	6	1	329	1.6	
LM	F	168	0	21	53	59	16	19	463	2.75	2.6
	M	168	1	40	52	41	16	18	421	2.5	
UM	F	151	0	1	7	13	11	19	193	3.79	3.7
	M	151	0	4	8	9	11	19	186	3.65	
LU	F	7	0	0	0	1	2	4	31	4.42	4.6
	M	7	0	0	0	0	1	6	34	4.85	
UU	F	5	0	0	1	1	1	2	19	3.8	4.1
	M	5	0	0	0	1	1	3	22	4.4	

Closer examination of Table 23 reveals that the females in the lower and middle classes stayed in school longer than the males, but in the upper class, the period of time spent in formal education was slightly greater for the male than

<sup>13</sup> Warner, Havighurst, and Loeb, Who Shall be Educated?

<sup>14</sup> Table 14A, Appendix.

for the female. It was also evident that the proportional or relative educational mean increased as one moved upward in the social hierarchy; for example, the mean weight value for parents in the lower-lower category was 1.3 while the upper-lowers rated a mean of 1.8. Lower-middle parents achieved a score of 2.6, and those in the upper-middle bracket had a 3.7 status. Lower-uppers ranked highest of all educational levels with a 4.6 while upper-uppers attained a rating of 4.1.

#### Personality Adjustment

Responses to the California Personality Test indicated (as stated in Chapter III) that the mean percentile rank in personal adjustment for the entire sample was 43. Analysis of the percentile scores in personality adjustment by class groups<sup>15</sup> revealed that the mean percentile score increased significantly as subjects moved from lower to upper class. Specifically, the mean percentile rank in personal adjustment for the lower-lower class was 29.7 while that of the upper-lower group was 39. The lower-middle demonstrated a mean percentile rank of 45.6 and the upper-middle a mean of 60. The highest percentile rank in personal adjustment, 65.7, was made by the lower-upper class while the upper-upper group had a mean of 65.

---

<sup>15</sup> Table 15A, Appendix.

According to data presented in Chapter III, the mean percentile rank in social adjustment for the entire sample was 46. Further analysis of these data indicated that the mean percentile rank in social adjustment for the lower-lower through the upper-upper classes were 36.3, 45.6, 47.7, 53.5, 61.4, and 50 respectively. These findings are presented in Table 24.

TABLE 24  
PERSONALITY ADJUSTMENT AND SOCIAL CLASS<sup>16</sup>

Social Class	Percentile Rank					
	Personal Adjustment		Social Adjustment		Total Adjustment	
	Mean	Median	Mean	Median	Mean	Median
Lower-lower	29.7	25	36.3	34	32.4	30
Upper-lower	42.4	39	45.6	40	43.5	40
Lower-middle	45.6	40	47.7	45	46.4	40
Upper-middle	54.9	60	53.5	55	54.7	60
Lower-upper	65.7	75	61.4	55	63.5	50
Upper-upper	65.0	70	50.0	30	58.0	60

Because of their direct relation to some of the factors involved in the present study, specific analyses were made of school and family adjustment as revealed by Section 2D and 2E of the California Personality Test. A detailed presentation of the percentile ranks recorded in each of the social class

<sup>16</sup>Ibid.

groups may be found in Table 15A in the Appendix, but the results of the analyses are presented in Table 25.

TABLE 25  
FAMILY AND SCHOOL ADJUSTMENT IN THE SOCIAL CLASSES<sup>17</sup>

Social Class	Family Adjustment		Social Adjustment	
	Mean	Median	Mean	Median
Lower-lower	40.5	45	41.5	45
Upper-lower	48.7	45	49.7	60
Lower-middle	50.8	60	46.8	45
Upper-middle	53.4	60	52.8	60
Lower-upper	65.7	80	69.8	75
Upper-upper	56.0	45	63.0	75

An examination of Table 25 shows a fairly consistent improvement in both family and school relations as the subjects moved upward in the social hierarchy. In a comparison of the mean percentile rank in family relations for each social class with the percentile mean of 49 for the entire group tested, it is obvious that only the lower-lower and upper-lower classes failed to achieve or excel the average status of the entire sample in family relations.

The percentile rank of 48 proved to be the mean score in school relations for the entire sample tested. This score

<sup>17</sup>Table 16A, Appendix.

was achieved or exceeded by all social groups except those in the lower-lower and lower-middle levels.

Interests and Activities

The responses of each subject in each of the social class groups to the 10 interests and activities which were checked by at least half the entire sample as being those which they both practiced and enjoyed were recorded and are presented in Table 26.

TABLE 26

ANALYSIS OF INTERESTS AND ACTIVITIES  
BY SOCIAL CLASS GROUPS<sup>18</sup>

Item	Interest or Activity	Number Engaging in Activity					
		LL	UL	LM	UM	LU	JU
1.	Play radio	69	172	144	45	6	4
2.	Read stories	53	162	129	46	6	5
3.	Go to movies	60	166	141	43	6	5
4.	Read comic strips	57	162	130	42	5	5
30.	Use camera	44	135	126	41	4	5
38.	Drive automobile	42	127	118	38	5	5
51.	Go to church	60	163	132	43	5	4
52.	Go to Sunday School	43	127	121	42	5	4
66.	Go riding with others	46	130	117	38	4	3
70.	Go to parties	47	143	128	43	6	5

The order of frequency in which each of these respective interests were checked by each of the social class groups in indicated in Table 27.

<sup>18</sup>Table 11A, Appendix.



TABLE 27  
 ORDER OF FREQUENCY IN WHICH INTERESTS WERE  
 LISTED BY EACH SOCIAL CLASS GROUP<sup>19</sup>

Order of Frequency	Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper
1	Play radio	Play radio	Play radio	Read stories	Play radio Read stories Go to movies Go to parties	Read stories Go to movies Read comic strips Use camera Drive auto Go to parties
2	Go to church Go to movies	Go to movies	Go to movies	Play radio	Go to church Go to Sunday School Drive auto Read comic strips	Play radio Go to church Go to Sunday School
3	Read comic strips	Go to church	Go to church	Go to church Go to movies Go to parties	Use camera Go riding with others	Go riding with others
4	Read stories	Read stories Read comic strips	Read comic strips	Go to Sunday School Read comic strips		

5	Go to parties	Go to parties	Read stories	Use camera
6	Go riding with others	Use camera	Go to parties	Drive auto Go riding with others
7	Use camera	Go riding with others	Use camera	
8	Go to Sunday School	Drive auto Go to Sunday School	Go to Sunday School	
9	Drive auto		Drive auto	
10			Go riding with others	

From an examination of Table 27 it is obvious that radio, church activities, and movies are points of interest which rate relatively high in all class groups. An examination of data related to interests and activities in organized groups<sup>20</sup> revealed that the membership in organized group activities increased as the socioeconomic conditions improved. A summary may be found in Table 28.

<sup>19</sup>Table 11A, Appendix.

<sup>20</sup>Ibid.

TABLE 28  
GROUP AFFILIATION AND SOCIAL CLASS

Item	Group	Social Class					
		LL	UL	LM	UM	LU	UU
51	Goes to church	60	163	132	43	5	4
52	Goes to Sunday School	43	127	127	42	5	4
53	Belongs to a club	20	119	103	41	5	5
54	Belongs to YMCA or YWCA	2	10	14	4	0	1
58, 59	Sings in choir or glee club	13	59	51	15	4	1
60	Belongs to gang	24	89	92	30	5	2
67, 68	Belongs to band or orchestra	8	51	50	26	1	4
72	Officer in a club	3	47	51	25	3	3
73	Class officer	5	36	40	12	1	1
	Total	178	699	660	238	29	25
	Mean	2.5	3.4	3.9	4.6	4.1	5

Status of Subjects in Areas of Major Problems of Young People

School Problems

Data presented in Table 8, Chapter III, revealed that the entire sample had a percentile mean of 62 on problems related to school, but further analysis of data acquired from responses to the SRA Youth Inventory revealed that adolescents in lower-lower class ranked in the 70th percentile in school

problems (20 per cent more problems than the national average) while those in the upper-upper group were in the 31st percentile.<sup>21</sup> It may also be significant to note that although the average number of school problems checked by pupils in the entire sample was 8.3, the mean number checked by each pupil in the lower-lower class was 9.6,<sup>22</sup> while the average number of school problems checked by upper-upper class pupils was only 3.6. Table 29 reveals the average number of school problems checked by subjects in each of the social levels,<sup>23</sup> and the mean percentile rank which each social class group made on the SRA Youth Inventory.<sup>24</sup>

TABLE 29  
SCHOOL PROBLEMS AND SOCIAL CLASS

Social Class	Number in Class	Total Number School Problems Checked	Average Number Problems Per Pupil	Percentile Rank on <u>SRA Youth Inventory</u> , Sec. I	
				Mean	Median
LL	71	678	9.6	70.2	73
UL	203	1757	8.6	64.2	73
LM	168	1335	7.9	60.8	67
UM	51	397	7.8	58.4	66
LU	7	46	6.6	50.5	35
UU	5	18	3.6	31.0	35
Total	506	4231			

<sup>21</sup>Table 17A, Appendix.

<sup>22</sup>Table 18A, Appendix.

<sup>23</sup>Ibid.

<sup>24</sup>Table 17A, Appendix.

An examination of these data compels an educator to note the significant decrease in school problems as socio-economic status improves and to recognize the fact that in school problems, as in other areas previously reported, the lower class pupils did not achieve a status equal to the mean of the entire sample studied.

#### Problems Related to After High School

Responses of pupils in the entire sample indicated that the group of adolescents studied had a percentile mean of 59 on the section of the SRA Youth Inventory which is concerned with problems related to what one will do after high school. When these responses were classified and studied by social class groupings, it became evident that pupils in the lower-lower, lower-middle, and upper-lower classes had percentile ranks in excess of the average for the entire sample. As previously stated, however, higher percentile ranks on the SRA Youth Inventory indicated the existence of more serious problems than are evidenced by lower percentile ranks.

Data included in Table 19A of the Appendix allow one to determine that the average number of vocational problems checked by pupils in the entire sample was 13. Only lower-lower and lower-middle class pupils checked an average number of problems in excess of this number. Table 30 gives the average number of vocational problems checked by subjects in each of the social class levels<sup>25</sup> and the mean percentile

---

<sup>25</sup> Table 18A, Appendix.

rank of each social level on the vocational section of the SRA Youth Inventory.<sup>26</sup>

TABLE 30  
VOCATIONAL PROBLEMS AND SOCIAL CLASS<sup>27</sup>

Social Class	Number in Class	Total Number Vocational Problems Checked	Average Number Problems Per Pupil	Percentile Rank on <u>SRA Youth Inventory</u> , Sec. 2	
				Mean	Median
LL	71	1013	14.2	63.6	78
UL	203	2618	12.9	58.9	61
LM	168	2220	13.2	59.6	66
UM	51	597	11.7	55.7	57
LU	7	82	11.7	60.5	70
UU	5	25	5.0	25.4	12
Total	505	6555			
Mean		13			

#### Problems Related to the Self

The mean percentile rank for the entire sample in Section 3 (About Myself) of the SRA Youth Inventory was reported as 58 in Chapter III, and the average number of problems checked by the entire sample in this area was 11.<sup>28</sup> Table 31 indicates that problems related to the self do not decrease progressively as one moves upward in the social hierarchy.

<sup>26</sup> Table 17A, Appendix.

<sup>27</sup> Table 18A, Appendix.

<sup>28</sup> Table 17A, Appendix.

TABLE 31  
 PROBLEMS RELATED TO THE SELF AND SOCIAL CLASS<sup>29</sup>

Social Class	Number in Class	Total Number Vocational Problems Checked	Average Number Problems Per Pupil	Percentile Rank on SRA Youth Inventory, Sec. 3	
				Mean	Median
LL	71	881	12.4	64.6	70
UL	203	2108	11.3	59.0	85
LM	168	1733	10.3	55.3	60
UM	51	763	14.9	53.9	59
LU	7	82	11.7	66.1	83
UU	5	27	5.4	36.6	24
Total	505	5597			

It is evident that, with the exception of the upper-upper class, each group has more problems related to the self than the average pupil throughout the nation;<sup>30</sup> however, only the lower-lower, upper-lower, and lower-upper has percentile ranks greater than the mean percentile status of the entire sample observed in this study.

#### Getting Along With Others

Table 32 indicates the average number of problems checked by each of the social class groups in Section 4 of the

<sup>29</sup>Table 18A, Appendix.

<sup>30</sup>A percentile rank of 50 per cent is reported to be the National average on each of the SRA Youth Inventory subdivisions.

SRA Youth Inventory and the percentile rank of each group observed.

TABLE 32  
HUMAN RELATIONS AND SOCIAL CLASS<sup>31</sup>

Social Class	Number in Class	Total Number of Relationship Problems Checked	Average Number Problems Per Pupil	Percentile Rank <u>SRA Youth Inventory, Section 4</u>	
				Mean	Median
LL	71	885	12.4	63.0	60
UL	203	2282	11.2	59.8	68
LM	168	1981	11.7	59.7	66
UM	51	509	9.9	55.8	54
LU	7	96	13.7	64.7	75
UU	5	33	6.6	42.6	53
Total	505	5786			
Mean		11.4			

Except for responses from the upper-lower group, data included in Table 32 show a tendency for problems related to getting along with others to decrease slightly as one moves upward through the socio-economic levels. Those in the lower-upper group evidently experience most difficulty in establishing satisfying relationships with others with lower-lower group demonstrating only slightly more success. Each of the other groups has a percentile rank which is better than the

<sup>31</sup> Tables 17A and 18A, Appendix.



the mean for the entire sample studied, but (upper-upper expected) not as high as the national average.

#### Home and Family Problems

An examination of data related to the status of the entire sample in home and family problems revealed a mean percentile rank of 56 (Chapter III, Table 8). In comparison with a mean of 56 for the entire sample, lower-lowers established a percentile mean of 62 and upper-uppers demonstrated a mean percentile rank of 61.6. The average number of actual problems checked in the Home and Family Division of the SRA Youth Inventory ranged from 3.2 to 7.8 with the number of problems decreasing as one moved downward in the socio-economic scale.

Table 33 presents the percentile rank of the adolescents in each of the respective social classes in home and family problems as well as the average number of problems in this category checked by each of the respective groups. One may note that only pupils in the upper-upper and lower-middle groups checked more problems in home and family than the average number checked by the statewide sample and that the mean percentile rank of only these two groups exceeded the mean percentile rank for the statewide sample.

#### Boy Meets Girl Problem

Section 6 of the SRA Youth Inventory is concerned with problems related to boy-girl relationships, and, as indicated in Chapter III, the average percentile rank on this section

TABLE 33  
HOME AND FAMILY PROBLEMS AND SOCIAL CLASS<sup>32</sup>

Social Class	Number in Sample	Number Problems checked in Area	Average Number problems Checked by Individual	Percentile Rank SRA Youth Inventory, Sec., 5	
				Mean	Median
LL	71	556	7.8	62.0	70
UL	203	1116	5.5	55.4	57
LM	168	1090	6.5	57.7	57
UM	51	180	3.5	45.1	36
LU	7	23	3.3	51.2	57
UU	5	16	3.2	51.6	55
Total	505	2981			
Mean		5.9			

for the entire sample was 59. On the average, upper-middle adolescents checked more problems in this area than any other social class group, but the percentile ranks of the lower-upper, lower-lower, and lower-middle adolescents indicated their recognition of more problems in this area than was average for the entire sample. Table 34 presents an analysis of the percentile rank and frequency of problems in this area for each of the respective groups.

#### Health Problems

<sup>32</sup> Tables 17A and 18A, Appendix.

TABLE 34  
BOY-GIRL PROBLEMS AND SOCIAL CLASS<sup>33</sup>

Social Class	Number in Sample	Number Problems checked In Area	Average Number Problems Checked	Percentile Rank <u>SRA Youth Inventory, Sec. 6</u>	
				Mean	Median
LL	71	533	7.5	58.9	64
UL	203	1450	7.1	59.1	64
LM	168	1237	7.4	59.1	71
UM	51	392	7.7	56.1	56
LU	7	51	7.3	61.2	80
UU	5	17	3.4	40.4	39
Total	505	3680			
Mean		7.2			

Table 8, Chapter III, indicated that the percentile rank for the entire sample in Section 7 of the SRA Youth Inventory was 67 (17 above national average for the age range involved); however, data presented in Table 35 appear to demonstrate that health problems decrease as socio-economic status improves. According to these findings the percentile rank in health problems of the upper-upper class was only 56 as compared with 68 for the lower-lower class.

Problems in General and Social Class

<sup>33</sup> Tables 17A and 18A, Appendix.

TABLE 35  
HEALTH PROBLEMS AND SOCIAL CLASS<sup>34</sup>

Social Class	Number in Sample	Number Problems checked in Area	Average Number Problems Checked	Percentile Rank SRA Youth Inventory, Sec. 7	
				Mean	Median
LL	71	376	5.3	68.4	78
UL	203	963	4.7	68.5	78
LM	168	834	4.9	67.8	57
UM	51	218	4.3	63.9	68
LU	7	27	3.8	61.7	57
UU	5	13	2.6	56.0	64
Total	505	2431			
Mean		4.8			

Section 8 of the SRA Youth Inventory presents problems of an ethical, religious, social, or economic nature under the title "Things in General." The mean percentile rank on this section for the entire group studied proved to be 57, but when data related to this section were categorized by social class, the mean range proved to be 48.6 to 64.4. Table 36 seems to indicate that the awareness of and concern for problems of a social, ethical, religious, or economic nature increase as one moves upward in the social class hierarchy (with the exception that upper-upper class adolescents

<sup>34</sup> Tables 17A and 18A, Appendix.

TABLE 36  
GENERAL PROBLEMS AND SOCIAL CLASS<sup>35</sup>

Social Class	Number in Sample	Number Problems Checked in Area	Average Number Problems Checked	Percentile Rank SRA Youth Inventory, Sec. 8	
				Mean	Median
LL	71	448	6.3	51.3	48
UL	203	1247	6.1	54.8	57
LM	168	1222	7.3	59.9	65
UM	51	386	7.5	60.6	61
LU	7	52	7.4	64.4	72
UU	5	23	4.6	48.6	46
Total	505	3378			
Mean		6.6			

demonstrated a pattern of concern very similar to that of those in the lower-lower class).

Recognition and Achievement of  
Four Developmental Tasks

In order to analyze and interpret material related to the recognition and achievement of certain developmental tasks as evidenced by adolescents in the respective socio-economic groups, it was necessary to categorize the 164,583 responses to items related to these four developmental tasks into the six socio-economic groups represented in the study. As a

<sup>35</sup> Tables 17A and 18A, Appendix.

relatively thorough presentation of (1) the nature of these developmental tasks, (2) the scale for evaluating the achievement of these tasks, (3) measurements used in collecting data related to the accomplishment of these tasks, and (4) the observed status of the entire sample in the accomplishment of these tasks has been presented in the preceding chapter, the following subdivisions will be concerned only with an analysis of the status of adolescents in each of the social classes in the accomplishment of specific developmental tasks.

#### Desiring and Achieving Socially Responsible Behavior

An examination of the responses of the six social classes groups to the 60<sup>36</sup> items on the California Personality Test which were used to supply information related to pupil's status in desiring and achieving socially acceptable behavior,<sup>37</sup> appears to indicate that a progressive level of development (upper-upper class excepted) occurs as one moves upward in the social class scale. Table 37 gives a summary and analysis of the responses received from adolescents in each of the six class levels to the 60 items on the California Personality Test.

Additional data related to the task of desiring and achieving socially responsible behavior were acquired from

---

<sup>36</sup>Item listed in Chapter III, Table 10.

<sup>37</sup>Table 19A, Appendix.

TABLE 37

RESPONSES TO ITEMS IN CALIFORNIA PERSONALITY TEST WHICH  
RELATE TO ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR<sup>38</sup>

Social Class	Number of Adolescents in Sample	Number of Problems in Measurement	Number of Possible Problems Checked	Number of Problems Checked	Per Cent of Pupils Checking Problems	Mean Number Problems Per Adolescent
LL	71	60	4,260	2919	68	41
UL	203	60	12,180	8,948	73	44
LM	168	60	10,080	7,560	75	45
UM	51	60	3,060	2,384	78	46.7
LU	7	60	420	351	83	50
UU	5	60	300	241	80	48

responses to 24 problems,<sup>39</sup> listed on the SRA Youth Inventory. In Table 38 it is evident that, with the exception of upper-upper class subjects, the awareness of the need to acquire socially responsible behavior increased progressively as the subjects moved upward in the social hierarchy.

Further information regarding the degree to which subjects had recognized the need for and achieved socially responsible behavior was obtained from their responses to 14 items on the Self Rating Scale For Developmental Tasks.<sup>40</sup> As it was possible for the subjects to respond to the items on the Self Rating Scale in a manner which would indicate a

<sup>38</sup> Table 19A, Appendix.

<sup>39</sup> Listed in Chapter III, Table 10.

<sup>40</sup> Table 19A, Appendix.

TABLE 38

DESIRING AND ACHIEVING SOCIALLY RESPONSIBLE  
BEHAVIOR AND SOCIAL CLASS GROUPS<sup>41</sup>

Social Class	Number of Adolescents in Sample	Number of Problems in Measurement	Number of Possible Problems Checked	Number of Problems Checked	Per Cent of Pupils Checking Problems	Mean Number Problems Per Adolescent
LL	71	24	1,704	390	22.8	5.5
UL	203	24	4,872	1,137	23.3	5.6
LM	168	24	4,032	1,066	26.4	6.3
UM	51	24	1,224	332	27.1	6.5
LU	7	24	168	46	27.3	6.6
UU	5	24	120	19	15.8	3.8

high, moderate, or low achievement of this task, it seemed necessary to assign weights to each of the possible responses. Table 39 indicates the weight assigned each possible response on the 14 items used from the Self Rating Scale. The larger weights<sup>42</sup> were assigned to the responses which were characteristic of the higher degree of achievement in the task.

When these arbitrarily assigned weights were substituted for each of the responses received from adolescents in the respective social classes,<sup>43</sup> the weighted value of the total responses in each social class group was obtained. This information is presented in Table 40.

<sup>41</sup>Table 19A, Appendix.

<sup>42</sup>Ibid.

<sup>43</sup>Ibid.



TABLE 39

ASSIGNED WEIGHTS FOR RESPONSES TO ITEMS IN SELF RATING  
SCALE RELATED TO DEVELOPMENTAL TASK OF DESIRING  
AND ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR

Item	Responses				
	No	Yes	Slightly	Moderately	Definitely
39	0	X	1	2	3
40	3	X	2	1	0
42	3	X	2	1	0
43	3	X	2	1	0
44	3	X	2	1	0
45	3	X	2	1	0
46	3	X	2	1	0
47	3	X	2	1	0
48	3	0	X	X	X
49	3	0	X	X	X
50	0	X	1	2	3
51	0	X	1	2	3
52	0	X	1	2	3
53	0	X	1	2	3

From an examination of Table 40 it is obvious that upper class adolescents consider themselves to be slightly more socially responsible than their peers who originate in middle class consider themselves. Those in the lower class rank themselves somewhat lower than the middle class rating. It should be observed, however, that the actual mean weight range per

response is only from 2.28 to 2.57. According to their own ratings, then, adolescents within each of these respective groups feel they have achieved socially responsible behavior to a moderate degree.

TABLE 40

WEIGHTED VALUE OF RESPONSES TO ITEMS IN SELF RATING SCALE WHICH CONCERNS THE TASK OF DESIRING AND ACHIEVING SOCIALLY ACCEPTABLE BEHAVIOR

Item	Weighted Value of Total Responses in Each Social Class Group					
	Lower- lower	Upper- lower	Lower- middle	Upper- middle	Lower- upper	Upper- upper
39	171	474	416	117	18	13
40	126	432	379	116	18	15
42	167	466	409	112	16	8
43	171	468	397	122	16	7
44	200	557	473	145	20	15
45	191	571	525	145	20	15
46	195	542	488	150	20	15
47	197	572	461	146	19	15
48	96	294	243	93	15	9
49	168	537	468	141	21	15
50	105	331	246	75	14	10
51	166	504	415	129	19	14
52	171	493	420	130	18	15
53	165	470	414	120	17	14
Total	2289	6711	5754	1741	751	180
Mean						
W.	32	32	34	34	36	36
Mean						
W.						
Per						
Resp.	2.28	2.28	2.42	2.42	2.57	2.57

As the data related to the task of desiring and achieving socially responsible behavior were analyzed it became apparent

that: (1) in personal and social adjustment factors which are associated with this task, the level of development increased progressively as the social derivation moved upward; (2) lower-upper adolescents were most conscious of the need to acquire socially responsible behavior with upper-middle, lower-middle, upper-lower, lower-lower, and upper-upper classes respectively following in decreasing levels of development; and (3) in the adolescent's own concept of himself, those in the upper class rank somewhat higher than those in middle class, and those in the middle class rank higher than those in the lower.

#### Achieving Emotional Independence from Parents and Other Adults

An analysis of responses from the adolescents in the six social class groups to the 21 items<sup>44</sup> on the California Personality Test which appeared to be directly related to the task of achieving emotional independence from parents and other adults revealed that, with the exception of the upper-lower class, the levels of development in personal and social qualities which are associated with emotional independence from parents and other adults progressed with the advancement in socio-economic status.

Table 41 summarizes the responses of the adolescents in each social class group to the items in the California Personality Test which are related to achieving emotional independence from parents and other adults.

---

<sup>44</sup>Chapter III, Table 11.

TABLE 41

EMOTIONAL INDEPENDENCE FROM PARENTS AND OTHER ADULTS  
IN THE RESPECTIVE SOCIAL CLASSES<sup>45</sup>

Social Class	Number Adolescents in Sample	Number Items in Measurements	Number Possible Correct Responses	Number Correct Responses	Per Cent Correct Responses	Mean Number Correct Responses
LL	71	21	1491	1144	76.7	16
UL	203	21	4263	3463	81.2	17
LM	168	21	3528	2761	78.2	16
UM	51	21	1071	895	83.5	17.5
LU	7	21	147	130	88.4	18.5
UU	5	21	105	97	92.4	19.4
Total	505			8490		
Mean				16.8		

Data acquired from responses to the 31 items on the SRA Youth Inventory which were related to desiring and achieving emotional independence from parents and other adults revealed that lower-lower class adolescents were more concerned with problems related to achieving emotional independence from parents and other adults than were those of any other class group. Table 42 shows the per cent of pupils in each class who indicated they had problems related to achieving emotional independence from parents and other adults and shows the average number of problems checked by pupils in each socio-economic class.

<sup>45</sup> Table 20A, Appendix.

TABLE 42

PROBLEMS OF ACHIEVING EMOTIONAL INDEPENDENCE  
AND SOCIAL CLASS<sup>46</sup>

Social Class	Number Adolescents in Sample	Number Problems in Measurement	Number Problems Checked	Per Cent of Pupils Checking Problems	Mean Number of Problems Per Adolescent
LL	71	31	332	14.6	4.6
UL	203	31	680	10.9	3.3
LM	168	31	674	12.9	4.0
UM	51	31	121	7.6	2.3
LU	7	31	11	5.0	1.5
UU	5	31	12	7.0	2.4
Total	505		1829		
Mean			3.6		

Responses to 17 items on the Self Rating Scale for Developmental Tasks were weighted in order to evaluate the level of development which the collective responses of each social class group indicated. The weights assigned each possible response to the 17 items are shown in Table 43.

When the responses of each socio-economic group were assigned weights one was able to determine that the adolescents in the lower class considered themselves to be less emotionally independent of parents and other adults than did those of the

46

Ibid.

TABLE 43

ASSIGNED WEIGHTS FOR RESPONSES TO ITEMS IN SELF RATING  
SCALE RELATED TO DEVELOPMENTAL TASK OF ACHIEVING  
EMOTIONAL INDEPENDENCE FROM PARENTS AND OTHER  
ADULTS

Item	Response				
	No	Yes	Slightly	Moderately	Definitely
1	0	X	1	2	3
2	0	X	1	2	3
3	3	1	X	X	X
4	3	1	X	X	X
5	1	3	X	X	X
10	0	X	1	2	3
13	0	X	1	2	3
15	0	X	1	2	3
18	3	X	2	1	0
19	0	X	1	2	3
20	0	X	1	2	3
21	0	X	1	2	3
22	0	X	1	2	3
23	0	X	1	2	3
24	0	X	1	2	3
25	0	X	1	2	3

middle and upper classes. Table 44 presents an analysis of the weighted responses to the Self Rating Scale on Developmental Tasks.

A consideration of the data related to the achievement of emotional independence from parents and other adults as they were obtained from the three respective measurements seemed to indicate that lower-lower class adolescents were more emotionally dependent on parents and other adults than were those of middle and/or upper class, and that, generally speaking, such emotional dependence decreased with increase in social class.

TABLE 44

WEIGHTED VALUE OF RESPONSES TO ITEMS IN SELF RATING SCALE  
WHICH CONCERN THE TASK OF ACHIEVING EMOTIONAL INDE-  
PENDENCE FROM PARENTS AND OTHER ADULTS<sup>47</sup>

Item	Weighted Value of Total Responses in Each Social Class Group					
	LL	UL	LM	UM	LU	UU
1	169	541	455	144	21	13
2	112	375	346	122	14	14
3	158	399	331	110	15	11
4	174	205	443	139	19	13
5	108	370	306	81	11	7
9	64	190	142	36	6	3
10	134	389	365	115	12	11
13	143	466	408	133	23	12
15	165	488	410	130	18	15
18	151	472	405	119	17	13
19	135	429	353	119	15	13
20	168	210	146	141	20	14
21	101	273	250	83	7	9
22	97	300	288	88	9	9
23	103	335	251	87	13	7
24	125	396	324	106	15	11
25	131	434	371	106	15	10
Total	2239	6272	5594	1859	250	195
Aver. Total We't Mean	31.4	30.9	33.3	36.3	35.7	39.0
We't Each Resp.	1.84	1.81	1.96	2.13	2.10	2.29

#### Learning to Care for the Body Effectively

An analysis of responses to the 17 items on the California Personality Test which were concerned with the health of the human body<sup>48</sup> seemed to indicate that the physical condition of the adolescents observed improved somewhat as the socio-

<sup>47</sup> Table 20A, Appendix.

<sup>48</sup> Chapter III, Table 12.

economic status moved upward. Table 45 indicates the manner in which each of the social classes responded to the 17 items in the California Personality Test which focus on health status.

TABLE 45  
HEALTH AND SOCIAL CLASS STATUS<sup>49</sup>

Social Class	Number in Social Class	Number of Items Responded To	Number of Correct Responses Possible	Number of Correct Responses	Per Cent of Correct Responses	Average Correct Responses in Each Class
LL	71	17	1207	633	52.4	8.9
UL	203	17	3451	2189	63.4	10.8
LM	168	17	2856	1858	65.0	11.0
UM	51	17	867	584	67.3	11.4
LU	7	17	119	79	66.4	11.3
UU	5	17	85	64	75.3	12.8

A tabulation of data related to health problems and acquired from responses to 35 items on the SRA Youth Inventory and presented in Table 46 tended to corroborate findings presented in Table 45. Table 46 demonstrates that the number of health problems increases as one moves downward in the social hierarchy.

All possible responses to the 22 items related to health from the Self Rating Scale<sup>50</sup> were assigned weights as indicated

<sup>49</sup>Table 21A, Appendix.

<sup>50</sup>Ibid.



TABLE 46  
HEALTH PROBLEMS AND SOCIAL CLASS<sup>51</sup>

Social Class	Number in Class	Number Problems in Area	Number of Problems Possible	Number of Problems Checked	Per Cent of Pupils Checking Problems	Average Number of Problems Checked by Each Pupil
LL	71	35	2485	631	25.4	8.9
UL	203	35	7105	1568	22.0	7.7
LM	168	35	5880	1328	22.5	7.9
UM	51	35	1785	356	19.9	7.0
LU	7	35	245	51	20.8	7.2
UU	5	35	175	23	13.8	4.6
Total	505		17,675	3957		
Mean			35	7.8		

in Table 47 in order that the degree to which subjects in each respective class felt they had accomplished this particular developmental task might be ascertained.

When weights were assigned to each response<sup>52</sup> in each respective class group, it was evident that the adolescents in the lower class rated themselves lower in the accomplishment of this task than those on succeeding levels. The specific degree of development indicated by the responses to the Self Rating Scale may be seen in Table 48.

<sup>51</sup>Table 21A, Appendix.

<sup>52</sup>Ibid.

TABLE 47

ASSIGNED WEIGHTS FOR RESPONSES TO ITEMS IN SELF  
RATING SCALE RELATED TO LEARNING TO CARE  
FOR THE BODY EFFECTIVELY

Item	Responses				
	No	Yes	Sometimes	Usually	Regularly
54	0	3	X	X	X
55	0	X	1	2	3
56	0	X	1	2	3
57	0	X	1	2	3
58	0	X	1	2	3
59	0	0	X	X	X
60	0	3	X	X	X
61	0	X	1	2	3
62	0	X	1	2	3
63	0	X	1	2	3
64	0	X	1	2	3
65	0	X	1	2	3
66	0	X	1	2	3
67	0	X	1	2	3
68	0	2	X	X	X
69	0	3	X	X	X
70	0	1	X	X	X
72	3	0	X	X	X
73	3	0	X	X	X
74	3	0	X	X	X
75	0	X	1	2	3
76	0	3	1	2	3

As an individual observes these data related to learning to care for the body effectively, it seems apparent that there is a rather consistent relationship between the level of development in this task and the socio-economic level in which the subject has his origin.

Achieving New and More Mature Relations With  
Age Mates of Both Sexes

TABLE 48

WEIGHTED VALUE OF RESPONSES TO ITEMS IN SELF RATING  
SCALE WHICH CONCERN THE TASK OF LEARNING  
TO CARE FOR THE BODY EFFECTIVELY<sup>53</sup>

Item	Weighted Value of Total Response in Each Social Class Group					
	LL	UL	LM	UM	LU	UU
54	156	549	459	144	21	15
55	113	383	319	106	16	8
56	141	439	373	114	17	9
57	131	354	292	100	12	11
59	57	194	199	86	16	7
60	169	168	366	117	18	9
61	166	461	412	126	15	14
62	153	462	403	125	13	10
63	113	383	309	103	5	11
64	97	388	321	118	14	14
65	58	123	103	20	3	2
66	127	388	320	95	14	11
67	72	297	285	100	9	13
68	44	156	162	74	10	4
69	27	135	150	63	6	6
70	30	93	91	32	4	3
72	153	395	393	117	18	12
73	123	387	315	99	18	12
74	144	183	390	132	15	15
75	119	426	550	128	20	15
76	108	263	283	109	13	14
Total	2405	6984	6580	2240	295	227
Total Mean We't	33.8	34.4	39.1	43.9	42.1	45.4
Mean We't Per Resp.	1.53	1.56	1.78	1.99	1.90	2.63

A classification and tabulation of responses to items on  
the California Personality Test which seemed significant to

<sup>53</sup>  
Table 21A, Appendix.

the task of achieving new and more mature relationships with age mates of both sexes indicated that the quality of peer relationships improves as status in social class moved upward. Table 49 presents an analysis of the responses of adolescents in each social class to the items on the California Personality Test which are related to the achievement of this developmental task.

TABLE 49

ACHIEVING MORE MATURE RELATIONSHIP WITH PEERS  
IN THE RESPECTIVE SOCIAL CLASSES<sup>54</sup>

Social Class	Number in Class	Number Items	Number Possible Responses	Number Correct Responses	Per Cent Correct Responses	Mean Correct Response
LL	71	35	2485	1730	69.6	24.3
UL	203	35	7105	5369	75.5	26.4
LM	168	35	5880	4542	77.0	27.0
UM	51	35	1785	1426	79.9	28.0
LU	7	35	245	199	81.2	28.4
UU	5	35	175	150	85.7	30.0
Total	505		17,675	13,416		
Mean				26.5		

Additional data concerning the development of mature relationships with age mates of both sexes were secured from

<sup>54</sup>Table 22A, Appendix.

responses to 37 items on the SRA Youth Inventory. An analysis of these responses is shown in Table 50.

TABLE 50

PROBLEMS IN PEER RELATIONSHIPS IN THE  
RESPECTIVE SOCIAL CLASSES<sup>55</sup>

Social Class	Number in Sample	Number Items	Number Possible Responses	Number Problems Checked	Per Cent Subjects Checking Problem	Mean Number Problems Checked Per Pupil
LL	71	37	2627	639	24.3	9.0
UL	203	37	7511	1628	21.6	9.0
LM	168	37	6216	1459	23.4	8.6
UM	61	37	1887	387	20.5	7.6
LU	7	37	259	56	21.6	8.0
UU	5	37	185	16	8.6	3.2
Total	505		18,685	4185		
Mean				8.2		

It may be interesting to note that the adolescents in the lower segment of each class level checked more problems related to achieving satisfactory relationships with their age mates than did those in the upper segment of the class. It is obvious, however, that subjects in the upper class checked fewer problems per member than did those in the middle class,

<sup>55</sup> Table 22A, Appendix.

and middle class subjects checked fewer problems per member in this area than did lower class youth.

In order to evaluate the degree to which responses of subjects to 12 items<sup>56</sup> on the Self Rating Scale for Personal Tasks, indicated the achievement of mature relationships with age mates of both sexes, weights were assigned to each possible response. These weights are indicated in Table 51.

TABLE 51

ASSIGNED WEIGHTS FOR RESPONSES TO ITEMS IN SELF RATING SCALE RELATED TO DEVELOPMENTAL TASK OF ACHIEVING NEW AND MORE MATURE RELATIONS WITH AGE MATES OF BOTH SEXES

Item	Responses				
	No	Yes	Slightly	Moderately	Definitely
	D		C	B	A
26	0	X	1	2	3
27	0	X	1	2	3
28	0	X	1	2	3
29	0	3	X	X	X
31	3	0	X	X	X
32	0	3	X	X	X
33	3	0	X	X	X
34	0	3	X	X	X
35	0	3	X	X	X
36	3	0	X	X	X
37	3	X	2	1	0
38	3	X	2	1	0

Weights were substituted for each response given by adolescents in each of the respective social groups and a tabulation of their weight value made. Such data are presented in Table 52.

<sup>56</sup> Table 22A, Appendix.

TABLE 52

WEIGHTED VALUE OF RESPONSES TO ITEMS IN SELF RATING  
SCALE WHICH CONCERN THE DEVELOPMENTAL TASK OF  
ACHIEVING NEW AND MORE MATURE RELATIONS  
WITH AGE MATES OF BOTH SEXES<sup>57</sup>

Item	Weighted Value of Total Responses in Each Social Class Group					
	LL	UL	LM	UM	LU	UU
26	202	544	484	149	20	15
27	151	177	423	137	21	15
28	150	475	415	125	17	14
29	108	306	306	87	12	9
31	141	384	363	108	9	12
32	54	234	279	105	9	6
33	201	495	459	147	21	15
34	189	570	474	144	21	15
35	171	492	447	135	18	15
36	186	582	501	150	21	15
37	204	597	494	151	18	15
38	162	516	446	133	15	15
Total	1919	5377	5091	1571	202	161
Total Resp. Mean	27	26.5	30	30	29	32
Mean Value Per Resp.	2.2	2.2	2.5	2.5	2.4	2.6

It appears that this task, as in other developmental tasks considered in this study, adolescents in the lower class (1) tend to rate themselves on a lower level of attainment than do those in the middle and/or upper classes, (2) show a lower rank on personal and social factors which are associated

<sup>57</sup> Table 22A, Appendix.

with the task, and (3) indicate the existence of more problems in the achievement of the respective task.

### Summary

Under the conditions and limitations of this study, these data seem to indicate:

1. Intelligence scores and mental maturity ages increase as socio-economic conditions improve.
2. Family life is less stable in lower than in middle and upper classes.
3. Family size decreases as social status improves.
4. The percentage of mothers and adolescents working outside the home increases as social status decreases.
5. The amount of training necessary to perform in the occupations held by the male parents of adolescents studied decreases as social status decreases.
6. Formal education of parents increases as social status improves.
7. Housing conditions become less favorable and home ownership less frequent as social status declines.
8. Personal and social adjustment of adolescents improve as social status improves.
9. Adolescents from upper and middle class have a higher opinion of their own status in the four developmental tasks studied than do those in the lower class.
10. Lower class adolescents have more problems related to school, means of making a livelihood, home and family, and



health than do adolescents in other social class groups.

11. Middle and lower-upper class adolescents are more concerned with social, ethical, religious, and economic problems than are those in the lower-lower or upper-upper classes.

12. Group affiliation decreases as social status decreases.

13. Adolescents in all social class groups indicated a high frequency of interest in playing the radio, going to movies, reading stories, going to church, going to parties, and reading comic books.

14. A rather consistent level of development on each of the four developmental tasks studied may be observed through lower, middle, and upper classes.

## CHAPTER V

### IMPLICATIONS OF DATA FOR CONTENT OF INSTRUCTION IN HOME AND FAMILY LIFE EDUCATION IN THE SECONDARY SCHOOLS OF TEXAS

Data presented in the preceding chapters regarding the status of adolescents enrolled in the home and family life education programs in this state appear to hold significant implications for the content of home and family life education programs in the secondary schools of Texas. The purpose of this chapter, therefore, is to suggest content materials and experiences in the home and family life education which seem to have a rather direct relation to the solution of the problems which confront adolescents as they seek to accomplish some of their developmental tasks.

#### Experiences and Content Materials Related to Adolescents' Status

In any consideration of content of home and family life education materials to be used in the solution of adolescents' problems, there must be a constant awareness of the fact that problems expressed by the respective class groups differed significantly both in nature and in their degrees of intensity and that the educational expectancy for the majority of adolescents is very limited; therefore, the experiences utilizing content materials would, of necessity, vary widely from

social class to social class as the purposes of the learners would differ.

Data related to the achievement of certain developmental tasks and presented in Chapter II indicated that more than half the homemaking pupils in the entire sample showed a measureable lack of achievement in (1) self reliance, (2) sense of personal freedom, (3) freedom from withdrawing tendencies, (4) freedom from nervous symptoms, (5) social standards, (6) social skills, (7) family relationships, (8) school relations, and (9) community relations. Adolescents observed also expressed more concern than is considered average for their age range over problems related to (1) school, (2) vocational choices, (3) the self, (4) getting along with others, (5) home and family relations, (6) boy-girl relations, (7) health, and (8) social, religious, and economic conditions.

As the areas of development and the problem categories in which the adolescents in this study demonstrated a relatively low degree of achievement were examined, it was evident that both the problem categories and the areas of development might be classified within the scope of either personal or social adjustment. The table which follows, therefore, will attempt to indicate the avenues to learning which home and family life education could offer to improve pupil status in these personal and social qualities to assist them in the achievement of the specific developmental tasks included in this research report. There is no intent to imply that the

same experiences would be offered to all students; rather, that the content of these respective areas of home and family life education might be adapted to assist any adolescent with specific problems which he might face in the accomplishment of his developmental tasks.

In Table 53 an attempt was made to indicate how content and experiences in each of the major areas<sup>1</sup> of home and family life education could contribute to the solution of problems expressed by adolescents in their responses to the instruments used in this study. In Table 53 all specific problems expressed by adolescents were categorized as self adjustment or social adjustment in nature ( columns 1 and 2, Table 53). Column 3 indicates the areas of home and family life education whose content appears to be related to the solution of the problems designated, and column 4 lists examples of content and experiences in these respective areas which appeared to be effective in assisting adolescents in the experimental group to solve their recognized problems and achieve their developmental tasks. As the following table is examined, however, one should recall that these content and experiences were not all utilized by any one pupil or group of pupils, but they were evaluated and selected on the basis of the pupil's recognized problems, purposes, and developmental status.

---

<sup>1</sup>Home Economics In The Secondary School, Bulletin, National Association of Secondary School Principals (October, 1953), Vol. XXXVII, No. 196, p. 52.

TABLE 53

PERSONAL AND SOCIAL DEVELOPMENT THROUGH HOME  
AND FAMILY LIFE EDUCATION

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
Self adjustment	Need to develop self reliance	<p>Personal development</p> <p>Personal family and group relations</p> <p>Health, safety, first aid, and home care of the sick</p>	<p>Participate in the formulation of some of the rules and procedures which he will follow in school activities</p> <p>Understand personal and social qualities which make for self-reliance</p> <p>Practice emotional control</p> <p>Become responsible for self</p> <p>Psychological weaning from parents</p> <p>Accept consequences of own decisions without complaint</p> <p>Satisfactory, problem solving participation in peer, family, and community groups to achieve goals common to adolescents and the respective groups</p> <p>Assume responsibility for care of own body</p> <p>Serve as first aid attendant in the home-making department and/or for other parts of the school</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			<p>Work in school and community groups to eliminate safety hazards in the home and community</p> <p>Assist in caring for illnesses which occur in the home and at school</p> <p>Assume responsibility for keeping school first aid kits well supplied and distributed</p>
		Family food	<p>Assume responsibility for the adequacy of personal diet</p> <p>Plan, purchase, prepare, and serve meals for the family and food for special occasions</p> <p>Assume responsibility for clean-up jobs following family meals</p> <p>Assume responsibility for proper storage of foods in the home and school</p>
		Family housing, household improvement, and home management	<p>Share in care of the home</p> <p>Assume full responsibility for some phase of home management</p> <p>Use and take care of household appliances</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
		Family clothing and good grooming	<p>Act in an advisory capacity in the purchase of home equipment for the family or the school</p> <p>Acquire a "working knowledge" of consumer problems related to textiles and clothing</p> <p>Assume responsibility for selecting own clothing</p> <p>Plan and construct clothing for self and family members</p> <p>Care for personal clothing and assist in care of family clothing</p> <p>Accept responsibility for own personal grooming</p>
		Child care and development	<p>Observe behavior of children and note evidences of self-reliance or lack of self-reliance. Understand causal factors of such behavior</p> <p>Assume some responsibility for the care of young children</p>
	Need to acquire a sense of personal freedom	Personal development	<p>Cultivate some hobby for personal satisfaction</p> <p>Recognize normalcy of variance in human behavior</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			Understand self
			Recognize impact of culture on human development
			Accept own physique
			Understand psychological nature of the adolescent
		Personal, family, and group relations	Participate in a family council
			Engage in pupil-teacher planning of work in home and family life education
		Health, safety, first aid, and home care of sick	Practice desirable health habits and secure enough medical assistance to maintain optimum degree of health
		Family food	Practice eating to maintain desirable body weight
			Develop ability to use time effectively so one will not spend an unnecessary amount of time preparing, serving food, and cleaning up kitchen
			Develop assurance in regard to table etiquette
		Family housing, household improvement and home management	Arrange home to permit some privacy for individual members



TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
Freedom from withdrawing tendencies			Develop skill in house-keeping tasks to insure maximum results with a minimum expenditure of time and energy
			Schedule work so some time is free for personal pursuits
		Family clothing and good grooming	Plan and develop a personal wardrobe adequate for all needs of the individual
			Practice good posture and good grooming until procedures are "automatic" and adolescent feels confident that his appearance is satisfactory
		Child care and development	Acquire some understanding of developmental levels and behavior patterns characteristic of various age groups
		Personal development	Develop an understanding of how one acquires a self-concept
			Provide opportunities for each adolescent to excel in some activity in the eyes of his peers and his family
			Provide opportunities for adolescents to assume responsibility for various social occasions

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
		<p>Personal, family and group relations</p> <p>Health, safety, first aid, and home care of sick</p>	<p>Develop poise and self-assurance in social situations</p> <p>Recognize that it is normal to be different</p> <p>Accept physique</p> <p>Participate as an individual and in groups in problem-solving procedures</p> <p>Develop capacity to work well in small, self-directed groups of age-mates</p> <p>Allow adolescent to practice certain personal, social, and technical skills in the security of the classroom</p> <p>Express appreciation for efforts expended by adolescents on group or individual</p> <p>Gain status in group through exhibition of tangible products resulting from some of the learning experiences</p> <p>Promote freedom from "energy lags" through proper rest and food intake</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
		Family food	<p>Assist younger pupils in conducting home safety surveys</p> <p>Assume some phase of responsibility for a community campaign (through radio, news, posters, work committees, etc.) for the elimination of fire traps and safety hazards</p> <p>Assume some position of responsibility for health and physical welfare of class group and/or student body at large</p> <p>Accept responsibility of some specific portion of the preparation and service of meals which involve relatively large numbers of persons outside school and family group</p> <p>Serve on work groups whose duty consists of supplying elementary school with suitable materials in food and nutrition</p> <p>Do family marketing</p> <p>Assume responsibility for making market order and purchasing food for the school homemaking department</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			Work with a few peers in keeping food inventories to date in homemaking department and in school cafeteria
			Assist young children in the school cafeteria with feeding problems
		Family housing, household equipment, and home management	Plan, make necessary preparation for, and manage the entertainment of some guests in the home
			Develop self-sufficiency in making minor household repairs
			Make some contribution to the improvement of family housing conditions and possibly explain process or exhibit product to students or other group
			Assume management of the home for short periods of time
		Family Clothing and good grooming	Practice grooming procedures until adolescent feels well groomed
			Develop assurance in selecting costumes for various occasions
		Child Care and development	Assist in the care of groups of young children in pre-school play groups

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
	Need to obtain freedom from nervous symptoms		Assume some roll of leadership in working with children as in directing games, telling stories, presenting movies, etc.
		Personal development	Provide experiences which will increase sense of personal security in family, peer, and community groups
		Health, safety, first aid, and home care of the sick	Recognize need for the consistent practice of sound health habits, regular physical and dental examinations, and the correction of physical deficiencies
		Family food	Practice eating a well balanced diet
		Housing, household equipment and home management	Provide some place in the home where individuals can enjoy quiet and privacy for rest, study, or personal pursuits using available space and equipment, arrange sleeping quarters to insure sound, refreshing sleep
		Clothing the family	Evaluate standards of comfort, personal hygiene and appearance of clothing which would tend to eliminate self-consciousness concerning one's clothing

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
Social adjustment	Need to acquire acceptable social standards	Child development	Develop ability to enjoy children
		Personal development	<p>Develop concern for and accept responsibility for the improvement of some aspect of society</p> <p>Cultivate some degree of understanding regarding the measurements by which society gauges one's social acceptability</p> <p>Interpret one's own purposes in terms of the demands of society</p> <p>Consider emotional development as it appears to be related to social acceptance</p>
		Personal, family, and group relations	<p>Provide experiences requiring study, practice, and evaluation of etiquette</p> <p>Examine implications of social standards for boy-girl relationships</p> <p>Examine standards of behavior expected in family groups and in groups outside the family</p> <p>Participate in activities which will enable adolescent to gain status in groups outside the family</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			<p>Study human relationships on the job</p> <p>Recognize the social responsibilities which accompany social privileges</p> <p>Practice respect for personal and institutional rights</p> <p>Develop understanding and appreciation for local, state, and national laws which directly affect the home and family life of the adolescent</p> <p>Develop basic concepts of courtship and marriage</p>
		<p>Family, health, safety, first aid, and home care of the sick</p>	<p>Investigate and assist with the solution of community health problems</p>
		<p>Family clothing</p>	<p>Investigate consumer problems and advertising techniques</p> <p>Examine relation of clothing expenditures to total income, occupational status, and personal habits</p> <p>Demonstrate standards of dress for various occasions</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
	Need to develop social skills	Child care and development	Understand cultural influences on child rearing practices  Investigate consequences of child rearing practices on social standards of the child
		Personal development	Practice personal skills and qualities which make for social poise in any situation
		Personal, home, family and group relations	Acquire practice in making introductions in various social situations  Practice serving as a host or hostess at some school and/or home function  Observe social skills utilized during job interviews. Practice making job applications  Assume responsibility for keeping the conversation going during some social function  Invite neighboring F.H.A. clubs or school groups to homemaking club functions in order to gain experience in meeting new people, making them feel welcome and helping them to have a good time



TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
		Family food	<p>Working with a group of persons in planning, preparing, and managing some social function</p> <p>Participate in mixed parties</p> <p>Study and practice dating etiquette</p> <p>Develop recognition of the value of sincere expression of appreciation in the promotion of better human relationships</p> <p>Select and use suitable table settings for different types of meals or food service</p> <p>Practice skills in table service</p> <p>Practice planning, preparing, and serving foods for special occasions</p> <p>Become accustomed to using acceptable table etiquette</p> <p>Serve as a hostess or host at a meal</p> <p>Develop the art of table conversation</p> <p>Become familiar with the duties of one who is the guest at a meal</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
	Need to improve family relationships	Housing, home management, household equipment	<p>Contribute to some form of entertainment in the home</p> <p>Provide for family recreation in the home</p> <p>Assume complete management and perform all duties associated with the execution of some social function and still play the role of a poised, attractive, entertaining host or hostess</p>
Clothing		Practice dressing appropriately for occasions which arise in home, community, and recreational life of individuals	
Child care and development		Teach some social skills to children	
Personal development		<p>Examine the responsibilities of various family members</p> <p>Investigate the role of the adolescent in the home</p> <p>Assume the duties of home-membership</p> <p>Recognize that personal privileges are earned through worthy acceptance of responsibilities</p>	

TABLE 53-Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
		<p>Personal, family, and group relations</p> <p>Family, health, home safety,</p>	<p>Recognize need for cooperative efforts from family members</p> <p>Examine value of democratic procedures in home and family life</p> <p>Develop respect for rights and privileges of other family members</p> <p>Investigate the implications of home, time and money management on family relationships</p> <p>Observe types of family patterns and the qualities of home membership characteristically common and peculiar to each</p> <p>Analyze the community factors which contribute to or endanger home and family life</p> <p>Practice getting along with siblings</p> <p>Study and observe the responsibilities of parenthood</p> <p>Learn to look upon parents as people similar to the self</p> <p>Investigate the effects of illness on family relationships</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
		<p>first aid, and home care of the sick</p> <p>Housing, home management, and household equipment</p>	<p>Examine means of financing family illnesses in a manner which will not disrupt economy of family unit</p> <p>Become familiar with the physiology of the human body</p> <p>Recognize and become able to assume some of the increased responsibilities which illness in a family produces</p> <p>Develop skill in home care of sick</p> <p>Acquire ability to prepare attractive trays for the sick</p> <p>Investigate and practice means of entertaining the convalescent</p> <p>Recognition of the relation of provision for privacy in the home and family relationships</p> <p>Investigate the results of "crowded housing" on personal development, and community health</p> <p>Develop an awareness of the relation of the financial management of the home to the relationship of family members</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			<p>Observe effects of housing area on personal, family and group relationships.</p> <p>Examine the possible consequences of autocratic family management as contrasted by a cooperative, democratic type of management.</p> <p>Develop the ability to evaluate claims regarding household equipment and to differentiate those which are labor saving devices from those which are "labor creating" gadgets.</p>
		Family clothing	<p>Practice making and using a clothing budget which is in scale with the family resources.</p> <p>Develop skill in consumer buying and in construction of clothing so that clothing expenditures will yield a maximum return in economy, comfort, and satisfaction of family members.</p>
		Child development	<p>Study parent-child relationships.</p> <p>Develop some understanding of causal factors in behavior.</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
	Need to improve school relations	<p>Personal development</p> <p>Personal, family, and group relations</p>	<p>Examine the basic needs of children</p> <p>Assist adolescent to utilize more effective study techniques</p> <p>Provide opportunities for and guidance in using the problem-solving approach to personal, social, and intellectual problems related to school</p> <p>Teachers develop better rapport with pupils</p> <p>Encourage participation in homemaking club activities</p> <p>Entertain family members in homemaking club or class function</p> <p>Investigate and practice socially acceptable means of gaining peer acceptance</p> <p>Assume sole responsibility for the functioning of one facet of the school program</p> <p>Provide experience by which pupil can gain status in school group</p>

TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			Participate in a school-sponsored summer camp
			Homemaking pupils sponsor and direct a school-wide recreational program
		Family health, home safety, first aid, and home care of the sick	Serve on a work group to rid school of fire, safety hazards, and health hazards
			Assume some responsibility in school infirmary (as administering first aid, taking temperatures, and assisting school nurse by keeping records of immunizations, illnesses, etc.)
		Feeding the family	Assume share of responsibility in meal preparation and service for school banquets and special dinners
			Plan meals, prepare market orders, purchase supplies, check expenditures, and evaluate meals in the school cafeteria
		Housing, home management, and household equipment	Assume the responsibility for setting up a budget for the homemaking department, operating within that budget, and keeping a record of expenditures
			Select and purchase all foods, cleaning supplies, textiles, and durable goods used by the homemaking department

TABLE 53-Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement of Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			Care for and repair school furnishings
		Clothing the family	Aid pupils in management of a wardrobe similar to that of their peer group on the amount of money they have to spend
		Child care and development	Serve as leaders in pre-school play schools, nursery schools, and craft groups sponsored by the homemaking department
			Assist in the guidance of young children in playground and cafeteria activities
	Community relations	Personal development	Explore the consequences of competent citizenship and of irresponsible, incompetent citizenship
		Personal, family, and group relations	Assist youth to gain status in groups outside family group
			Provide opportunities for adolescents to build relationships with young adults in the community
			Provide experiences through which adolescents may develop tolerance for individuals who differ



TABLE 53--Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement in Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			with him and for groups whose mode of life is not identical with his own
			Develop ability to engage in democratic interaction with those in socio-economic, and religious groups like his own
			Participate in group effort with youth and adults to accomplish some common, community goal
		Health, home safety, first aid, and home care of sick	Assume some specific responsibility in community clean-up campaigns
			Assist with community fire prevention program
			Participate in Junior Red Cross activities
			Promote a "play safe" campaign for primary and elementary school children
			Develop an awareness of community and world health problems
			Entertain convalescent children in community
		Family food	Assist in planning, preparation, and service of food for community affairs

TABLE 53-Continued

Nature of Development	Specific Nature of Problem	Avenues to the Improvement in Pupil Status Through Home and Family Life Education	
		Content Area	Nature of Content and/or Experience
			<p>Prepare and publish in the local newspaper daily menus for feeding the family well at a moderate cost (include recipes, market order and name of student responsible for the day's menu)</p> <p>Develop awareness of the necessity for the preservation of food through the conservation of natural resources</p>
		Clothing the family	<p>Participate in the construction of clothing for community welfare work</p> <p>Develop an understanding of the economic factors related to clothing the family</p>
		Child care and development	<p>Sponsor and help conduct community play schools and assist with vacation church schools during summer months</p> <p>Cooperate with adult agencies which participate in welfare work in community</p>

## Summary

As home and family life education in the secondary schools of Texas is conceived to be an area of learning which is concerned with assisting adolescents to acquire those understandings, knowledges, skills, attitudes, and abilities which promote better home and family life, content materials are drawn from the seven major areas of family concerns. These are, specifically: (1) family health, home safety, first aid and home care of the sick, (2) family housing, household improvement, and home management, (3) personal development, (4) personal, family and group relationships, (5) clothing, (6) food, and (7) child care and development. According to the foregoing analysis, the subject matter content of these major areas of home and family life education may, when focused on adolescent's problems, aid the adolescent in the development of understandings, skills, knowledges, attitudes, and abilities which enable him to achieve certain developmental tasks in a manner which would be satisfying to him and acceptable to middle class society.

## CHAPTER VI

### THE SELECTION AND ADAPTATION OF TEACHING TECHNIQUES COMPATIBLE WITH AND MEANINGFUL IN FRAMES OF REFERENCE HELD BY THE SUBJECTS

As stated in the introductory chapter, the hypothesis of this study was that teaching techniques which stem from the frames of reference peculiar to the adolescent's social class structure will prove effective in assisting the adolescent to achieve certain developmental tasks in a manner which will be satisfying to him and acceptable to middle class society when the content of the subject matter offering is focused on the solution of adolescent problems. The prerequisites for testing this hypothesis, however, involved the investigation of certain related factors. Thus far, this report has examined such specific factors as: (1) characteristic patterns observed in social class groups, (2) implications of social class patterns for public education, (3) psychological findings which appear to have significance for this study, (4) developmental tasks of adolescents, (5) the status of youth in the homemaking programs of Texas, (6) characteristic patterns observed in social class groups represented in this study, and (7) the implications of data for the content of instruction in home and family life

education, but no attempt has been made to suggest the relationship of these data to the selection of effective teaching techniques.

The purposes of this chapter, therefore, are (1) to examine these data to determine their implications for "culturally fair" teaching techniques, and (2) to suggest some teaching techniques which might prove effective with the respective socio-economic groups.

### Implications of Data for Culturally Fair Teaching Techniques

#### General Implications

An analysis of data incorporated in this report seems to suggest and substantiate certain basic criteria which should be considered in evaluating the suitability of teaching techniques for use with adolescents in any socio-economic group or groups. Among the more obvious implications are:

1. No teaching tool or technique should appear to "attack" the existing status of the learner.
2. Only those techniques which are effective in communicating with the learner can assist the learner in the attainment of his purposes.
3. Teaching techniques should involve the pupil in learning activities which will aid him in the solution of his problems and the achievement of his purposes.
4. Techniques should be avoided which require the

manipulation of materials and/or content beyond the capacity of or the psychological present of the learner.

5. Those techniques which are utilized in teaching adolescents should be designed to promote a maximum of democratic interaction within the peer group.

6. Methods of approach which emphasize "the self" appear to be more acceptable to and have more meaning for the early and middle adolescent than those which employ an altruistic approach.

7. Teaching techniques which are compatible with the psychological nature of early adolescence provide some satisfying, immediate consequences rather than or as well as delayed results.

8. Techniques and tools used should be compatible with the activities of adolescents and encourage behavior normal for the respective age group.

9. Any techniques utilized in the educational program for adolescents should provide for the relating of content materials to the recognized purposes of the learner and assist those who participate in the learning activity to form suitable generalizations.

10. Teaching techniques should promote an informal, friendly, permissive atmosphere in the classroom.

11. Effective teaching techniques should assist adolescents in clarifying problems, seeking possible solutions, evaluating possible consequences, making decisions, and living with the results of their own decisions.

12. Teaching techniques should provide for freedom in individual development and, at the same time, offer support and security when adolescents seek it.

13. Teaching techniques should provide opportunity for all youth to exhibit their learning.

14. Some procedures used in teaching adolescents should provide the opportunity for democratic interaction between the respective adolescents and persons of other socio-economic and ethnic groups.

15. Teaching techniques should incorporate commercial facilities, civic and community organizations, and resource personnel into the learner's experiences.

16. Teaching techniques should allow for pupil-teacher planning.

17. Techniques of teaching should aid adolescents to change from an authoritarian to a rational conscience.

18. Teaching techniques and procedures should not be based on competitive productions.

19. Teaching techniques should assist adolescent in defining the boundaries of social behavior expected of him in each of his life "roles".

20. Teaching procedures should provide ample opportunities for adolescents to practice adult roles within the security of his peer group.

21. Classroom techniques should "cement" pupils as a group, for social interaction is more often prevented by attitudes

of aloofness, differentness, superiority or inferiority than by barriers of distance.

22. A wide enough variety of techniques and tools should be employed so that each pupil can relate his out of school experiences to his school learning and so that he can achieve mastery in at least one area of learning.

23. Techniques should provide concrete experiences and avoid levels of abstraction which are meaningless for the adolescent.

#### Specific Implications

In addition to the general criteria for the formulation of "culturally fair" techniques, there are some specific factors peculiar to the frames of reference characteristically found in the lower class which must be recognized before an adequate interpretation of the general implications can be made. The following recommendations for specific criteria to be considered in the selection of techniques for use with adolescents in the lower class are based on data presented in Chapters II and IV.

Lower class.--It appears that lower class youth would be assisted in the accomplishment of their developmental tasks if the techniques employed in guiding their learning experiences met the following standards:

1. Techniques should provide social opportunities for self expression during the regular school day.



2. Teaching techniques should offer opportunities to practice desirable basic values as honesty, truthfulness, loyalty, etc. in the home, at school, in the community, and in some organization of peers.

3. Techniques should function to help the adolescent define the status he desires and learn the role he must play to achieve it.

4. Teaching techniques should assist the adolescent define and evaluate both his in and out of school experiences.

5. Teaching procedures should provide an opportunity for lower class adolescents to associate with middle class youth in common experiences at frequent intervals over an extended period of time.

6. Teaching techniques should provide for the maintenance of an informal, permissive, stable, tolerant atmosphere in the classroom.

7. All techniques utilized should give a clear cut definition of situations and behavior appropriate to the respective situation.

8. Teaching procedures should provide group experiences related to civic competencies.

9. Techniques utilized should provide for immediate satisfactions which contribute to sense of achievement when primary goal is a "long term" goal.

10. Teaching procedures should assist adolescents in formulating desirable concepts through concrete experiences.

11. Teaching techniques should entail the use of a vocabulary which is meaningful to pupils.

12. All techniques should relate out of school to in school experiences.

13. The nature of the technique should allow for pupil practice at a minimum of expense.

14. Teaching procedures need to provide an opportunity for the pupil to achieve and demonstrate mastery.

15. Techniques should emphasize management of available resources.

16. Teaching techniques should employ content applicable in the actual situation in which the adolescent finds himself.

17. Techniques should provide for practices not available in home or other out of school experiences.

18. Techniques should not require periods of concentration beyond the attention span of the individual.

19. Teaching techniques and procedures should avoid abstractions and excess verbalization.

20. Techniques should be employed which will cause the adolescent to channel his emotional reactions into socially acceptable forms of behavior.

21. Any technique employed should aid the individual to see that his behavior may be unacceptable to the group without his being rejected as a person.

22. Some techniques utilized should place the adolescent in position of leadership and responsibility.

23. Teaching procedures need to allow for individual attention and group recognition of growth and achievement.

24. Teaching techniques should substitute positive guidance for punishment, ridicule, or imposition of guilt feelings when individuals fail to achieve some self or group designated goal.

25. Technique employed in teaching should not require formal, artificial, out of school lesson getting.

26. Techniques must substitute participation in learning experiences for pupil recitation.

27. Techniques utilized should aid the pupil and his peer group to plan and evaluate the quality of the learning experience in terms of pupil purposes.

28. Techniques should cause the adolescent to communicate and participate with young adults outside his family-neighborhood group in the pursuit of some common purpose.

29. Procedures utilized in teaching should stress problem solving and provide mature guidance in overcoming anxieties.

30. Some techniques should make students aware of "referral channels" for aid in solution of health and welfare problems.

31. Teaching techniques should aid pupils in pursuing wholesome leisure time activities.

32. Any technique employed must make the relation between pupil purpose and learning content very obvious and immediate.

33. Some techniques must utilize content which will provide terminal training in the home and family life education.

34. Teaching techniques need to assist adolescents to interpret their purposes in terms of the demands of society.

#### Teaching Techniques

After examining both the general and the specific implications of available data for teaching techniques, a number of existing techniques were examined and evaluated. Upon the basis of considered, subjective judgement some were selected as being adaptable for use with pupils of various social class levels. One should note, however, that though a common teaching technique might be used with a heterogeneous grouping, one would expect (1) the quality of participation, (2) the complexity of the content examined, evaluated and utilized, (3) the amount of practice, and (4) the scope of the generalizations formed to differ significantly from one social class to another.

It is recognized that the subjective basis upon which these techniques were evaluated and selected as being "culturally fair" imposes some limitations upon this study; however, judgements were based upon the subjective data made available by Davis, Havighurst, and associates.

Within these limitations, the frameworks offered by the following techniques are suggested as being adaptable from a "culturally fair" standpoint. The techniques are listed and explained briefly as follows:

1. The 6-6 (Phillips 6-6) method of group discussion is an adaptation of group process in which the members of the entire group divide themselves into sections with six people in each sub-group. Each group appoints a presider and a reporter. Six minutes is utilized by each sub-group in getting one question from each member of the group. The questions are not discussed or defended during the six-minute interval.

An additional three minutes is used by the sub-group in deciding which of the six questions they consider most important. At the end of the three-minute interval the reporter of each sub-group is asked to present the question which his respective group desires to submit for discussion by the total group.<sup>1</sup>

2. The circular response method of group discussion requires the participants to sit in a circle. (It is recommended that no more than twenty-five and no less than six persons be used in any one group). The group selects its leader and the leader opens the discussion by simply stating the question or problem which the group is to consider. The discussion proceeds to the leader's right as each person makes his contribution by (a) presenting an idea, (b) supporting an idea previously presented by a group member or by (c) remaining silent and giving other members of the group an opportunity to think. After each person has had an opportunity to contribute, general discussion may follow.<sup>2</sup>

---

<sup>1</sup>Texas Education Agency, Homemaking Education in Today's World, Bulletin 526 (November, 1951), p. 26.

<sup>2</sup>Ibid.

3. The Buzz technique is used to obtain individual participation in the solution of a group problem. The problem is presented to the group as a whole and individuals are asked to group themselves into smaller sub-groups (about five or six persons in each sub-group), elect a leader and a reporter, and "buzz" for a period of five minutes to bring out possible means of solving the problem under discussion. At the end of five minutes the "buzz" sessions are called to a halt, reports presented and recorded for the group to see. Further group action may follow the "buzz".

4. Work groups utilize small groups of interdependent, interacting individuals who focus their combined efforts and abilities on the solution of some common problem or the achievement of some desired goal.

5. Group discussion is a form of group guidance in which problems common to the group are discussed in an informal student forum.<sup>3</sup>

6. A problem solving procedure is one which involves:

- a. Recognition of a difficulty
- b. Definition of the problem
- c. Exploration of possible solutions
- d. Selection of a possible solution
- e. Elaboration of an idea through the development of its implications (by means of collecting data)

---

<sup>3</sup>Carter V. Good, Dictionary of Education, p. 136.

f. Corroboration of ideas and formulation of concluding belief through experimental verification.<sup>4</sup>

7. The pupil-teacher planning technique offers an opportunity for teachers and individual pupils or groups of pupils to consult together in order to determine how the content and experiences developed in a course might be suited to the background, experience, purposes, interests and needs of pupils.<sup>5</sup>

8. Self evaluation is a process by which one appraises the value of his own growth as demonstrated by observable evidence.

9. Peer group evaluation is a process by which individuals in a peer group participate in examining, analyzing, and judging the growth exhibited by individuals in the respective group.

10. The case study technique involves the detailed studies of individuals as a basis for the introduction of principles.<sup>6</sup>

11. A field trip is a planned visit to a site outside the classroom in order that pupils may observe the "work-a-day world in operation."<sup>7</sup>

12. The group conference is a free or a planned procedure in which a number of pupils and the teacher meet together to discuss a designated problem.<sup>8</sup>

<sup>4</sup>John Dewey, How We Think, p. 12.

<sup>5</sup>Good, op. cit., p. 114.

<sup>6</sup>Ibid., p. 58.

<sup>7</sup>Edgar Dale, Audio-Visual Methods in Teaching, pp. 134-5.

<sup>8</sup>Good, op. cit., p. 92.

13. An individual conference may be initiated by either the pupil or the teacher, and it involves a consultation between two persons, the pupil and the teacher.<sup>9</sup>

14. An informal conversation is a verbal interchange of ideas which occurs casually and naturally in a given situation.

15. A radio or television presentation by pupils is a teaching device which incorporates group organization, problems of communication, management of time and materials (sound or properties), study, evaluation, and synthesis of ideas.

16. Social functions are used as a teaching technique during the regular school day. A variety of occasions (dinners, play parties, teas, receptions, banquets, brunches, luncheons, picnics, and conversational parties) are planned, prepared, managed, evaluated, and evidently enjoyed by groups of adolescents enrolled in homemaking classes.

17. Group games were evolved which incorporated content materials of home and family life education into the rules of games which are familiar to or easily learned by adolescents. For example, nutritional information which seemed significant to the health and general appearance of adolescents was incorporated into a table game similar to "Touring".

18. Cartoons are a form of visual aids which may be utilized to point out pertinent facts or relationships. Both commercial and original cartoons were utilized.

---

<sup>9</sup>Ibid., p. 92.



19. Posters are a form of visual aids which utilize pictures, drawings, and brief verbalizations to convey an idea and create an impression.<sup>10</sup>

20. Film strips are composed of a collection of or series of frames related to a specific topic or problem. They are prepared as an aid to teaching and present information, show continuity of processes, and assist in the formulation of concepts.

21. Motion pictures were used in the classroom as an aid to instruction. This particular technique is valuable in presenting (1) meanings which involve motion, (2) the relation of time to given operations, (3) reconstructed events, (4) processes or objects which are invisible to the human eye, (5) inter-relationships of time, space, and events.<sup>11</sup>

22. Bulletin boards are a device for the informal presentation of ideas, facts, or items of interest which are directly related to pupil activity.<sup>12</sup>

23. An exhibit is a teaching technique which involves the collection and presentation of objects and materials in a setting so as to convey a unified idea.<sup>13</sup>

24. The teaching technique involving the use of models utilizes easily recognizable imitations of the original which may or may not be workable.<sup>14</sup>

---

<sup>10</sup> Good, Ibid., p. 303.

<sup>11</sup> Dale, op. cit., pp. 183-91.

<sup>12</sup> Ibid., pp. 296-99.

<sup>13</sup> Good, op. cit., p. 159.

<sup>14</sup> Dale, op. cit., p. 87.

25. The chalk talk technique is a form of illustrated lecture in which the speaker correlates the content of his presentation with objects drawn.

26. The use of illustrated pamphlets and magazines as a teaching device may be encouraged if such materials are made available in an informal setting.

27. Popular commercial radio and television programs may provide content which is related to or holds implications for problems being investigated by pupils. Such content might be utilized through group discussion based on out of school listening and/or viewing or upon recorded reproductions of such presentations.

28. Charts are a teaching device which present a systematic arrangement of facts in a pictorial or graphic form.<sup>15</sup>

29. Socio-drama is a type of role playing designed to give participants greater understandings of such social forces as prejudice, human relationships and cultural pressures.<sup>16</sup>

30. Charades may be used as a teaching device as pupils represent their concepts of certain terminology used in the content of home and family life education.

31. Pantomime is a technique by which a series of actions are used to express ideas or convey information.<sup>17</sup>

---

<sup>15</sup>Good, op. cit., p. 65.

<sup>16</sup>F. Redl and W. W. Wattenberg, Mental Hygiene in Teaching, pp. 446-47.

<sup>17</sup>F. H. Vizetelly, The Practical Standard Dictionary of the English Language, p. 819.

32. Puppets (string puppets or marionettes) may be utilized as a teaching technique when participants are too self-conscious to speak for themselves or to participate in role playing. Such a technique provides variety, interest, and an opportunity for the teacher to gather certain projective data.

33. Stories from the literature of the world may be utilized to show relationships, examine values, evaluate behavior, and formulate generalizations.

34. Dramatizations are planned or extemporaneous plays which are presented by pupils and whose content is related to the solution of recognized problems.

35. Tape recordings may be used as a teaching device in that they may be used to utilize commercial broadcasts which would otherwise be lost and to preserve a verbal record of pupil-teacher planning and evaluation sessions.

36. Snapshots may be utilized to preserve a visual record of progress and to indicate the need for further efforts.

37. The question box is a device which may be used as a teaching aid. A sealed box with a small opening in the top is placed in a prominent location in the classroom laboratory and pupils are invited to deposit unsigned questions or problems in the box for future discussion at some time when the class is meeting in a general session.

38. A demonstration is a method of teaching in which the instructor gives an oral presentation of subject matter while

demonstrating with certain devices.<sup>18</sup>

39. When considered as a teaching technique, a club is a school organization under student leadership (with faculty guidance), the members of which have some common interest.<sup>19</sup>

40. Animal experiments are a type of teaching technique which demonstrates the observable effect of certain practices on a living organism.

41. Home visitation may be considered as an aid to teaching in that such visitation serves to establish rapport with the pupil and his family and assists the teacher to understand the frame of reference peculiar to the pupil.

42. The service pupil technique involves each student in some form of school or community service for a minimum of one hour per school day. In such a procedure, pupils select their faculty advisor and the group with which they wish to function in the performance of certain civic and social responsibilities.

43. Summer camp is a teaching device which enables pupils of all class levels to plan together over a long period of time, earn money as an organized group, and participate in a pupil-managed camping experience for a period of three to five days.

44. Home experiences are considered as a teaching aid in that they provide an opportunity for the pupil to practice and demonstrate his learning.

---

<sup>18</sup>Good, op. cit., p. 124.

<sup>19</sup>Ibid., p. 78.

45. Laboratory practice is a teaching technique which encourages pupil participation in the planning, execution, and evaluation of certain performances designed to develop skills, attitudes, values, understandings, and knowledges which contribute to home and family living.

There is no intent to imply that middle class adolescents might not be able to utilize techniques which have been adapted for use with lower class equally as well as lower class children. Lower class children, however, have demonstrated that they do not understand, nor can they fully utilize techniques which are compatible with the middle class frame of reference.

#### Summary

Implications for the establishment of certain criteria pertinent to the selection, formulation, utilization, and evaluation of teaching techniques were drawn from data presented in Chapters II, III, IV, and V. It was apparent that certain criteria were applicable to techniques used in guiding the learning experiences of all adolescents while other criteria were designed especially for use with lower class adolescents.

Certain teaching techniques which appeared to conform to the general criteria and which offered frameworks of operation which were adaptable to specific requirements were suggested.

## CHAPTER VII

### PRACTICAL APPLICATION AND EVALUATION OF "CULTURALLY FAIR" TECHNIQUES

In an effort to determine whether or not the proposed "culturally fair" techniques were more effective than "representative teaching techniques" in assisting adolescents to achieve the developmental tasks with which this study is concerned, the frameworks of the techniques proposed in Chapter VI were used for a period of nine months with an experimental group of 46 adolescents in the Wylie High School while "representative techniques" were used with a control group for the same period of time. The method of equating the control and experimental groups, the procedure used with the experimental group, and the evaluation of the proposed techniques as a means of assisting adolescents to achieve their developmental tasks will be discussed in this chapter.

#### Equating the Control and Experimental Groups

As indicated in Chapter I, a battery of measurements which provided data related to age, sex, intelligence, socio-economic status, and developmental level of adolescents was administered early in the school year to pupils in home and family life education throughout the state. After the

measurements containing these data were scored and tabulated, it was evident that a relatively "good match" could be acquired in designated factors<sup>1</sup> for 46 of the 79 pupils in the home and family life education program in the Wylie (Texas) High School.

Table 26A in the Appendix presents a tabulation of the age, sex, intelligence, socio-economic status, personality adjustment percentile, and mean percentile rank on the SRA Youth Inventory for each of the individuals in the control and the experimental groups. The contents of the respective table, however, are summarized and analyzed in Table 54.

TABLE 54

MEAN STATUS OF CONTROL AND EXPERIMENTAL GROUPS  
AS INDICATED BY BEGINNING MEASURES<sup>2</sup>

Factors	Experimental Group	Control Group
Age	15.75 years	16 years
Sex	33 girls 13 boys	33 girls 13 boys
I.Q.	98.33	99.37
American Home Scale Score	29.82	29.65
Average Percentile Rank on all 8 areas in <u>SRA Youth Inventory</u>	60.39	63.97
Personality Adjustment Percentile	30.78	43.69

<sup>1</sup> Age, sex, problem areas, intelligence, and socio-economic status as designated in Chapter I.

<sup>2</sup> Table 26A, Appendix.

Although there is a difference of 1.04 in the mean of the two groups in intelligence, the critical ratio is only 0.63<sup>3</sup> indicating no significant difference in the intelligence of the two groups.<sup>4</sup>

It is also evident that there is no significant difference in the socio-economic status of the individuals in the two groups, for the mean score of the control group exceeded the mean score of the experimental group by only 0.26 of one point. Further analysis produced a critical ratio of 0.17 which would seem to indicate that the groups were satisfactorily equated in socio-economic status.

In comparing the status of the two groups in percentile rank on the SRA Youth Inventory, a critical ratio of 0.86 was obtained. Although a critical ratio of 0.86 does demonstrate a less exact matching in this factor than in others examined thus far, the difference is not of a significant nature.

A significant difference, however, was found to exist in the personality adjustment status of individuals in the two groups, for a critical ratio of 2.6 was indicated. According to Bugelski,<sup>5</sup> such a critical ratio would mean that in personality adjustment the percentile rank of the control group would exceed that of the experimental group 99.5 times out of 100.

---

<sup>3</sup>Table 26A, Appendix.

<sup>4</sup>B. R. Bugelski, A First Course In Experimental Psychology, pp. 29-37.

<sup>5</sup>Ibid., p. 37.



Comparison of Culturally Fair and  
Representative Techniques

Representative techniques were defined on the basis of observations made while participating in area and state-wide work groups composed of homemaking teachers and supervisory personnel. According to the comments of the teachers, teaching techniques most frequently employed in the presentation of content materials and development of experiences in home and family life education appeared to be:

1. Pupil-teacher planning without an objective measurement of pupil's problems or developmental status
2. Teacher executed demonstrations
3. Pupil study and recitation
4. Teacher led discussion groups
5. Pupil-teacher conferences
6. Teacher-parent supervised home experiences
7. Teacher-supervised laboratory experiences
8. Self and teacher evaluation
9. Lectures by the teacher
10. Club organizations
11. Visual aids as bulletin boards, charts, pictures, models, or similar illustrations
12. Group process
13. Problem solving procedures.

For the purpose of this discussion, therefore, these procedures which appear to be most commonly utilized in home

and family life education programs in the state will be referred to as "representative techniques".

The four teachers whose pupils were incorporated in the control group were selected by their area supervisors as being representative of the homemaking teachers in each of their respective areas. No changes were made in their modes of teaching because of their pupils' participation in this study; therefore, it is assumed that adolescents in the control group encountered teaching techniques which may be classified as "representative" of those used in home and family life education programs throughout the state.

On the other hand, the phrase "culturally fair techniques" is used to refer to those teaching techniques which were adapted to conform to the criteria proposed in Chapter VI and utilized with adolescents in the experimental group. Specifically, "culturally fair" techniques differ from "representative" techniques in that the former allows the learner to maintain some security within his own frame of reference as he defines his problem, explores available avenues to an acceptable solution, applies his learning, and evaluates the consequences; while the latter may attempt to require the adolescent to "adopt" a middle class framework in order to participate successfully in the respective "learning" experience.

#### Application of "Culturally Fair" Techniques

The battery of measurements which was administered soon after classes were organized in September, 1952, provided

data related to the specific problems with which adolescents in the experimental group were concerned. A tabulation of such concerns was made for each classroom group as the problem profiles for individuals were studied. Those problems which proved to be common to adolescents in a classroom group were examined in a series of pupil-teacher planning sessions in order to determine how experiences in home and family life education could assist adolescents in the solution of their respective problems. When the pupils within each classroom group had, with the teacher, explored the types of experiences in home and family life education which offered avenues to the solution of their recognized problems, the class members selected individual and group experiences which they considered most adequate to meet their specific needs.

In the development of these individual and group experiences a constant, persistent effort was exercised to avoid (1) "teacher structured" purposes in the selection, presentation, or interpretation of content materials, (2) the use of study materials which failed to communicate with the respective pupil using them, (3) teacher assigned tasks, and (4) a formal classroom situation.

The nature of the content materials and experiences utilized by adolescents in the experimental group is indicated in Table 53, Chapter V, while the actual techniques employed in the presentation of content or the development of experiences may be found in Chapter VI. For example: much of the content

materials needed in the solution of individual and group problems were presented through the use of stories, case studies, animal experiments, demonstrations, field trips, moving pictures, film strips, bulletin boards, question boxes, exhibits, chalk talks, simple charts, cartoons, and commercially produced radio and television programs.

Individuals and groups were given an opportunity to react verbally to content materials provided for use in the solution of the respective problems in informal class discussions, informal conversations, and pupil-teacher conferences. They were, however, encouraged to evaluate the nature of their individual reaction to the proposed or implied information through participation in buzz sessions, socio-dramas, and puppet shows which focused on interactive forces associated with the content materials under examination. After pupils were given an opportunity to compare their reactions to the proposed content materials with the reactions of peer-mates, an opportunity was provided for each individual to formulate for himself (in a peer-group process) some decision as to the worth of the practices suggested in the proposed content and, if he does not consider the content meaningful in the solution of his problems, to make some plan by which he can practice the learning. In guiding such a pupil or group of pupils in the formulation of a plan for practicing new learning considerable effort was made to avoid artificial situations and to utilize opportunities for practice in the learning not only at

school but in home, community, vocational and recreational roles.

After the individual or a group executed its plan of action, applied the new learning to the solution of the recognized problem, and reached a solution which was satisfying to the individual or group involved, the learners participated in a self-evaluation process to determine evidences of growth, demonstrate learning, and determine the relation of the solution to new problems and activities.

Four examples of "culturally fair" techniques used with the experimental group are taken from records accumulated over a period of nine months and are presented to indicate the manner in which the framework of certain teaching techniques were adapted to meet criteria designated in Chapter VI.

1. An adolescent girl was observed to practice table manners which failed to compare favorably with those of her peer group or with even the most informal rules of table etiquette.. Data acquired from her responses to the initial battery of tests and scales indicated a very low degree of achievement in the area of social skills and considerable anxiety to the effect that she was not "like" her classmates. During the course of this study, the particular adolescent whom, for purposes of clarification, will be referred to as Amy, attached herself to a small group of her classmates in order to investigate the desirability of achieving certain social skills and to plan a course of action by which specific

social skills might be acquired. As the group explored the problem, a question concerning the relation of table etiquette to social acceptance evolved. Instead of suggesting that the group read about such possible relationships in the bulletins, books, and leaflets available in the department, the teacher asked why they did not stage a demonstration of desirable and undesirable table manners and judge the relationship for themselves. As some members of the small group lacked sufficient self-confidence to perform as a "self", the technique of role playing was explained to the group and the simple aspects of the socio-drama discussed. As the group proceeded to "structure" the demonstration it was emphasized that each participant would be playing a role and would be expected to portray actions typical of the role he was playing rather than those typical of his own practices.

The group structured the socio-drama so that each of its members had a role to play. Two persons were host and hostess; two represented guests who used acceptable table etiquette; and two other were to represent guests who demonstrated undesirable table manners. Amy volunteered to demonstrate the role of an unmannerly guest. Her participation was so wholehearted and her role presented so genuinely that her efforts were highly commended by her peer group even while the practices she employed were evaluated as being unacceptable. Amy's performance was commented on to such an extent that her group was requested by other work groups in the class to

re-stage the demonstration for the entire class to see. It was in this manner that Amy achieved (1) some status with her peers, (2) some satisfying interaction with those of a higher socio-economic status, and (3) an objective evaluation of her own personal practices.

As Amy's group continued its investigation of social practices, Amy was not observed to study any textbook materials on the subject but she did (1) ask to take home some illustrated single-page leaflets on table etiquette, (2) exhibited increased observation of etiquette used by her peer group, (3) view bulletin board material with new interest, (4) and take more active part in group activities.

The teaching technique used to assist Amy in the acquisition of more desirable table manners appears to conform to the criteria for culturally fair techniques in that:

- a. It did not attack the learner in her existing status.
- b. The learner was not required to demonstrate an unfamiliar role.
- c. Democratic interaction was utilized in the initial formulation of the group and in the designation of roles.
- d. Self-interest rather than an altruistic basis was utilized in an approach to the problem.
- e. Approval of a peer group was the motivating factor in learning.
- f. Unsuitable actions were evaluated and condemned without an involvement of "the self".
- g. Some relationship was provided between out of school experiences and school success.

- h. The learning activity stimulated further investigation and growth.
- i. Learning was not placed on a competitive basis.
- j. The learner was assisted in defining the behavior expected of him by his peer group.
- k. The procedure aided in cementing the pupils as a group and in promoting social interaction.
- l. The learning experience was concrete and the participation satisfying to the learner.
- m. The learner was assisted in defining the status he desired and guided in learning the role he must play to achieve it.
- n. The learning experience assisted the learner in evaluating his out of school experiences in relation to table manners.
- o. A clear cut definition of the situation and the behavior appropriate to the respective situation was provided by peer evaluation.
- p. Immediate satisfaction was derived from the experience.
- q. The learning experience provided practice which had not been encouraged in the home.
- r. Abstractions and excess verbalizations were avoided.
- s. The learner was placed in a position of responsibility.
- t. Individual attention was received through group recognition.
- u. Guidance was substituted for ridicule.
- v. An experience in learning was substituted for a recitation about learning.
- w. Problem solving procedures were encouraged.
- x. The adolescent was assisted in interpreting his purposes in terms of the demands of society.



Such a technique would probably differ from the representative techniques approach in that:

- a. Pupil-teacher planning was based upon an objective measurement of pupil's problems and developmental status.
- b. Formal study and recitation were not required by the teacher.
- c. Small work groups encouraged individual participation.
- d. Performance was evaluated by peer group.
- e. Content of performance was evaluated without an involvement of "the self".

2. In the process of developing a greater understanding of factors which contribute to desirable family relationships, a small group of adolescents from lower-lower, upper-lower, and lower-middle class elected to investigate some of the more common causes of friction in parent-adolescent relationships and to suggest possible procedures which might be used in eliminating the sources of discord. In order to get some of the more obvious causes before the group, a circular discussion group was employed and "friction factors" were listed on the chalk board as they were suggested. When the list had been completed to the satisfaction of the group, attention was focused on possible means of alleviating the sources of difficulty. As might have been expected, the suggested solutions varied with the personal-social background of individual pupils. However, instead of imposing teacher judgement as to which of the proposed solutions seemed most acceptable in a

given situation or instead of insisting that the group select "a solution" suitable to the respective situation at that time, the group was given a puppet stage, stage properties, and an assortment of puppets. They were asked to structure and dramatize home and family life situations which illustrated the "friction factors" listed and to present (with the puppets) the proposed solutions for each "friction factor." The remainder of the class was asked to view the puppet show and evaluate the proposed solutions in a general group discussion. In this manner adolescents were able to differentiate values, refine meanings, and re-evaluate attitudes and practices in the light of peer group evaluations and the demands of the culture.

The techniques utilized in this learning experience appear, on the basis of subjective judgement, to conform to the general and specific criteria suggested in Table 6, for they:

- a. Do not attack the learner as a "being"
- b. Appear to be effective as a means of communication
- c. Seem to involve the learner in the learning activity
- d. Are designed to promote democratic interaction between individuals in different socio-economic groups
- e. Draw from the activities familiar to the learner
- f. Tend to assist the adolescent in defining and solving his own problems
- g. Do avoid abstractions and excess verbalization.

Such a technique would probably differ from a "representative" technique in that:

- a. Investigations were substituted for teacher judgement.
- b. Projective techniques were utilized to demonstrate values and attitudes.
- c. Decisions were deferred until peer group reactions and cultural demands were examined.
- d. Interpretation of cultural expectations were made for adolescents by the peer group.
- e. Adolescents were encouraged to substitute a rational for an autocratic conscience.

3. A group of lower-lower, upper-lower, and lower-middle class boys in the first year high school demonstrated little knowledge of or practice in the use of acceptable dating etiquette.. Although the problem was apparent, the membership of the group seemed inclined to ask questions "about" rather than participate "in" learning activities related to the problem. Class discussions, pupil demonstrations, and teacher-pupil planned social affairs were severely limited in value by an obvious sense of uneasiness which seemed to pervade any participation. Acting on the supposition that the tension might be evidences of the pupil's (1) lack of knowledge as to the correct procedure, (2) fear of failure in a role which was unfamiliar, or (3) concern as to how his peer-sex group would accept his performance in a new role, a game was devised in which new learning was placed upon an old, familiar framework.

The class was divided into two "sociometrically designed" groupings and each group was requested to select some social situation (as opening the door for another, crossing over to the outside of the walk, introducing his girl-friend to his father, ordering food in a restaurant, or asking for a date over the telephone) and demonstrate a procedure which was not wholly correct for functioning in the particular situation. Members of the opposing team were granted a score when they could, as a group, identify the incorrect procedure and substitute one which is socially acceptable.

The game framework provided; (1) peer group support in making decisions involving new content, (2) a permissive attitude toward social errors, and (3) peer group participation in the practice of a new role.

This technique does not appear to violate any of the criteria proposed in Chapter VI and probably differs from "representative" techniques in that:

- a. The practice of error is not condemned but recognized.
- b. The teacher is an observer-referee rather than a director of the game.
- c. There is an effort to avoid anxiety on the part of the "non-proficient" pupil.
- d. The decision of a group, rather than the decision of an individual, is requested.

4. Responses to the battery of tests and scales administered in September indicated that girls in the second year of high school ( and in the second year of homemaking) showed

an exaggerated sense of dependence on parents and other adults. After the pupils explored possible solutions for this condition through the buzz technique, general discussion, case studies, and laboratory experimentation, the group decided to practice in an independent role by attempting ( as a group) to assume, with a minimum of teacher guidance, full responsibility for the success of some school or community project which demanded skills and abilities which they, as a group, could command. As a result of this decision these adolescents planned, prepared and served a formal meal to some ninety-six guests with the teacher offering security during the planning when other resource materials failed but with the group relying entirely on its own efforts in the actual preparation and service of the meal. In fact, the teacher was a guest at the dinner and the second year homemaking pupils conducted their "operation independent" without an adult in the foods laboratory during the service of the meal.

These techniques appear to be compatible with criteria proposed in Chapter VI but differ rather significantly from some representative techniques in that:

- a. Pupils assumed the responsibility for the synthesis of plans, the management of time and money, and the evaluation of procedures.
- b. The teacher offered security only when it was desired by the adolescents and when it could not be secured from the group or from resource materials.

### Evaluation of Techniques

Teaching techniques which conform to the criteria suggested in Chapter V were utilized over a period of nine months in an effort to enable adolescents in the experimental group to use the content materials of home and family life education in the solution of problems which are related to the achievement of certain developmental tasks. Throughout the year memorandums, sociometric data, anecdotal records, and pupil evaluations were compiled in order to examine any observable contribution of specific content materials and/or techniques to the accomplishment of certain developmental tasks; however, the unitary nature of development as well as the subjective nature of such data caused this material to appear unsuited for the nature of this analysis. The evaluation of teaching techniques utilized with the experimental group, therefore, will be based only on an objective comparison of the status of the control and experimental groups at the close of the school year in May, 1953.

In order to evaluate the effect of the techniques used with the experimental group, the t-test of significance was used.<sup>6</sup> As the t-test may be used both to evaluate the effect of a given factor on an experimental group (when cases in the

---


$$t = \frac{M_1 - M_2}{\frac{\frac{D^2}{N} - M_D^2}{(N - 1)}}$$

control group are paired with those in the experimental group) and to test the mean status of pupils before and after a "given treatment" to determine whether or not the "treatment" affected the mean status of pupils,<sup>7</sup> the following analysis will examine both the significance of growth within the respective groups and any observable difference in the control and experimental groups.

#### Effect of Techniques on Personality Adjustment

Total adjustment.--The significance of the degree of change in percentile rank in total personality adjustment exhibited by control and experimental groups may be observed by an examination of Table 55.

According to Table 54, the mean percentile achievement in total personality development in September, 1952, was 30.78 and 43.69 for the experimental and control groups respectively. Data presented in Table 55 indicate that those in the control group showed a mean percentile increase of 8.13 over a nine months period while those in the experimental group demonstrated a mean percentile increase of 38.13. When the t-test was applied to the data presented in Table 55, "t" had a value of 2.64 which would indicate that the effect of the variable factor was very significant and would occur by chance in less than 1 per cent of the cases.

---

<sup>7</sup>E. F. Lindquist, Statistical Analysis in Educational Research, pp. 58-59.

TABLE 55  
 PERCENTILE RANK IN TOTAL ADJUSTMENT, MAY, 1953

Case	Percentile Rank		D	D <sup>2</sup>
	Experimental Group	Control Group		
1	40	90	- 50	2500
2	40	70	- 30	900
3	90	5	/ 85	7225
4	80	40	/ 40	1600
5	45	95	- 50	2500
6	80	60	/ 20	400
7	95	50	/ 45	2025
8	75	70	/ 5	25
9	95	95	- 0	0
10	75	90	- 15	225
11	65	65	- 0	0
12	95	35	/ 60	3600
13	95	60	/ 35	1225
14	75	25	/ 50	2500
15	95	40	/ 55	3025
16	95	30	/ 65	4225
17	95	50	/ 45	2025
18	95	55	/ 40	1600
19	70	25	/ 45	2025
20	65	55	/ 10	100
21	55	60	- 5	25
22	19	50	- 40	1600
23	80	20	/ 60	3600
24	70	90	- 20	400
25	95	60	/ 35	1225
26	75	35	/ 40	1600
27	75	15	/ 60	3600
28	65	25	/ 40	1600
29	60	80	- 20	400
30	20	5	/ 15	225
31	30	90	- 60	3600
32	30	55	- 25	625
33	90	85	/ 5	25
34	70	35	/ 35	1225
35	95	15	/ 80	6400
36	40	40	- 0	0
37	35	60	- 25	625
38	55	5	/ 50	2500
39	95	85	/ 10	100
40	95	40	/ 55	3025
41	20	95	- 75	5625



TABLE 55--Continued

Case	Percentile Rank		D	D <sup>2</sup>
	Experimental Group	Control Group		
42	20	85	- 65	4225
43	95	50	/ 45	2025
44	85	60	/ 25	625
45	55	65	- 10	100
46	95	20	/ 75	5625
Total	3170	2430	740	88350
Mean	68.91	52.82	16.08	
		t = 2.64		

Measures of percentile rank in total personality adjustment which were recorded for individuals in the experimental group in May showed that the techniques utilized with this group had contributed significantly to pupil growth in personality adjustment. Table 56 presents a tabulation of these data.

TABLE 56

PERCENTILE RANK IN PERSONALITY ADJUSTMENT  
EXPERIMENTAL GROUP

Case	Percentile Rank		D	D <sup>2</sup>
	Experimental Group	Control Group		
1	40	15	- 25	625
2	40	55	- 15	225
3	90	40	- 50	2500
4	80	70	- 10	100
5	45	35	- 10	100
6	80	70	- 10	100

TABLE 56--Continued

Case	Percentile Rank		D	D <sup>2</sup>
	Experimental Group	Control Group		
7	95	80	- 15	225
8	75	5	- 70	4900
9	95	50	- 45	2025
10	75	20	- 55	3025
11	65	35	- 30	900
12	95	50	- 45	2025
13	95	25	- 70	4900
14	75	45	- 30	900
15	95	1	- 94	8836
16	95	10	- 85	7225
17	95	35	- 60	3600
18	95	15	- 80	6400
19	70	50	- 20	400
20	65	10	- 55	3025
21	55	10	- 45	2025
22	10	5	- 5	25
23	80	15	- 65	4225
24	70	50	- 20	400
25	95	70	- 25	625
26	75	10	- 65	4225
27	75	30	- 45	2025
28	65	35	- 30	900
29	60	60	0	0
30	20	10	- 10	100
31	30	5	- 25	625
32	30	10	- 20	400
33	90	50	- 40	1600
34	70	30	- 40	1600
35	95	5	- 90	8100
36	40	20	- 20	400
37	35	30	- 5	25
38	55	30	- 25	625
39	95	35	- 60	3600
40	95	50	- 45	2025
41	20	15	- 5	25
42	20	5	- 15	225
43	95	15	- 80	6400
44	85	55	- 30	900
45	55	20	- 35	1225
46	95	30	- 65	4225
Total	3170	1416	1754	98586
Mean	68.94 (69)	30.78 (31)	38	

When the t-test is applied to these data one may observe that the improvement observed in total personality adjustment could be attributed to chance in less than 1 per cent of all cases for a t-value of 9.64 was obtained.

On the other hand Table 57 indicates that a t-value of 2.9 was obtained from an analysis of data related to the control group's status in personality adjustment in September, 1952, and May, 1953.

TABLE 57  
PERCENTILE RANK IN PERSONALITY ADJUSTMENT  
CONTROL GROUP

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
1	90	95	- 5	25
2	70	65	- 5	25
3	5	30	- 25	625
4	40	10	- 30	900
5	95	85	- 10	100
6	60	40	- 20	400
7	50	40	- 10	100
8	70	35	- 35	1225
9	95	95	0	0
10	90	80	- 10	100
11	65	60	- 5	25
12	35	60	- 25	625
13	60	25	- 35	1225
14	25	35	- 10	100
15	40	50	- 10	100
16	30	30	0	0
17	50	15	- 35	1225
18	55	65	- 10	100
19	25	20	- 5	25
20	55	80	- 25	625
21	60	20	- 40	1600
22	50	30	- 20	400
23	20	20	0	0
24	90	40	- 50	2500

TABLE 57--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
25	60	45	- 15	225
26	35	15	- 20	400
27	15	10	- 5	25
28	25	25	0	0
29	30	60	- 20	400
30	5	15	- 10	100
31	90	40	- 50	2500
32	55	45	- 10	100
33	85	75	- 10	100
34	35	65	- 30	900
35	15	5	- 10	100
36	40	45	- 5	25
37	60	30	- 30	900
38	5	20	- 15	225
39	85	30	- 55	3025
40	40	20	- 20	400
41	95	60	- 35	1225
42	85	85	0	0
43	50	50	0	0
44	60	40	- 20	400
45	65	25	- 40	1600
46	20	20	0	0
Total	2010	2430	465	24700
Mean	43.7 (44)	52.8 (53)	10.1	
		t = 2.9		

The t-value of 2.9 would appear to indicate that "representative" practices in home and family life education do contribute significantly to the personality adjustment of the adolescent.

Personal adjustment.--An application of the t-test to the percentile rank scores in personal adjustment resulted in

a t-value of 8.9 for the experimental group. An analysis of these data is given in Table 58.

TABLE 58  
PERSONAL ADJUSTMENT OF EXPERIMENTAL GROUP  
SEPTEMBER, 1952 - MAY, 1953

Case	Percentile Rank		D	D <sup>2</sup>
	May	September		
1	15	5	10	100
2	95	40	55	3025
3	85	35	50	2500
4	70	55	15	225
5	25	20	5	25
6	55	45	10	100
7	95	55	40	1600
8	55	5	50	2500
9	80	40	40	1600
10	40	15	25	625
11	45	30	15	225
12	95	40	55	3025
13	95	15	80	6400
14	55	35	20	400
15	95	1	94	8836
16	95	5	90	8100
17	85	25	60	3600
18	95	10	85	7275
19	55	55	0	0
20	55	10	45	2025
21	85	10	75	5625
22	25	10	15	225
23	95	25	70	4900
24	75	75	0	0
25	95	70	25	625
26	80	20	60	3600
27	65	20	45	2025
28	50	25	25	625
29	45	40	5	25
30	10	5	5	25
31	10	5	5	25
32	25	10	15	225
33	35	45	40	1600
34	55	25	30	900
35	95	5	90	8100
36	25	20	5	25

TABLE 58--Continued

Case	Percentile Rank		D	D <sup>2</sup>
	May	September		
37	40	35	5	25
38	40	25	15	225
39	90	30	60	3600
40	95	35	60	3600
41	30	30	0	0
42	35	5	30	900
43	95	15	80	6400
44	70	35	35	1225
45	50	10	40	1600
46	95	70	25	625
Total	2995	1241	1704	98886
Mean	64	27	37	
		t = 8.9		

A t-value as great as 8.9 would appear to indicate that the variable in the experiment was responsible for the growth observed.

An analysis of the control groups' two sets of percentile scores in personal adjustment is presented in Table 59. Note the mean percentile increase of 14.3 over the nine months period for the control group as compared with a mean percentile rank increase of 37 for the experimental group.

The t-test for the significance of the control groups' progress in personal adjustment during the nine months period gave a t-value of 3.9. Such a degree of growth could not have occurred by chance in more than 1 per cent of the cases.

TABLE 59  
 PERCENTILE RANK IN PERSONAL ADJUSTMENT  
 CONTROL GROUP

Case	Personal Adjustment Percentile Rank		D	D <sup>2</sup>
	May	September		
1	80	90	- 10	100
2	65	65	0	0
3	85	30	35	1225
4	45	45	0	0
5	95	80	15	225
6	45	35	10	100
7	75	40	35	1225
8	45	20	25	625
9	90	80	10	100
10	90	65	25	625
11	45	45	0	0
12	30	70	- 40	1600
13	75	25	50	2500
14	25	30	- 5	25
15	40	40	0	0
16	50	30	20	400
17	45	55	- 10	100
18	45	65	20	400
19	30	10	20	400
20	60	80	- 20	400
21	75	25	50	2500
22	65	35	30	900
23	30	30	0	0
24	90	25	65	4225
25	60	40	20	400
26	30	10	20	400
27	15	5	10	100
28	10	15	- 5	25
29	90	95	- 5	25
30	15	15	0	0
31	75	40	35	1225
32	35	45	- 10	100
33	30	80	0	0
34	95	40	55	3025
35	20	5	15	225
36	50	75	- 25	625
37	80	40	40	1600
38	5	10	- 5	25
39	90	35	55	3025
40	30	10	20	400

TABLE 59--Continued

Case	Personal Adjustment Percentile Rank		D	D <sup>2</sup>
	May	September		
41	90	55	35	1225
42	85	90	- 5	25
43	35	40	- 5	25
44	80	40	40	1600
45	75	10	65	4225
46	15	10	5	25
Total	2580	1920	620	36000
Mean	56.0	41.7	13.4	

Social adjustment.--The experimental group's mean percentile rank increased 36.2 points during the nine months period while that of the control group showed an increase of 3 points. Table 60 shows the two sets of percentile scores for the experimental group.

TABLE 60

PERCENTILE RANK IN SOCIAL ADJUSTMENT  
EXPERIMENTAL GROUP

Case	Percentile Rank		D	D <sup>2</sup>
	May	September		
1	90	35	55	3025
2	95	75	20	400
3	90	55	35	1225
4	90	70	20	400
5	90	55	35	1225
6	95	90	5	25
7	95	90	5	25
8	90	5	85	7225
9	99	65	34	1156
10	95	25	70	4900



TABLE 60--Continued

Case	Percentile Rank		D	D <sup>2</sup>
	May	September		
11	80	40	40	1600
12	95	65	30	900
13	95	40	55	3025
14	90	60	30	900
15	90	1	89	7921
16	95	20	75	5625
17	95	45	50	2500
18	95	35	60	3600
19	80	55	25	625
20	75	5	70	4900
21	30	5	25	625
22	5	5	0	0
23	50	5	45	2025
24	65	35	30	900
25	85	70	15	225
26	65	5	60	3600
27	85	40	45	2025
28	80	50	30	900
29	75	80	5	25
30	35	20	15	225
31	60	5	55	3025
32	40	10	30	900
33	90	55	35	1225
34	80	40	40	1600
35	95	1	94	8836
36	80	25	55	3025
37	35	20	15	225
38	75	40	35	1225
39	95	45	50	2500
40	95	75	20	400
41	10	5	5	25
42	5	5	0	0
43	90	20	70	4900
44	95	85	10	100
45	60	30	30	900
46	90	10	80	6400
Total	3489	1717	1777	97038
Mean	71.2	35	39.48	

A t-value of 10.3 was obtained and would seem to indicate that growth was not due to a chance factor.

One may observe the control group's distribution of percentile rank scores in personal adjustment in Table 61.

TABLE 61  
PERCENTILE RANK IN SOCIAL ADJUSTMENT  
CONTROL GROUP

Case	Percentile Rank		D	D <sup>2</sup>
	May	September		
1	95	95	0	0
2	70	65	5	25
3	1	30	- 29	841
4	35	90	- 55	3025
5	95	90	5	25
6	60	50	10	100
7	30	35	- 5	25
8	90	60	30	900
9	95	95	0	0
10	80	90	- 10	100
11	85	75	10	100
12	35	50	- 15	225
13	40	20	20	400
14	20	40	- 20	400
15	35	60	- 25	625
16	15	35	- 20	400
17	50	40	10	100
18	65	65	0	0
19	20	25	- 5	25
20	45	75	- 30	900
21	45	20	25	625
22	35	25	10	100
23	15	10	5	25
24	90	65	25	625
25	50	55	5	25
26	40	30	10	100
27	20	20	0	0
28	50	30	20	400
29	65	25	40	1600
30	5	15	- 10	100
31	90	40	50	2500
32	85	40	45	2025
33	90	65	25	625
34	5	90	- 85	7225
35	5	5	0	0
36	25	30	- 5	25

TABLE 61--Continued

Case	Percentile Rank		D	D <sup>2</sup>
	May	September		
37	30	20	10	100
38	5	30	- 25	625
39	65	25	40	1600
40	45	25	20	400
41	95	60	35	1225
42	80	75	5	25
43	75	65	10	100
44	40	40	0	0
45	50	30	20	400
46	25	40	15	225
Total	2296	2160	4166	28916
Mean	49.9	46.9	3.6	
		t = 0.8		

The t-value of 0.8 is insignificant and indicates that the slight improvement could have been due to chance rather than to techniques used.

#### Effect of Teaching Techniques on Problems of Adolescents

When adolescents were asked to respond to the SRA Youth Inventory in September, 1952, by checking any of the 298 items which were problems for them, the experimental group demonstrated a percentile mean of 60.39 (10.39 per cent more problems than average for their age-sex status) and the control group's responses showed a percentile mean of 63.97 (13.97 per cent more problems than is average for their age-sex status).

In May, 1953, the experimental group had a percentile mean of 22.09 on the SRA Youth Inventory while those in the control group demonstrated a mean percentile rank of 55.48. Table 62 presents a tabulation and analysis of the May percentile rank scores for both groups.

As one studies data related to pupil status in percentile rank on SRA Youth Inventory he should keep in mind that a higher percentile rank indicates the existence of more unsolved problems than a lower rank.

TABLE 62

PERCENTILE RANK ON SRA YOUTH INVENTORY FOR  
THE CONTROL AND EXPERIMENTAL GROUPS  
MAY, 1953

Case	Percentile Rank		Difference	Difference <sup>2</sup>
	Control Group	Experimental Group		
1	10.75	37.00	- 26.25	689.06
2	51.50	14.37	37.13	1378.63
3	9.37	11.87	- 2.50	6.25
4	19.75	21.12	- 1.37	1.87
5	20.37	49.25	- 28.88	834.05
6	67.00	17.62	49.38	2438.38
7	36.25	67.62	- 31.37	984.07
8	77.75	64.37	13.38	179.02
9	33.75	10.12	23.63	558.39
10	17.75	20.75	- 3.00	9.00
11	62.37	21.12	41.25	1697.56
12	46.50	9.50	37.00	1369.00
13	59.25	18.37	40.88	1671.17
14	88.12	22.12	66.00	4356.00
15	54.37	1.50	52.87	2795.23
16	53.50	31.62	21.88	478.73
17	72.12	71.87	.25	.06
18	55.87	18.87	37.00	1369.00
19	92.50	51.00	42.50	1806.25

TABLE 62--Continued

Case	Percentile Rank		Difference	Difference <sup>2</sup>
	Control Group	Experimental Group		
20	71.12	10.87	60.25	3630.06
21	38.12	20.37	17.75	315.06
22	61.00	21.87	39.13	1531.15
23	88.87	10.00	78.87	6220.47
24	12.00	16.36	- 4.37	19.09
25	95.87	8.00	87.87	7721.13
26	83.37	7.37	76.00	5776.00
27	84.25	7.25	77.00	5929.00
28	93.37	8.62	84.75	7188.56
29	30.87	7.37	23.50	552.25
30	61.12	20.50	40.62	1650.98
31	34.87	8.75	26.12	682.25
32	70.00	19.62	50.38	2538.14
33	40.62	9.25	31.37	984.07
34	69.75	25.25	44.50	1980.25
35	95.37	18.25	77.12	5947.49
36	52.00	43.75	8.25	68.06
37	63.75	23.62	40.13	1610.41
38	95.87	32.37	63.50	4032.25
39	11.12	9.25	1.87	3.49
40	58.25	12.87	45.38	5059.34
41	27.75	8.87	18.88	356.45
42	53.00	24.75	28.25	798.06
43	83.75	.50	83.25	6930.56
44	64.50	35.21	29.29	857.90
45	17.25	40.37	- 23.12	534.53
46	65.37	5.00	60.37	3644.53
Total	2552.02	1016.33	1536.69	99183.25
Mean	55.48	22.09	33.4	

Statistical treatment of the foregoing data produced a t-value of 7 which would indicate that in less than 1 per cent of the cases the improvement indicated could have been caused by chance rather than by techniques utilized. The degree to which experimental pupil status was influenced by the techniques

employed is indicated by a t-value of 6.77. A t-value of 6.77 is relatively conclusive of the fact that change in status was not due to chance. The data used in the above analysis were taken from Table 63 which follows.

TABLE 63  
EXPERIMENTAL GROUP SEPTEMBER-MAY  
SRA YOUTH INVENTORY PERCENTILE RANK MEANS

Case	Percentile Mean on All 8 Areas <u>SRA</u>		D	D <sup>2</sup>
	September	May		
1	73.50	37.00	- 36.50	1332.25
2	83.87	14.37	- 69.50	4830.25
3	53.87	11.87	- 42.00	1764.00
4	68.07	21.12	- 46.95	2204.30
5	73.25	49.25	- 24.00	576.00
6	58.87	17.62	- 41.25	1701.56
7	56.75	67.62	/ 10.87	118.15
8	62.37	64.37	/ 2.00	4.00
9	37.25	10.12	- 27.13	736.03
10	77.62	20.75	- 54.87	3010.71
11	84.87	21.12	- 63.75	4064.06
12	64.00	9.50	- 54.50	2970.25
13	86.50	18.37	- 68.13	4641.69
14	45.87	22.12	- 23.75	564.06
15	76.25	1.50	- 74.75	5587.56
16	64.85	31.62	- 33.23	1105.23
17	79.00	71.87	- 7.13	50.83
18	73.00	18.87	- 54.13	2930.05
19	64.12	51.00	- 13.12	172.13
20	37.62	10.87	- 26.75	715.56
21	45.75	20.37	- 25.38	644.14
22	22.12	21.87	- .25	.06
23	71.75	10.00	- 61.75	3813.06
24	27.00	16.37	- 10.63	112.99
25	39.50	8.00	- 31.50	992.25
26	32.50	7.37	- 25.13	631.51
27	71.37	7.25	- 64.12	4111.37
28	55.12	8.62	- 46.50	2162.25
29	58.37	7.37	- 51.00	2601.00

TABLE 63--Continued

Case	Percentile Mean on All 8 Areas <u>SRA</u>		D	D <sup>2</sup>
	September	May		
30	92.25	20.50	- 71.75	5148.06
31	62.75	8.75	- 54.00	2916.00
32	55.87	19.62	- 36.25	1314.06
336	72.12	9.25	- 62.87	3952.63
34	64.62	25.25	- 39.37	1559.99
35	78.25	18.25	- 60.00	3600.00
36	48.50	43.75	- 4.75	22.56
37	75.87	23.62	- 52.25	2730.06
38	77.50	32.37	- 45.13	2036.71
39	47.25	9.25	- 38.00	1444.00
40	42.50	12.87	- 29.63	877.93
41	12.62	8.87	- 3.75	14.06
42	24.75	24.75	- 00.00	0.00
43	58.87	.50	- 58.37	3407.05
44	97.12	35.21	- 61.91	4232.84
45	86.87	40.37	- 46.50	2162.25
46	53.37	5.00	- 48.37	2339.65
Total	2777.99	1016.33	- 1777.73	91905.15
Mean	60.39	22.09	- 38.64	

A significant decrease in number of problems checked by members of the control group was indicated by a t-value of 2.7.

A t-value as high as 2.7 ( with a difference of 45) would seem to indicate that representative techniques used in home and family life education do aid pupils in solving problems.

Effect of Techniques on the Achievement  
of Certain Developmental Tasks

Desiring and achieving socially responsible behavior.--

Due to the fact that the 60 items on the California Personality Test which were related to desiring and achieving socially

TABLE 64  
 PERCENTILE MEAN ON SRA YOUTH INVENTORY  
 CONTROL GROUP

Case	Percentile Mean on All 8 Areas of SRA		D	D <sup>2</sup>
	September	May		
1	17.00	10.75	6.25	39.06
2	52.25	51.50	.75	.66
3	26.00	9.37	16.63	276.55
4	31.62	19.75	11.87	140.89
5	38.16	20.37	17.79	316.48
6	88.37	67.00	21.37	456.67
7	38.37	36.25	2.12	4.49
8	95.00	77.75	15.25	232.56
9	66.37	33.75	32.62	1064.06
10	18.87	17.75	1.12	1.25
11	51.75	62.37	- 10.62	112.78
12	47.87	46.50	1.37	1.87
13	51.62	59.25	- 7.63	58.21
14	65.25	88.12	- 22.87	523.03
15	48.37	54.37	- 6.00	36.00
16	64.75	53.50	11.25	126.56
17	77.50	72.12	5.38	28.94
18	64.50	53.87	8.63	74.47
19	73.50	92.50	- 19.00	361.00
20	80.00	71.12	8.88	78.85
21	61.12	38.12	43.00	1849.00
22	62.25	61.00	1.25	1.56
23	84.00	88.87	- 4.87	23.61
24	70.00	12.00	58.00	3364.00
25	94.62	95.87	- 1.25	1.56
26	62.12	83.37	- 21.25	451.56
27	87.50	84.25	3.25	10.56
28	81.62	93.37	- 11.75	138.06
29	58.37	30.87	27.50	756.25
30	75.50	61.12	14.38	206.78
31	52.37	34.87	17.50	306.25
32	75.25	70.00	5.25	27.56
33	73.87	40.62	33.22	1103.56
34	48.87	69.75	- 20.88	435.97
35	94.75	95.37	- .62	.38
36	74.62	52.00	22.62	511.66
37	64.50	63.75	.75	.66
38	79.00	95.87	- 16.87	284.59
39	29.25	11.12	18.13	328.69



TABLE 64--Continued

Case	Percentile Mean on All 8 Areas of <u>SRA</u>		D	D <sup>2</sup>
	September	May		
40	78.75	58.25	20.50	420.25
41	72.87	27.75	45.12	2035.81
42	68.12	53.00	15.12	228.61
43	72.00	83.75	- 11.75	138.06
44	82.37	64.50	17.87	319.33
45	51.12	17.25	33.87	1147.17
46	72.75	65.37	7.38	54.46
Total	2942.68	2552.02	390.63	18080.33
Mean	63.97	55.48	8.49	

responsible behavior were contained in and made up four complete sub-sections of 15 items each (Sections 1A, 1E, 2A, and 2C), it was possible to tabulate the percentile rank of individuals in each of the four sub-sections and secure a mean percentile rank for each group in the achievement of this respective task. Table 65 presents a tabulation of the percentile scores of the 46 members of the experimental group in each of the four sub-sections and the group's mean percentile rank in the tasks as indicated by the items of this particular measurement.

The application of the t-test to these data presented in Table 65 resulted in a t-value of 32. Such a value would seem to indicate that the contents and techniques utilized in assisting adolescents in the experimental groups to achieve socially responsible behavior were effective to the extent

that one might be sure that the observed growth could have occurred by chance in less than 1 per cent of the cases.

TABLE 65

DESIRING AND ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR  
MAY - SEPTEMBER EXPERIMENTAL GROUP MEAN PERCENTILE RANK IN SECTIONS 1A, 1E, 2A, 2C - CPT

Section 1A				
Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
1	25	5	/ 20	400
2	90	35	/ 55	3025
3	60	25	/ 35	1225
4	70	70	0	0
5	5	15	- 10	100
6	60	45	/ 15	225
7	80	70	/ 10	100
8	25	25	0	0
9	70	60	/ 10	100
10	5	35	- 30	900
11	70	60	/ 10	100
12	80	35	/ 45	2025
13	80	15	/ 65	4225
14	15	15	0	0
15	90	5	/ 85	7225
16	80	35	/ 45	2025
17	60	15	/ 45	2025
18	95	35	/ 60	3600
19	35	80	- 45	2025
20	60	45	/ 15	225
21	90	60	/ 30	900
22	45	60	- 15	225
23	70	60	/ 10	100
24	80	80	0	0
25	90	80	/ 10	0
26	45	15	/ 30	900
27	25	25	0	0
28	1	1	0	0
29	70	80	- 10	100
30	5	5	0	0
31	15	25	- 10	100
32	35	25	/ 10	100

TABLE 65--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
33	99	70	/ 29	841
34	60	35	/ 25	625
35	90	70	/ 20	400
36	15	15	0	0
37	15	25	- 10	100
38	25	15	/ 10	100
39	80	45	/ 35	1225
40	95	95	0	0
41	5	15	- 10	100
42	25	15	/ 10	100
43	99	80	/ 19	361
44	60	15	/ 45	2025
45	60	35	/ 25	625
46	80	60	/ 20	400

## Section 1E

1	1	1	0	0
2	95	15	/ 80	6400
3	80	35	/ 45	2025
4	75	50	/ 25	625
5	50	10	/ 40	1600
6	80	80	0	0
7	65	35	/ 30	900
8	10	1	/ 9	81
9	95	25	/ 70	4900
10	50	1	/ 49	2401
11	15	25	- 10	100
12	95	25	/ 70	4900
13	95	35	/ 60	3600
14	50	15	/ 35	1225
15	95	1	/ 94	8836
16	95	1	/ 94	8836
17	65	10	/ 55	3025
18	95	1	/ 94	8836
19	65	25	/ 40	1600
20	25	1	/ 24	576
21	95	5	/ 90	8100
22	80	5	/ 75	5625
23	95	10	/ 85	7225
24	95	65	/ 30	900
25	80	95	- 15	225
26	80	15	/ 65	4225

TABLE 65--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
27	95	5	/ 90	8100
28	65	25	/ 40	1600
29	35	15	/ 20	400
30	1	1	0	0
31	15	10	/ 5	25
32	5	1	/ 4	16
33	25	25	0	0
34	65	65	0	0
35	95	1	/ 94	8836
36	25	65	- 40	1600
37	10	25	- 15	225
38	35	10	/ 25	625
39	65	35	/ 30	900
40	80	5	/ 75	5625
41	10	10	0	0
42	15	1	/ 14	196
43	95	9	/ 86	7396
44	95	11	/ 84	7056
45	50	7	/ 43	1848
46	95	14	/ 81	6561

## Section 2A

1	90	90	0	0
2	90	90	0	0
3	70	45	/ 25	625
4	90	70	/ 20	400
5	90	90	0	0
6	90	90	0	0
7	90	90	0	0
8	90	10	/ 80	6400
9	90	90	0	0
10	90	45	/ 45	2025
11	90	45	/ 45	2025
12	90	70	/ 20	400
13	90	70	/ 20	400
14	90	90	0	0
15	45	70	- 25	625
16	90	45	/ 45	2025
17	90	70	/ 20	400
18	90	70	/ 20	400
19	70	25	/ 45	2025
20	25	25	0	0

TABLE 65--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
21	25	1	/ 24	576
22	1	1	0	0
23	25	1	/ 24	576
24	90	70	/ 20	400
25	25	90	- 65	4225
26	45	5	/ 40	1600
27	70	25	/ 45	2025
28	90	45	/ 45	2025
29	90	90	0	0
30	70	25	/ 45	2025
31	45	1	/ 44	1936
32	90	45	/ 45	2025
33	90	70	/ 20	400
34	70	70	0	0
35	70	25	/ 45	2025
36	90	45	/ 45	2025
37	10	25	- 15	225
38	45	10	/ 35	1225
39	90	45	/ 45	2025
40	90	70	/ 20	400
41	10	1	/ 9	81
42	1	1	0	0
43	45	45	0	0
44	90	90	0	0
45	90	90	0	0
46	45	45	0	0

## Section 20

1	99	20	/ 79	6241
2	99	90	/ 9	81
3	99	70	/ 29	841
4	99	70	/ 29	841
5	90	90	0	0
6	99	99	0	0
7	99	50	/ 49	2401
8	90	5	/ 85	7225
9	99	90	/ 9	81
10	99	30	/ 69	4761
11	50	50	0	0
12	99	70	/ 29	841
13	70	70	0	0

TABLE 65--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
14	90	70	/ 20	400
15	99	5	/ 94	8836
16	90	70	/ 20	400
17	90	10	/ 80	6400
18	99	30	/ 69	4761
19	90	70	/ 20	400
20	70	5	/ 65	4225
21	90	5	/ 85	7225
22	50	20	/ 30	900
23	90	30	/ 60	3600
24	90	70	/ 20	400
25	99	99	0	0
26	70	5	/ 65	4225
27	99	70	/ 29	841
28	90	70	/ 20	400
29	90	70	/ 20	400
30	50	10	/ 40	1600
31	90	50	/ 40	1600
32	90	30	/ 60	3600
33	99	90	/ 9	81
34	90	70	/ 20	400
35	99	5	/ 94	8836
36	99	10	/ 89	7921
37	50	30	/ 20	400
38	99	90	/ 9	81
39	90	70	/ 20	400
40	90	50	/ 40	1600
41	10	5	/ 5	25
42	50	5	/ 45	2025
43	90	50	/ 40	1600
44	99	99	0	0
45	99	50	/ 49	2401
46	90	90	0	0
Total	12454	7386	5068	319518
Mean	67.67	40.14	27.54	

Table 66 lists the percentile scores of each of the 46 members of the control group in each of the four sections

used from the California Personality Test. Note an increase in mean percentile of only 1.6 points during the nine months period.

TABLE 66

DESIRING AND ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR  
MAY - SEPTEMBER CONTROL GROUP MEAN PERCENTILE  
RANK IN SECTIONS 1A, 1E, 2A, 2C - CPT

Section 1A				
Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
1	35	15	/ 20	400
2	45	45	0	0
3	25	45	- 20	400
4	5	25	- 20	400
5	45	95	- 50	2500
6	15	15	0	0
7	35	90	- 55	3025
8	5	60	- 55	3025
9	70	80	- 10	100
10	25	35	- 10	100
11	45	45	0	0
12	70	35	/ 35	1225
13	35	80	- 45	2025
14	60	60	0	0
15	25	35	- 10	100
16	45	60	- 15	225
17	35	5	/ 30	900
18	45	70	- 25	625
19	60	45	/ 15	225
20	90	60	/ 30	900
21	5	60	- 55	3025
22	60	80	- 20	400
23	45	45	0	0
24	25	90	- 65	4225
25	35	45	- 10	100
26	15	35	- 20	400
27	5	1	/ 4	16
28	45	45	0	0
29	80	80	0	0
30	45	45	0	0
31	80	90	- 10	100

TABLE 66-Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
32	60	60	0	0
33	60	45	/ 15	225
34	35	70	- 35	1225
35	25	35	- 10	100
36	90	80	/ 10	100
37	25	70	- 45	2025
38	25	5	/ 20	400
39	80	95	- 15	225
40	1	45	- 44	1936
41	45	45	0	0
42	95	90	/ 5	25
43	15	15	0	0
44	70	90	- 20	400
45	15	80	- 65	4225
46	15	5	/ 10	100

## Section 1E

1	80	95	- 15	225
2	5	35	- 30	900
3	95	35	/ 60	3600
4	10	35	- 25	625
5	80	80	0	0
6	65	65	0	0
7	25	15	/ 10	100
8	45	5	/ 40	1600
9	95	80	/ 15	225
10	80	65	/ 15	225
11	50	25	/ 25	625
12	10	65	- 55	3025
13	80	80	0	0
14	5	15	- 10	100
15	35	50	- 15	225
16	35	15	/ 20	400
17	95	65	/ 30	900
18	25	50	- 25	625
19	5	1	/ 4	16
20	50	35	/ 15	225
21	50	5	/ 45	2025
22	80	35	/ 45	2025
23	5	45	- 40	1600
24	80	5	/ 75	5625



TABLE 66--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
25	95	65	/ 30	900
26	5	1	/ 4	16
27	10	1	0	0
28	10	5	/ 5	25
29	50	80	- 30	900
30	5	35	- 30	900
31	95	25	/ 70	4900
32	25	25	0	0
33	80	80	0	0
34	80	95	- 15	225
35	5	1	/ 4	16
36	50	65	- 15	225
37	65	10	/ 55	3025
38	5	10	- 5	25
39	95	25	/ 70	4900
40	10	5	/ 5	25
41	80	65	/ 15	225
42	80	65	/ 15	225
43	50	35	/ 15	225
44	65	65	0	0
45	50	1	/ 49	2401
46	1	1	0	0

## Section 2A

1	90	90	0	0
2	45	70	- 25	625
3	1	25	- 24	576
4	25	70	- 45	2025
5	90	90	0	0
6	90	90	0	0
7	10	75	- 65	4225
8	90	90	0	0
9	90	90	0	0
10	70	90	- 20	400
11	25	70	- 45	2025
12	90	70	/ 20	400
13	90	70	/ 20	400
14	45	45	0	0
15	70	90	- 20	400
16	10	70	- 60	3600
17	70	70	0	0
18	90	90	0	0

TABLE 66--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
19	25	45	- 20	400
20	70	70	0	0
21	70	70	0	0
22	10	1	/ 9	81
23	90	70	/ 20	400
24	90	45	/ 45	2025
25	90	25	/ 65	4225
26	25	25	0	0
27	10	45	- 35	1225
28	90	70	/ 20	400
29	90	25	/ 65	4225
30	1	5	- 4	16
31	90	90	0	0
32	90	90	0	0
33	70	90	- 20	400
34	90	70	/ 20	400
35	10	1	/ 9	81
36	45	70	- 25	625
37	45	45	0	0
38	5	70	- 65	4225
39	25	90	- 65	4225
40	90	70	/ 20	400
41	90	90	0	0
42	70	70	0	0
43	90	90	0	0
44	90	90	0	0
45	90	70	/ 20	400
46	75	70	/ 5	25

## Section 20

1	99	90	/ 9	81
2	90	50	/ 40	1600
3	1	70	- 69	4761
4	50	70	- 20	400
5	90	70	/ 20	400
6	90	70	/ 20	400
7	70	50	/ 20	400
8	90	70	/ 20	400
9	99	99	0	0
10	50	90	/ 40	1600
11	90	70	/ 20	400
12	20	90	- 70	4900

TABLE 66--Continued

Number in Sample	Percentile Rank		D	D <sup>2</sup>
	May	September		
13	90	50	/ 40	1600
14	20	30	- 10	100
15	99	99	0	0
16	70	70	0	0
17	50	70	- 20	400
18	99	50	/ 49	2401
19	99	30	/ 69	4761
20	90	70	/ 20	400
21	70	20	/ 50	2500
22	70	50	/ 20	400
23	10	5	/ 5	25
24	99	70	/ 29	841
25	70	70	0	0
26	20	20	0	0
27	70	5	/ 65	4225
28	90	99	- 9	81
29	90	30	/ 60	3600
30	5	5	0	0
31	70	70	0	0
32	70	50	/ 20	400
33	99	90	/ 9	81
34	1	70	- 69	4761
35	5	5	0	0
36	70	70	0	0
37	50	20	/ 30	900
38	5	5	0	0
39	99	30	/ 69	4761
40	30	20	/ 10	100
41	99	90	/ 9	81
42	90	90	0	0
43	70	70	0	0
44	90	90	0	0
45	90	70	/ 20	400
46	10	50	- 40	1600
Total	10372	10066	147	167714
Mean	56.3	54.7	0.79	

When the t-test is applied to these data a t-value of 0.73 indicates that the techniques used with the control group

TABLE 67--Continued

Experiment Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
17	14	3	/ 11	121
18	6	1	/ 5	25
19	0	3	- 3	9
20	4	0	/ 4	16
21	2	0	/ 2	4
22	0	0	0	0
23	7	0	/ 7	49
24	1	0	/ 1	1
25	0	1	- 1	1
26	2	0	/ 2	4
27	4	0	/ 4	16
28	0	0	0	0
29	0	0	0	0
30	12	0	/ 12	144
31	3	1	/ 2	4
32	3	0	/ 3	9
33	7	0	/ 7	49
34	10	4	/ 6	36
35	9	0	/ 9	81
36	6	2	/ 4	16
37	3	2	/ 1	1
38	4	1	/ 3	9
39	3	0	/ 3	9
40	4	0	/ 4	16
41	1	0	/ 1	1
42	1	1	0	0
43	3	0	/ 3	9
44	9	2	/ 7	49
45	11	3	/ 8	64
46	1	0	/ 1	1
Total	224	51	173	1544
Mean	4.87	1.1	3.76	
		t = 5.8		
Control Group				
1	1	0	1	1
2	7	8	- 1	1
3	1	1	0	0

TABLE 67--Continued

Control Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
4	1	0	1	1
5	4	3	1	1
6	8	2	6	36
7	3	1	2	4
8	11	3	8	64
9	2	1	1	1
10	0	1	-	1
11	4	6	-	4
12	6	4	-	4
13	6	10	-	16
14	11	13	-	4
15	2	0	-	4
16	3	0	-	9
17	4	5	-	1
18	8	7	-	1
19	5	10	-	25
20	5	2	-	9
21	9	2	-	49
22	2	4	-	4
23	7	9	-	4
24	8	0	-	64
25	15	19	-	16
26	3	10	-	49
27	10	5	-	25
28	13	19	-	36
29	4	5	-	1
30	2	2	-	0
31	2	1	-	1
32	3	5	-	4
33	4	1	-	9
34	4	5	-	1
35	19	28	-	81
36	10	3	-	49
37	5	3	-	4
38	5	20	-	225
39	0	0	-	0
40	5	3	-	4
41	13	1	12	144
42	7	4	3	9
43	6	10	-	16

TABLE 67--Continued

Control Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
44	11	0	11	121
45	4	0	4	16
46	6	4	2	4
Total	269	240	19	1123
Mean	5.84	5.21	0.41	
		t = 0.86		

It is interesting to note that although data acquired from the SRA Youth Inventory and the California Personality Test indicated a lack of significant achievement in the task of desiring and achieving socially responsible behavior among members of the control group, individuals in the control group rated themselves as having made significant progress in the task while those in the experimental group evaluated their progress as only slightly significant. Table 68 indicates the distribution of scores from the Self Rating Scale on items related to desiring and achieving socially responsible behavior.

When the t-test is applied to these data one may recognize that the data acquired from the control group in May had a t-value of 3.4 when compared with the control group's September responses. On the other hand, an analysis of data from the experimental group's response to the Self Rating Scale in May as compared with September gave a t-value of only 1.1.

TABLE 68

MEAN WEIGHT OF RESPONSES ON SELF RATING SCALE ITEMS  
RELATED TO DESIRING AND ACHIEVING SOCIALLY  
RESPONSIBLE BEHAVIOR

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
1	38	39	- 1	1
2	35	28	/ 7	49
3	37	32	/ 5	25
4	30	38	- 8	64
5	34	42	- 8	64
6	39	39	0	0
7	30	34	- 4	16
8	26	33	- 7	49
9	38	38	0	0
10	34	27	/ 7	49
11	37	36	/ 1	1
12	40	30	/ 10	100
13	37	38	- 1	1
14	39	36	/ 3	9
15	29	24	/ 5	25
16	42	30	/ 12	144
17	42	39	/ 3	9
18	39	29	/ 10	100
19	35	33	/ 2	4
20	32	28	/ 4	16
21	37	36	/ 1	1
22	13	23	/ 10	100
23	30	17	/ 13	169
24	38	33	/ 5	25
25	39	28	/ 11	121
26	27	16	/ 11	121
27	33	32	/ 1	1
28	29	29	0	0
29	35	39	- 4	16
30	32	31	/ 1	1
31	28	31	- 3	9
32	36	35	/ 1	1
33	33	33	0	0
34	30	34	- 4	16
35	32	38	- 6	36
36	28	33	- 5	25
37	28	26	/ 2	4

TABLE 68--Continued

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
38	35	30	/ 5	25
39	36	30	/ 6	36
40	8	39	- 31	961
41	30	28	/ 2	4
42	20	24	- 4	16
43	38	29	/ 9	81
44	29	27	/ 2	4
45	39	36	/ 3	9
46	42	37	/ 5	25
Total	1518	1467	71	2533
Mean	33	31.8 t = 1.1	1.54	
Control Group				
1	41	27	/ 14	196
2	37	33	/ 4	16
3	35	26	/ 9	81
4	30	34	- 4	16
5	39	38	/ 1	1
6	38	41	- 3	9
7	29	21	/ 8	64
8	30	35	- 5	25
9	41	37	/ 4	16
10	35	28	/ 7	49
11	39	38	/ 1	1
12	30	38	- 8	64
13	41	38	/ 3	9
14	29	35	- 6	36
15	34	33	/ 1	1
16	38	38	0	0
17	33	38	- 5	25
18	38	37	/ 1	1
19	37	26	/ 11	121
20	34	37	- 3	9
21	37	33	/ 4	16
22	35	25	/ 10	100
23	36	29	/ 7	49
24	36	33	/ 3	9



TABLE 68--Continued

Control Group				
Number in Sample	Weight of Responses		D	D2
	May	September		
25	39	38	/ 1	1
26	27	29	- 2	4
27	37	37	- 0	0
28	34	39	- 5	25
29	41	39	/ 2	4
30	20	32	- 12	144
31	42	38	/ 4	16
32	38	36	/ 2	4
33	42	41	/ 1	1
34	39	33	/ 6	36
35	25	26	- 1	1
36	39	36	/ 3	9
37	31	32	- 1	1
38	23	33	- 10	100
39	40	35	/ 5	25
40	25	27	- 2	4
41	37	32	/ 5	25
42	38	39	/ 1	1
43	38	31	/ 7	49
44	40	37	/ 3	9
45	33	33	/ 0	0
46	41	35	/ 6	36
Total	1621	1556	67	1409
Mean	36.50	33.80	1.45	
		$t = 3.4$		

Achieving emotional independence from parents and other adults.--The California Personality Test contained twenty-one statements which seemed to be directly related to achieving emotional independence from parents and other adults. As these items were dispersed throughout the measurement, it was not possible to obtain a percentile rank status of achievement

TABLE 69

NUMBER OF CORRECT RESPONSES TO ITEMS RELATED TO  
ACHIEVING EMOTIONAL INDEPENDENCE FROM  
PARENTS AND OTHER ADULTS FROM  
CALIFORNIA PERSONALITY TEST

Experimental Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
1	16	16	0	0
2	21	18	/ 3	9
3	21	17	/ 4	16
4	19	19	0	0
5	19	14	/ 5	25
6	17	17	0	0
7	18	19	- 1	1
8	16	9	/ 7	49
9	21	16	/ 5	25
10	21	19	/ 2	4
11	18	17	/ 1	1
12	21	18	/ 3	9
13	20	14	/ 6	36
14	19	18	/ 1	1
15	21	3	/ 18	324
16	21	3	/ 18	324
17	20	19	/ 1	1
18	21	18	/ 3	9
19	20	19	/ 1	1
20	19	10	/ 9	81
21	19	10	/ 9	81
22	7	12	- 5	25
23	21	15	/ 6	36
24	19	21	- 2	4
25	20	20	0	0
26	21	18	/ 3	9
27	20	16	/ 4	16
28	20	18	/ 2	4
29	13	12	/ 1	1
30	19	12	/ 7	49
31	11	13	- 2	4
32	16	11	/ 5	25
33	20	19	/ 1	1
34	18	17	/ 1	1
35	21	6	/ 15	225
36	16	10	/ 6	36
37	20	19	/ 1	1

TABLE 69--Continued

Experimental Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
38	2	19	- 17	289
39	21	18	/ 3	9
40	21	16	/ 5	25
41	18	17	/ 1	1
42	17	12	/ 5	25
43	20	5	/ 15	225
44	16	20	- 4	16
45	19	16	/ 3	9
46	21	20	/ 1	1
Total	845	694	184	2034
Mean	18.37	15.08	4	
		t = 4.16		
Control Group				
1	20	21	- 1	1
2	18	17	/ 1	1
3	13	14	- 1	1
4	21	21	0	0
5	20	20	0	0
6	21	19	/ 2	4
7	19	14	/ 5	25
8	17	17	0	0
9	21	21	0	0
10	21	20	/ 1	1
11	19	18	/ 1	1
12	18	21	- 3	9
13	15	13	/ 2	4
14	7	15	- 8	64
15	19	21	- 2	4
16	20	18	/ 2	4
17	18	19	- 1	1
18	21	20	/ 1	1
19	20	18	/ 2	4
20	17	18	- 1	1
21	17	10	/ 7	49
22	19	20	- 1	1
23	16	17	- 1	1

TABLE 69--Continued

Control Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
24	20	21	- 1	1
25	19	19	0	0
26	19	14	/ 5	25
27	18	19	- 1	1
28	6	7	- 1	1
29	20	18	/ 2	4
30	10	12	- 2	4
31	21	17	/ 4	16
32	19	19	0	0
33	20	21	- 1	1
34	16	18	- 2	4
35	14	11	/ 3	9
36	17	20	- 3	9
37	20	19	/ 1	1
38	17	19	- 2	4
39	20	21	- 1	1
40	17	17	0	0
41	21	17	/ 4	16
42	16	20	- 4	16
43	21	19	/ 2	4
44	18	15	/ 3	9
45	21	18	/ 3	9
46	19	20	- 1	1
Total	826	813	13	313
Mean	17.95	17.67	0.28	
		t = .73		

in this task; however, the number of responses which showed a desirable degree of adjustment was tabulated and the mean number of correct responses recorded in September was compared with the mean number of correct responses recorded in May. Table 69 lists the number of correct responses for each

individual in the control and experimental groups as obtained from the data acquired in September, 1952, and in May, 1953.

These data obtained from the California Personality Test indicate a mean increase of 3.28 in number of responses showing desirable adjustment in the experimental group while a mean increase of 0.28 in number of responses showing desirable adjustment was noted for the control group. According to the t-values obtained, the growth evidenced by the experimental group could not have been due to chance in as much as 1 per cent of the cases; while the growth indicated by the control group was not significant. Table 70 indicates how many of the thirty-one related problems on the SRA Youth Inventory were checked in May and in September by members of the experimental and control groups.

TABLE 70

NUMBER PROBLEMS RELATED TO ACHIEVING INDEPENDENCE  
FROM PARENTS AND OTHER ADULTS CHECKED ON SRA

Experimental Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
1	2	3	- 1	1
2	6	1	/ 5	25
3	2	0	/ 2	4
4	4	2	/ 2	4
5	5	1	/ 4	16
6	3	4	- 1	1
7	2	17	- 15	225
8	5	14	- 9	81
9	0	0	0	0
10	1	0	/ 1	1

TABLE 70--Continued

Experimental Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
11	14	2	/ 12	144
12	3	0	/ 3	9
13	5	0	/ 5	25
14	0	0	/ 0	0
15	25	0	/ 25	625
16	10	0	/ 10	100
17	4	7	- 3	9
18	1	0	/ 1	1
19	0	3	- 3	9
20	4	0	/ 4	16
21	7	1	/ 6	36
22	0	1	- 1	1
23	13	0	/ 13	169
24	0	1	- 1	1
25	2	0	/ 2	4
26	3	0	/ 3	9
27	5	0	/ 5	25
28	3	0	/ 3	9
29	2	0	/ 2	4
30	9	1	/ 8	64
31	4	0	/ 4	16
32	6	1	/ 5	25
33	1	9	/ 1	1
34	0	0	/ 0	0
35	13	0	/ 13	169
36	6	3	/ 3	9
37	2	0	/ 2	4
38	0	0	/ 0	0
39	2	9	/ 2	4
40	0	0	/ 0	0
41	0	0	/ 0	0
42	2	1	/ 1	1
43	8	0	/ 8	64
44	5	1	/ 4	16
45	5	0	/ 5	25
46	0	0	/ 0	0
Total	194	64	130	1952
Mean	4.20	1.40	2.8	
		t = 3.2		

TABLE 70--Continued

Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
1	0	0	0	0
2	4	8	-	4
3	1	0	/	1
4	0	0		0
5	0	3	-	9
6	8	5	/	9
7	1	1		0
8	11	3	/	64
9	1	0	/	1
10	0	0		0
11	0	1	-	1
12	0	1	-	1
13	7	8	-	1
14	8	18	-	100
15	0	1	-	1
16	1	3	-	4
17	2	1	/	1
18	0	0	/	0
19	7	4	/	9
20	5	4	/	1
21	10	1	/	81
22	15	3	/	144
23	5	7	-	4
24	3	1	/	4
25	3	2	/	1
26	2	3	-	1
27	6	2	/	16
28	5	18	-	169
29	4	3	/	1
30	6	6		0
31	2	9	/v	4
32	1	0	/	1
33	1	0	/	1
34	1	5	-	16
35	17	21	-	16
36	4	1	/	9
37	2	2		0
38	6	11	-	25
39	0	0		0
40	5	4	/	1
41	5	1	/	16

TABLE 70--Continued

Control Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
42	3	7	- 4	16
43	0	0	0	0
44	6	6	0	0
45	0	0	0	0
46	2	3	- 1	1
Total	168	166	4	734
Mean	3.65	3.60	0.08	
		t = .008		

The mean number of problems checked in this area was reduced from 4.2 to 1.4 in the experimental group while the mean number of problems checked by members of the control group was reduced by 0.05 of one point. T-values of 3.2 and 0.008 for the experimental and control groups respectively indicated that the teaching techniques utilized with the experimental group made a significant contribution to the achievement of this task.

The findings from the California Personality Test items and the SRA Youth Inventory support the student's self rating on this task as Table 71 shows a t-value of 4.28 for the experimental group and a t-value of 0.97 for the control group.

Learning to care for the body effectively.--A total of seventeen items on the California Personality Test appeared



TABLE 71

MEAN WEIGHT OF RESPONSES ON SRS TO ITEMS RELATED  
TO ACHIEVING EMOTIONAL INDEPENDENCE FROM  
PARENTS AND OTHER ADULTS

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
1	39	29	/ 10	100
2	33	33	0	0
3	34	20	/ 14	196
4	39	39	0	0
5	30	34	- 4	16
6	27	28	- 1	1
7	38	37	/ 1	1
8	39	31	/ 8	64
9	38	35	/ 3	9
10	37	25	/ 12	144
11	38	33	/ 5	25
12	32	27	/ 5	25
13	33	34	- 1	1
14	37	34	/ 3	9
15	29	27	/ 2	4
16	36	31	/ 5	25
17	36	34	/ 2	4
18	32	24	/ 8	64
19	25	34	- 9	81
20	30	26	/ 4	16
21	38	32	/ 6	36
22	36	22	/ 14	196
23	33	15	/ 18	324
24	39	28	/ 11	121
25	31	39	- 8	64
26	29	29	0	0
27	33	23	/ 10	100
28	42	40	/ 2	4
29	32	32	0	0
30	32	23	/ 9	81
31	25	34	- 9	81
32	37	29	/ 8	64
33	35	33	/ 2	4
34	32	31	/ 1	1
35	40	27	/ 13	169
36	28	25	/ 3	9
37	34	37	- 3	9

TABLE 71--Continued

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
38	34	37	- 3	9
39	41	40	/ 1	1
40	43	38	/ 5	25
41	34	27	/ 7	49
42	23	18	/ 5	25
43	36	24	/ 12	144
44	34	38	- 4	16
45	33	31	/ 2	4
46	42	34	/ 8	64
Total	1578	1401	177	2385
Mean	34.30	30.40	3.8	
		t = 4.28		
Control Group				
1	30	31	- 1	1
2	33	36	- 3	9
3	32	34	- 2	4
4	34	26	/ 8	64
5	41	38	/ 3	9
6	29	24	/ 5	25
7	33	34	- 1	1
8	31	33	- 2	4
9	33	24	/ 9	81
10	28	35	- 7	49
11	35	35	- 0	0
12	40	36	/ 5	25
13	34	33	/ 1	1
14	36	44	- 8	64
15	32	31	/ 1	1
16	37	37	- 0	0
17	40	37	/ 3	9
18	43	41	/ 2	4
19	34	36	- 2	4
20	42	34	/ 8	64
21	32	28	/ 4	16
22	34	36	- 2	4
23	23	25	- 2	4
24	23	39	- 16	256

TABLE 71--Continued

Control Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
25	45	37	/ 8	64
26	36	30	/ 6	36
27	30	30	0	0
28	33	31	/ 2	4
29	36	36	0	0
30	23	34	- 11	121
31	38	38	0	0
32	41	33	/ 8	64
33	37	38	- 1	1
34	40	28	/ 12	144
35	25	25	0	0
36	40	36	/ 4	16
37	35	32	/ 3	9
38	34	43	- 9	81
39	38	35	/ 3	9
40	39	37	/ 2	4
41	39	40	- 1	1
42	33	39	- 6	36
43	41	34	/ 7	49
44	37	32	/ 5	25
45	40	33	/ 7	49
46	39	43	- 4	16
Total	1608	1570	38	1428
Mean	34.90	34.10	0.82	
		t = .97		

to be directly related to the developmental task of learning to care for the body effectively. Table 72 indicates the number of responses showing desirable adjustment which were made by adolescents in the control and experimental groups as they responded to the measurements in September, 1952, and May, 1953.

TABLE 72

NUMBER OF CORRECT RESPONSES TO ITEMS RELATED  
TO LEARNING TO CARE FOR BODY EFFECTIVELY  
FROM CALIFORNIA PERSONALITY TEST

Experimental Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
1	7	15	- 8	64
2	15	11	/ 4	16
3	14	10	/ 4	16
4	12	13	- 1	1
5	10	9	/ 1	1
6	14	11	/ 3	9
7	8	12	- 4	16
8	12	10	/ 2	4
9	11	10	/ 1	1
10	11	4	/ 7	49
11	14	8	/ 6	36
12	13	9	/ 4	16
13	17	4	/ 13	169
14	14	13	/ 1	1
15	15	5	/ 10	100
16	16	9	/ 7	49
17	5	10	- 5	25
18	15	4	/ 11	121
19	12	9	/ 3	9
20	14	9	/ 5	25
21	16	7	/ 9	81
22	15	6	/ 9	81
23	17	10	/ 7	49
24	10	11	- 1	1
25	16	6	/ 10	100
26	16	10	/ 6	36
27	9	9	0	0
28	11	11	0	0
29	14	13	/ 1	1
30	6	8	- 2	4
31	7	6	/ 1	1
32	13	7	/ 6	36
33	13	8	/ 7	49
34	11	6	/ 5	25
35	15	6	/ 9	81
36	5	9	- 4	16
37	12	10	/ 2	4

TABLE 72--Continued

Experimental Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
38	5	10	- 5	25
39	16	7	/ 9	81
40	17	11	/ 6	36
41	9	11	- 2	4
42	14	5	/ 9	81
43	15	12	/ 3	9
44	14	11	/ 3	9
45	11	6	/ 5	25
46	17	11	/ 6	36
Total	573	410	163	1599
Mean	12.45	8.9	3.5	
		t = 5		
Control Group				
1	15	17	- 2	4
2	14	14		0
3	15	11	/ 4	16
4	13	13		0
5	16	13	/ 3	9
6	13	9	/ 4	16
7	13	14	- 1	1
8	9	6	/ 3	9
9	15	13	/ 2	4
10	17	15	/ 2	4
11	9	11	- 2	4
12	8	8		0
13	12	7	/ 5	25
14	14	10	/ 4	16
15	11	10	/ 1	1
16	15	15		0
17	13	12	/ 1	1
18	12	15	- 3	9
19	12	14	/ 2	4
20	13	13		0
21	15	11	/ 4	16
22	9	9		0

TABLE 72--Continued

Control Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
23	13	12	/ 1	1
24	15	11	/ 4	16
25	9	10	- 1	1
26	9	7	/ 2	4
27	10	8	/ 2	4
28	4	9	- 5	25
29	14	16	- 2	4
30	10	9	/ 1	1
31	10	9	/ 1	1
32	4	9	- 5	25
33	14	12	/ 2	4
34	17	14	/ 3	9
35	9	9	0	0
36	12	11	/ 1	1
37	11	11	0	0
38	2	1	/ 1	1
39	14	10	/ 4	16
40	12	11	/ 1	1
41	17	10	/ 7	49
42	16	17	- 1	1
43	6	6	0	0
44	15	15	0	0
45	16	10	/ 6	36
46	6	5	/ 1	1
Total	548	502	50	340
Mean	11.9	10.9	1.98	
		t = 2.6		

According to the t-test on data acquired from the California Personality Test both groups made significant progress in this task although a much higher t-value was assigned to the experimental group than to the control group.

Some thirty-five problems on the SRA Youth Inventory were directly related to learning to care for the body effectively. Table 73 provides a tabulation and simple analysis of related data acquired from the SRA Youth Inventory.

TABLE 73

NUMBER PROBLEMS RELATED TO LEARNING TO CARE  
FOR THE BODY EFFECTIVELY CHECKED ON SRA

Experimental Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
1	10	6	/ 4	16
2	10	0	/ 10	100
3	5	2	/ 3	9
4	4	1	/ 3	9
5	11	9	/ 2	4
6	4	1	/ 3	9
7	2	7	- 5	25
8	5	4	/ 1	1
9	3	1	/ 2	4
10	11	2	/ 9	81
11	19	4	/ 15	225
12	9	1	/ 8	64
13	16	3	/ 13	169
14	4	2	/ 2	4
15	9	1	/ 8	64
16	15	7	/ 8	64
17	9	15	- 6	36
18	15	3	/ 12	144
19	12	11	/ 1	1
20	1	0	/ 1	1
21	0	1	- 1	1
22	3	0	/ 3	9
23	6	1	/ 5	25
24	5	2	/ 3	9
25	3	2	/ 1	1
26	1	0	/ 1	1
27	12	0	/ 12	144
28	2	0	/ 2	4
29	3	0	/ 3	9
30	13	2	/ 11	121

TABLE 73--Continued

Experimental Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
31	9	1	/ 8	64
32	4	2	/ 2	4
33	13	1	/ 12	144
34	9	3	/ 6	36
35	17	2	/ 15	225
36	10	8	/ 2	4
37	12	2	/ 10	100
38	21	4	/ 17	289
39	3	0	/ 3	9
40	4	1	/ 3	9
41	2	0	/ 2	4
42	0	2	- 2	4
43	5	0	/ 5	25
44	12	2	/ 10	100
45	17	11	/ 6	36
46	10	0	/ 10	100
Total	370	127	243	2507
Mean	8	2.7	5.29	
		t = 6.9		
Control Group				
1	4	0	/ 2	4
2	2	1	/ 1	1
3	2	0	/ 2	4
4	3	1	/ 2	4
5	7	1	/ 6	36
6	12	8	/ 4	16
7	2	5	- 3	9
8	17	10	/ 7	49
9	16	2	/ 14	196
10	3	0	/ 3	9
11	7	8	- 1	1
12	4	4	- 0	0
13	7	6	/ 1	1
14	8	11	- 3	9
15	6	6	- 0	0
16	8	4	/ 4	16
17	5	7	- 2	4



TABLE 73--Continued

Control Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
18	7	6	/ 1	1
19	6	11	- 5	25
20	9	4	/ 5	25
21	11	4	/ 7	49
22	5	5	0	0
23	15	13	/ 2	4
24	7	0	/ 7	49
25	21	21	0	0
26	6	7	- 1	1
27	10	12	/ 2	4
28	8	23	- 15	225
29	1	1	0	0
30	6	9	- 3	9
31	14	9	/ 5	25
32	13	17	- 4	16
33	11	5	/ 6	36
34	1	8	- 7	49
35	13	28	- 15	225
36	4	4	0	0
37	2	5	- 3	9
38	20	28	- 8	64
39	4	0	/ 4	16
40	12	14	- 2	4
41	10	0	/ 10	100
42	8	5	/ 3	9
43	14	15	- 1	1
44	17	7	/ 10	100
45	12	4	/ 8	64
46	16	15	/ 1	1
Total	396	354	137	1470
Mean	8.6	7.69	2.97	
		t = 1.3		

An examination of Table 73 reveals a mean decrease of 5.3 in numbers of problems checked by the experimental group and a decrease of 0.93 in the number of problems checked by

the control group. A t-value of 6.9 indicates that the degree of achievement recorded in this task by the experimental group did not, in all probability, happen by chance. On the other hand, the t-value of 1.3 for the control group suggests that such improvement could have happened by chance in some 20 per cent of the cases.

According to responses to related items on the Self Rating Scale, adolescents were aware that they were solving problems related to the care of their bodies. A t-value of 2.89 indicated that the experimental group's improved practices in the care of the body were not, in all probability, due to chance; however, a t-value of 0.1 for the control group seems to indicate a lack of significant improvement in the care of the body. Table 74 contains an analysis of the data related to the achievement of this task which was acquired from the Self Rating Scale.

TABLE 74

MEAN WEIGHT OF RESPONSES ON SRS TO ITEMS RELATED  
TO LEARNING TO CARE FOR THE BODY EFFECTIVELY

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
1	33	34	- 1	1
2	46	38	/ 8	64
3	37	32	/ 5	25
4	33	38	- 5	25
5	39	42	- 3	9
6	53	47	/ 6	36

TABLE 74--Continued

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
7	43	39	/ 4	16
8	35	20	/ 15	225
9	34	32	/ 2	4
10	40	25	/ 15	225
11	46	39	/ 7	49
12	32	29	/ 3	9
13	33	35	- 2	4
14	33	32	/ 1	1
15	36	22	/ 14	196
16	42	24	/ 18	324
17	57	48	/ 9	81
18	29	27	/ 2	4
19	38	35	/ 3	9
20	40	27	/ 13	169
21	49	40	/ 9	81
22	28	24	/ 4	16
23	30	0	/ 30	900
24	38	21	/ 17	289
25	59	43	/ 16	256
26	40	45	- 5	25
27	32	34	- 2	4
28	41	38	/ 3	9
29	29	38	- 9	81
30	40	30	/ 10	100
31	22	37	- 15	225
32	30	23	/ 7	49
33	36	35	/ 1	1
34	34	28	/ 6	36
35	46	42	/ 4	16
36	39	41	- 2	4
37	42	35	/ 7	49
38	26	39	- 13	169
39	34	39	- 5	25
40	34	40	- 6	36
41	41	33	/ 8	64
42	47	30	/ 17	289
43	34	52	- 18	324
44	34	36	- 2	4
45	29	28	/ 1	1
46	51	42	/ 9	81
Total	1744	1558	148	4610
Mean	37.9	33.8	3.2	t = 2.89

TABLE 74--Continued

Control Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
1	49	41	/ 8	64
2	44	46	- 2	4
3	40	44	- 4	16
4	32	50	- 18	324
5	49	47	/ 2	4
6	34	30	/ 4	16
7	47	42	/ 5	25
8	37	28	/ 9	81
9	42	41	/ 1	1
10	45	43	/ 2	4
11	46	43	/ 3	9
12	44	45	- 1	1
13	47	44	/ 3	9
14	28	31	- 3	9
15	27	28	- 1	1
16	43	43	- 0	0
17	28	37	- 9	81
18	35	39	- 4	16
19	31	28	/ 3	9
20	41	38	/ 3	9
21	48	43	/ 5	25
22	37	33	/ 4	16
23	34	35	/ 1	1
24	45	51	- 6	36
25	30	33	- 3	9
26	39	38	/ 1	1
27	34	34	- 0	0
28	30	36	- 6	36
29	45	54	- 9	81
30	40	39	/ 1	1
31	49	43	/ 6	36
32	28	43	- 15	225
33	46	47	- 1	1
34	39	44	- 5	25
35	36	46	- 10	100
36	46	44	/ 2	4
37	34	36	/ 2	4
38	36	33	/ 3	9
39	31	25	/ 6	36
40	48	41	/ 7	49
41	37	39	- 2	4

TABLE 74--Continued

Control Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
42	46	43	/ 3	9
43	36	35	/ 1	1
44	47	32	/ 15	225
45	51	53	- 2	4
46	32	31	/ 1	1
Total	1813	1819	- 8	1622
Mean	39.4	39.5	.17	
		t = .1		

Achieving more satisfactory relations with age-mates of both sexes.--The California Personality Test contained thirty-five items which were directly related to this particular task. The responses of both the control and experimental groups to these thirty-five items were checked and the number of correct responses made by each group on the first and second testing are recorded in Table 75.

The t-value of 2.5 for the experimental group would indicate that in about 1 per cent of the cases the improvement might have been due to chance, and the t-value of 1.83 for the control group suggests that in some 5 per cent of the cases the improvement might have been due to chance.

Table 76 contains a record of the responses of the thirty-five problems in the SRA Youth Inventory which are focused on

TABLE 75

NUMBER OF CORRECT RESPONSES TO ITEMS RELATED TO  
ACHIEVING NEW AND MORE MATURE RELATIONS  
WITH AGE MATES OF BOTH SEXES FROM  
CALIFORNIA PERSONALITY TEST

Experimental Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
1	27	24	/ 3	9
2	29	27	/ 2	4
3	28	29	- 1	1
4	31	31	0	0
5	28	29	- 1	1
6	29	31	- 2	4
7	23	32	- 9	81
8	29	16	/ 13	169
9	34	29	/ 5	25
10	29	26	/ 3	9
11	31	29	/ 2	4
12	32	25	/ 7	49
13	31	27	/ 4	16
14	29	28	/ 1	1
15	31	14	/ 17	289
16	30	26	/ 4	16
17	22	27	- 5	25
18	33	22	/ 11	121
19	24	28	- 4	16
20	27	22	/ 5	25
21	26	26	0	0
22	17	23	- 6	36
23	27	20	/ 7	49
24	32	28	/ 4	16
25	29	30	- 1	1
26	24	18	/ 6	36
27	29	29	0	0
28	25	22	/ 3	9
29	29	33	- 4	16
30	23	25	- 2	4
31	24	15	/ 9	81
32	26	22	/ 4	16
33	32	30	/ 2	4
34	29	25	/ 4	16
35	33	18	/ 15	225
36	28	26	/ 2	4

TABLE 75--Continued

Experimental Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
37	28	30	- 2	4
38	5	23	- 18	324
39	33	27	/ 6	36
40	34	34	0	0
41	24	20	/ 4	16
42	17	22	- 5	25
43	33	28	/ 5	25
44	32	26	/ 6	36
45	32	27	/ 5	25
46	31	26	/ 5	25
Total	1279	1175	104	1894
Mean	27.8	25.5	2.25	
		t = 2.5		
Control Group				
1	29	31	- 2	4
2	29	32	- 3	9
3	18	24	- 6	36
4	27	28	- 1	1
5	35	32	/ 3	9
6	26	25	/ 1	1
7	30	30	0	0
8	32	27	/ 5	25
9	33	31	/ 2	4
10	29	30	- 1	1
11	31	30	/ 1	1
12	28	30	- 2	4
13	32	20	/ 12	144
14	27	28	- 1	1
15	26	26	0	0
16	23	24	- 1	1
17	26	24	/ 2	4
18	28	27	/ 1	1
19	23	19	/ 4	16
20	29	32	- 3	9
21	32	26	/ 6	36
22	30	24	/ 6	36
23	28	26	/ 2	4

TABLE 75--Continued

Control Group				
Number in Sample	Number Correct Responses		D	D <sup>2</sup>
	May	September		
24	33	28	/ 5	25
25	28	29	- 1	1
26	27	22	/ 5	25
27	22	21	/ 1	1
28	33	32	/ 1	1
29	32	30	/ 2	4
30	16	26	- 10	100
31	33	29	/ 4	16
32	31	25	/ 6	36
33	29	28	/ 1	1
34	24	28	- 4	16
35	21	20	/ 1	1
36	30	30	/ 0	0
37	28	23	/ 5	25
38	17	26	- 9	81
39	30	21	/ 9	81
40	30	25	/ 5	25
41	32	28	/ 4	16
42	32	31	/ 1	1
43	27	26	/ 1	1
44	31	28	/ 3	9
45	21	22	- 1	1
46	23	26	- 3	9
Total	1281	1230	53	823
Mean	27.8	26.7	1.15	
		t = 1.83		

the achieving of new and more mature relationships with age-mates of both sexes. Although the t-value for the control group was only 2.6 as compared with 6.8 for the experimental group, this measurement also indicates that both groups made significant progress in the development of this respective task.



TABLE 76

NUMBER PROBLEMS RELATED TO ACHIEVING NEW AND MORE  
MATURE RELATIONSHIPS WITH AGE MATES OF  
BOTH SEXES CHECKED ON SRA

Experimental Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
1	7	2	/ 5	25
2	16	0	/ 16	256
3	4	4	/ 0	0
4	5	1	/ 4	16
5	10	6	/ 4	16
6	8	0	/ 8	64
7	7	17	- 10	100
8	6	13	- 7	49
9	2	0	/ 2	4
10	13	2	/ 11	121
11	24	3	/ 21	441
12	8	0	/ 8	64
13	24	1	/ 23	529
14	8	5	/ 3	9
15	11	1	/ 10	100
16	10	4	/ 6	36
17	16	20	- 4	16
18	10	0	/ 10	100
19	5	2	/ 3	9
20	4	0	/ 4	16
21	7	3	/ 4	16
22	2	0	/ 2	4
23	9	0	/ 9	81
24	4	1	/ 3	9
25	7	1	/ 6	36
26	6	0	/ 6	36
27	10	0	/ 10	100
28	7	0	/ 7	49
29	3	0	/ 3	9
30	10	1	/ 9	81
31	6	0	/ 6	36
32	10	0	/ 10	100
33	15	0	/ 15	225
34	10	1	/ 9	81
35	9	0	/ 9	81
36	17	2	/ 15	225
37	8	1	/ 7	49

TABLE 76--Continued

Experimental Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
38	12	1	/ 11	121
39	4	0	/ 4	16
40	0	0	0	0
41	0	0	0	0
42	3	1	/ 2	4
43	17	0	/ 17	289
44	24	0	/ 24	576
45	14	3	/ 11	121
46	2	0	/ 2	4
Total	414	96	318	4320
Mean	9	2.08	6.9	
		t = 6.8		
Control Group				
1	2	1	/ 1	1
2	6	4	/ 2	4
3	2	0	/ 2	4
4	2	1	/ 1	1
5	2	2	0	0
6	19	6	/ 13	169
7	12	4	/ 8	64
8	23	23	0	0
9	6	2	/ 4	16
10	0	0	0	0
11	11	10	/ 1	1
12	5	10	- 5	25
13	3	4	- 1	1
14	7	12	- 5	25
15	2	2	0	0
16	7	6	/ 1	1
17	12	6	/ 6	36
18	11	5	/ 6	36
19	10	18	- 8	64
20	9	10	- 1	1
21	13	1	/ 12	144
22	7	10	- 3	9
23	7	11	- 4	16

TABLE 76--Continued

Control Group				
Number in Sample	Number Problems Checked		D	D <sup>2</sup>
	September	May		
24	12	0	/ 12	144
25	25	26	- 1	1
26	13	13	0	0
27	21	17	/ 4	16
28	11	18	- 7	49
29	14	2	/ 12	144
30	6	3	/ 3	9
31	9	3	/ 6	36
32	12	7	/ 5	25
33	13	1	/ 12	144
34	5	7	- 2	4
35	24	28	- 4	16
36	12	4	/ 8	64
37	8	5	/ 3	9
38	9	27	- 18	324
39	2	0	/ 2	4
40	10	10	0	0
41	7	3	/ 4	16
42	10	2	/ 8	64
43	10	11	- 1	1
44	18	5	/ 13	169
45	2	0	/ 2	4
46	9	6	/ 3	9
Total	440	346	214	1870
Mean	9.5	7.5	4.06	
		t = 2.7		

The adolescents in the control group evaluated their progress in the achievement of this task as very significant, but, as indicated in Table 77 those in the control group did not rate their degree of achievement in this task significantly higher in May than in September.

TABLE 77

MEAN WEIGHT OF RESPONSES ON SRS TO ITEMS RELATED  
TO ACHIEVING NEW RELATIONS WITH  
AGE MATES OF BOTH SEXES

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
1	33	27	/ 6	36
2	33	23	/ 10	100
3	36	30	/ 6	36
4	32	27	/ 5	25
5	36	33	/ 3	9
6	33	31	/ 2	4
7	30	33	- 3	9
8	25	21	/ 4	16
9	36	36	0	0
10	30	26	/ 4	16
11	33	27	/ 6	36
12	32	27	/ 5	25
13	35	31	/ 4	16
14	32	29	/ 3	9
15	23	25	- 2	4
16	34	20	/ 14	196
17	33	29	/ 4	16
18	26	20	/ 6	36
19	34	32	/ 2	4
20	28	18	/ 10	100
21	21	21	0	0
22	23	15	/ 8	64
23	24	11	/ 13	169
24	34	33	/ 1	1
25	30	33	- 3	9
26	22	20	/ 2	4
27	36	33	/ 3	9
28	32	29	/ 3	9
29	30	28	/ 2	4
30	22	28	- 6	36
31	18	23	- 5	25
32	36	33	/ 3	9
33	26	35	- 9	81
34	27	25	/ 2	4
35	27	22	/ 5	25
36	23	24	- 1	1
37	27	33	- 6	36
38	33	26	/ 7	49

TABLE 77--Continued

Experimental Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
39	30	23	/ 7	49
40	36	33	/ 3	9
41	29	35	- 6	36
42	25	14	/ 11	121
43	32	20	/ 12	144
44	27	27	0	0
45	34	24	/ 10	100
46	35	25	/ 10	100
Total	1373	1218	155	1737
Mean	29.85	26.47	3.37	
		t = 4.5		
Control Group				
1	36	33	/ 3	9
2	28	30	- 2	4
3	36	33	/ 3	9
4	36	36	0	0
5	36	35	/ 1	1
6	36	30	// 6	36
7	30	23	// 7	49
8	33	31	// 2	4
9	36	29	/ 7	49
10	33	29	/ 4	16
11	33	33	0	0
12	36	32	/ 4	16
13	36	35	// 1	1
14	36	35	/ 1	1
15	35	35	0	0
16	28	28	0	0
17	26	30	- 4	16
18	24	27	- 3	9
19	23	21	/ 2	4
20	20	33	- 13	169
21	36	35	/ 1	1
22	33	29	/ 4	16
23	23	23	0	0
24	30	30	0	0

TABLE 77--Continued

Control Group				
Number in Sample	Weight of Responses		D	D <sup>2</sup>
	May	September		
25	29	26	/ 3	9
26	27	24	/ 3	9
27	24	24	0	0
28	36	36	0	0
29	32	26	/ 6	36
30	18	24	- 6	36
31	36	32	/ 4	16
32	33	32	/ 1	1
33	27	26	/ 1	1
34	15	33	- 18	324
35	23	32	- 9	81
36	33	33	0	0
37	36	33	/ 3	9
38	28	32	- 4	16
39	26	17	/ 9	81
40	30	30	0	0
41	27	24	/ 3	9
42	25	28	- 3	9
43	36	34	/ 2	4
44	36	31	/ 5	25
45	22	25	- 3	9
46	18	22	- 4	16
Total	1376	1359	17	1102
Mean	29.9	29.5	0.37	
		t = 0.05		

## Summary

In an effort to determine the effectiveness of the proposed "culturally fair" techniques, these techniques were utilized with an experimental group, and their growth in specified areas was compared with that exhibited by an equated group at the end of a nine months period.

According to the data acquired from the instruments employed in this study:

1. The experimental group showed a mean percentile gain of 38.13 points in total adjustment while the control group advanced 8.13 points in percentile rank. When comparing the growth of the experimental group with that of the control group, a t-value of 2.64 indicated the variable was responsible for the growth evidenced by the experimental group and that such a degree of growth could not have occurred by chance in 1 per cent of the cases.

As the end measurement was compared with the beginning measurement for the experimental group ( in the area of total adjustment) a t-value of 9.64 was obtained. A similar comparison for the control group produced a t-value of 2.9.

2. The experimental group evidenced a 37-point increase in mean percentile rank in the area of personal adjustment, while the equated group gained 14.3 in percentile rank over the nine months period. T-values of 8.9 and 3.9 were obtained for experimental and control groups respectively.

3. The experimental group's mean percentile rank in social adjustment increased 36.2 points ( $t = 10.3$ ) over the nine months period while that of the control group increased 3 points ( $t = 0.8$ ).

4. A comparison of the May percentile rank scores of the two groups on the SRA Youth Inventory resulted in a t-value of 7 which indicated the variable was highly significant in

assisting adolescents to solve their problems and that the growth demonstrated was, in all probability, not due to a chance factor.

5. The "culturally fair" techniques proved very effective in assisting adolescents to desire and achieve socially responsible behavior while "representative" techniques were demonstrated to be ineffective.

6. The experimental group demonstrated a degree of growth which could not have been due to chance in as many as 1 per cent of the cases in the task of achieving emotional independence from parents and other adults, while the control group made no significant progress in this task.

7. T-values indicated the development exhibited by the experimental group in the task of learning to care for the body effectively was significant and not due to chance in as many as 1 per cent of the cases, but the development exhibited by the control group in this task was negligible.

8. Both experimental and control groups demonstrated significant growth in the area of achieving new and more mature relationships with both sexes.

These data related to the evaluation of teaching techniques in home and family life education have consistently indicated that techniques which conform to the "culturally fair" framework and present content materials directly related to the recognized problems and purposes of adolescents result in a significant contribution to the achievement of specific developmental tasks of adolescence.



## CHAPTER VIII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The hypothesis upon which this study was developed stated that teaching techniques which are compatible with the frames of reference peculiar to the adolescent's social class structure would prove effective in assisting him to achieve certain developmental tasks in a manner which would be satisfying to him and agreeable to middle class society when the content of the subject matter was focused on the solution of the adolescent's problems. In order to test such a hypothesis, certain sociological, psychological, and educational resources were investigated and analyzed to determine:

1. Previous research related to:

- (a) Characteristic patterns observed in the lower and middle classes
- (b) Implications of social class patterns for the public school system
- (c) Psychological and sociological findings
- (d) Developmental tasks of adolescence

2. The status of youth in the Home and Family Life Education Program in Texas

3. Characteristic patterns observed in the social class groups represented in the study

4. Implications of data for content of instruction in Home and Family Life Education in the Secondary Schools of Texas

5. Implications of data for the development and/or selection of teaching techniques compatible with and meaningful in the frame of reference held by the subjects

6. The practical value of the proposed "culturally fair" teaching techniques

After these specific aspects of the factors involved in the hypothesis were explored through library research, a state-wide survey, and an experimental study, certain statistical measurements were applied and results recorded.

### Conclusions

Within the limitations of this study and to the extent to which the sampling used is representative of the entire population in the state one may conclude that:

1. Adolescents in each of the social classes have patterns of value, frames of reference, and modes of behavior, characteristic of and peculiar to their respective class, but the present system of public education is based upon middle class values and frames of reference and expects all pupils, regardless of social class origin, to demonstrate middle class behavior patterns.

2. What one learns, how one learns, and the use he makes of his learning are largely determined by the values he holds,

so the value of the content materials presented or utilized in a learning experience is dependent on the learner's reaction to the materials.

3. The adolescent views all new learning material through his self-concept and measures the desirability of the learning experience in terms of how it will affect his status in his peer group.

4. Learning which has a direct application to the solution of a recognized problem is most effective, and learning experiences should be provided in each of the child's life roles if the new learning is to be integrated into the total life pattern of the individual.

5. As social interaction is necessary for social development, the acquisition of certain patterns of behavior, values, and attitudes may be acquired through a satisfying, interactive relationship with peers who exhibit such patterns of behavior, values, and attitudes.

6. Decisions made as a part of a group are more lasting than those made without peer support, but group affiliation decreases as social status declines.

7. An adolescent must be given time and opportunity to refine his meanings and evaluate his values in terms of his conscience as imposed by his parents and the demands and expectations of his peer group if he is to become self-directive.

8. Pupil's purposes rather than "teacher purposes" motivate learning.

9. The pupils in home and family life education represent each level of the social class hierarchy with a range of distribution very similar to that in the entire nation.

10. As social class declines the size of the individual family increases and the stability of the family decreases.

11. In the lower-lower, upper-lower, and lower-middle classes it is not uncommon for both of the parents and the adolescent children to work outside of the home to help support the family and maintain the household.

12. Adolescents throughout the state are low in both personal and social adjustment, but personal and social adjustment of adolescents improve as social status improves.

13. Pupils tend to avoid activities which require "solo" performances.

14. Many adolescents lack sufficient maturity to maintain interest and purpose if goals are deferred for too long a period of time.

15. Both chronological age and social status seem to be related to the degree to which one is concerned with social, religious, economic, ethical, or moral problems.

16. A child with a purpose learns best in a consistent, permissive atmosphere where personal freedom is based on the freedoms of one's associates.

17. A child's concept of himself and his relationships with others may be significantly affected by mastery.

18. All adolescents, regardless of social class origin, need consistent, mature guidance in interpreting their purposes in terms of the demands of their society.

19. Many adolescents need help in developing generalizations.

20. Adolescents of the middle and upper classes have a higher opinion of their own personal and social status than do those in the lower class.

21. Lower class adolescents have more problems related to school, means of making a livelihood, home and family, and health than do adolescents in the middle and upper classes.

22. There are some problems which are common to adolescents regardless of their social class origin, yet the concerns seem to vary in intensity with social class status.

23. As social class advances there is a progressive increase in the degree to which the constituents of that class have achieved certain developmental tasks.

24. Each of the content areas in home and family life education may assist adolescents in the solution of their recognized problems and in the achievement of their developmental tasks.

25. There are general criteria for teaching techniques which are applicable for adolescents of all classes.

26. Specific qualifications should be considered for techniques to be utilized with lower class adolescents.

27. "Culturally fair" teaching techniques were effective in assisting adolescents to solve their recognized problems and achieve their developmental tasks.

#### Recommendations

On the basis of the foregoing conclusions, the following recommendations are made:

1. All teaching techniques should be consistent with and promote problem solving procedures.
2. Pupils should be encouraged to assume an increasing amount of responsibility in pupil-teacher planning.
3. The purpose of the learner should be the center of the teaching process and contents and techniques should be utilized to assist the learner in interpreting his purposes in terms of social demands.
4. A wide range of teaching techniques should be employed (using culturally fair adaptations).
5. Persons responsible for the legislative and administrative aspects of the state textbook law should consider the advisability of amending the terminology "textbook" to read "study materials" in order that a wider range of usable educational aids may be provided to facilitate learning.
6. Home and family life education should provide opportunities for correlated experiences in each area of content at each grade-age level.
7. Frequent opportunities should be provided for all children to demonstrate their learning.

8. A maximum of peer group participation and interaction should be provided for among those of different socio-economic origins.

9. Some relationship should be indicated between out of school and in-school experiences.

10. Opportunities for a wide range of experiences which pupils can use in their own homes with available equipment should be provided.

11. Experiences which have no relation to the recognized purposes and problems of the learner should be avoided.

12. Placement of pupils in home and family life education classes should be based on chronological and social age rather than on number of previously earned credits in homemaking.

#### Recommendations for Further Study

It is recommended that further analysis be made of these data to:

1. Examine the degree of achievement adolescents exhibit in other developmental tasks

2. Investigate any relationship between mental age and the achievement of developmental tasks

3. Explore any implications of one's concept of self on the achievement of specific tasks.

It is recommended that similar studies be conducted in other subject matter areas to consider the contribution which these respective areas could make to assist the adolescent in the achievement of his developmental tasks.

It is suggested that further research consider the possibility of developing and standardizing (1) an instrument by which one might objectively measure the degree of achievement in a respective developmental task and (2) a scale or measurement by which one might objectively evaluate the degree to which teaching techniques are "culturally fair."



APPENDIX

TABLE 1A

FREQUENCY TABULATION OF CHRONOLOGICAL AGES  
IN MONTHS FOR ENTIRE SAMPLE

Age in Months	Number Cases	Age in Months	Number Cases	Age in Months	Number Cases
157	1	191	13	225	4
158		192	13	226	2
159		193	8	227	3
160	1	194	11	228	2
161		195	9	229	2
162		196	6	230	
163		197	11	231	1
164		198	12	232	
165	1	199	11	233	
166	1	200	9	234	
167	2	201	9	235	
168	3	202	11	236	
169	5	203	15	237	
170	2	204	12	238	1
171	1	205	11	239	
172	6	206	14	240	
173		207	14	241	
174	5	208	10	242	
175	11	209	14	243	1
176	10	210	9	244	
177	7	211	3	245	
178	11	212	6	246	
179	8	213	11	247	1
180	8	214	9	248	
181	8	215	8	249	
182	12	216	13	250	
183	14	217	9		
184	8	218	4	Total	505
185	8	219	6	Mean	
186	21	220	3	Age	197 mo.
187	7	221	1	Median	
188	11	222	3	Age	206 mo.
189	6	223	2		
190	7	224	3		

TABLE 2A  
 FREQUENCY TABULATION OF MENTAL AGES OF  
 ENTIRE SAMPLE (IN MONTHS)

Mental Age in Months	Number of Cases	Mental Age in Months	Number of Cases	Mental Age in Months	Number of Cases
116	1	157	4	198	12
117		158		199	17
118		159	2	200	8
119		160		201	14
120		161	5	202	11
121	1	162	3	203	
122		163	3	204	10
123		164		205	
124		165	5	206	4
125		166		207	12
126		167	8	208	12
127		168	10	209	
128		169		210	
129		170	11	211	6
130		171	9	212	6
131	1	172	9	213	
132		173	9	214	8
133		174	9	215	
134		175	1	216	3
135		176		217	6
136		177	12	218	
137	1	178	18	219	4
138		179	17	220	2
139	1	180	16	221	
140		181	1	222	3
141	1	182	16	223	1
142		183	13	224	
143		184	17	225	2
144		185		226	
145		186	17	227	1
146		187	12	228	
147		188	13	229	1
148	2	189	22	230	
149		190	14	231	2
150		191	11	232	1
151		192	18	233	1
152		193		234	1
153	2	194	15	235	
154		195	15	236	
155		196	10	237	
156	2	197		238	

TABLE 2A--Continued

Mental Age in Months	Number of Cases	Mental Age in Months	Number of Cases	Mental Age in Months	Number of Cases
239		243		247	
240		244		248	
241		245		249	
242		246		250	
Total 505					
Mean 188					
Median 189					

TABLE 3A

## FREQUENCY DISTRIBUTION OF TOTAL MENTAL FACTORS FOR ENTIRE SAMPLE

I.Q.	Number Cases	I.Q.	Number Cases	I.Q.	Number Cases
63	1	85	4	109	9
64		86	5	110	14
65		87	7	111	10
66		88	8	112	4
67		89	11	113	8
68		90	13	114	5
69		91	7	115	3
70		92	13	116	5
71		93	26	117	3
72	1	94	15	118	3
73	2	95	16	119	2
74		96	16	120	3
75		97	22	121	2
76		98	24	122	1
77	1	99	29	123	
78		100	30	124	2
79	1	101	23	125	
80	1	102	21	126	1
81	1	103	20	127	
82	2	104	25	128	
83		105	17	129	
84	8	106	13	130	1
		107	16	Total	505
Median 100		108	30		Mean 101.25

TABLE 4A

FREQUENCY TABULATION OF VERBAL I.Q. SCORES  
FOR ENTIRE SAMPLE

Verbal I.Q.	Number Cases	Verbal I.Q.	Number Cases	Verbal I.Q.	Number Cases
71	1	93	27	115	3
72		94	4	116	6
73	1	95	26	117	5
74		96	11	118	7
75	1	97	13	119	8
76	4	98	16	120	
77	1	99	23	121	1
78		100	26	122	
79	2	101	22	123	1
80	1	102	6	124	4
81	6	103	29	125	2
82		104	19	126	1
83	2	105	25	127	1
84	5	106	24	128	1
85		107	23	129	1
86	7	108	23	130	
87	6	109	11	131	
88	1	110	30	132	1
89	8	111	2	133	
90	8	112	9	134	
91	10	113	6	135	2
92	5	114	17	Total	505
				Mean	102
				Median	103

TABLE 5A

FREQUENCY TABULATION OF NON-MENTAL  
FACTORS FOR ENTIRE SAMPLE

Non-Verbal I.Q.	Number of Cases	Non-Verbal I.Q.	Number of Cases	Non-Verbal I.Q.	Number of Case
55	1	83	16	111	15
56		84	9	112	3
57		85	2	113	2
58		86	15	114	7
59		87	3	115	2
60		88	11	116	9
61		89	21	117	
62	1	90	4	118	1
63		91	16	119	9
64		92	9	120	2
65	1	93	26	121	
66		94	6	122	3
67		95	30	123	
68	1	96	24	124	
69	2	97	19	125	3
70	1	98	9	126	
71	1	99	23	127	
72	2	100	29	128	2
73	6	101	10	129	2
74	1	102	24	130	
75	2	103	5	131	
76		104	26	132	
77	2	105	20	133	1
78		106	4	134	
79	9	107	18	135	3
80	3	108	5	136	
81	3	109	4	137	
82	3	110	13	138	1
Total 505					
Mean 97.8					
Median 98					

TABLE 6A  
SOCIAL CLASS DISTRIBUTION OF ENTIRE SAMPLE

Percentile Rank on American Home Scale	Raw Score on American Home Scale	Assigned Class	Number of Cases*
98-100	59---	Upper-upper	5
	56-58	Lower-upper	7
88-97	46-55	Upper-middle	51
60-87	35-45	Lower-middle	168
27-59	26-34	Upper-lower	203
1-26	11-25	Lower-lower	71
Total			505

\* Summary of column 1; Table 14A

TABLE 7A  
NUMBER OF CHILDREN PER FAMILY IN SOCIAL CLASS GROUPS

Number of Children	Number of Families					
	LL Class	UL Class	LM Class	UM Class	LU Class	UU Class
1	3	16	8	6	0	1
2	6	31	44	15	3	2
3	7	45	51	14	3	1
4	16	38	29	11	0	0
5	12	32	15	4	1	0
6	11	14	9	1	0	0
7	6	13	3	0	0	0
8	4	5	2	0	0	1
9	2	5	4	0	0	0
10	2	2	1	0	0	0
11	1	2	1	0	0	0
12	1	0	1	0	0	0
Total	71	203	168	51	7	5

TABLE 8A  
 FREQUENCY TABULATION ON STATUS OF HOMES  
 IN ENTIRE SAMPLE

Social Class	Homes in Which Both Parents are Alive and Living Together		Homes Broken by Death, Desertion, or Divorce	
	Number	Per Cent	Number	Per Cent
Lower-lower	51	72	20	28
Upper-lower	181	89.2	22	10.8
Lower-middle	144	86	24	14
Upper-middle	46	90.2	5	9.8
Lower-upper	7	100	0	0
Upper-upper	5	100	0	0





TABLE 9A--Continued

Area of Social Adjustment						Social Adjust- ment	Total Adjust- ment
2A	2B	2C	2D	2E	2F		
20	21	15	49	22	18	12	6
9	63	40	43	21	80	37	29
23	41	20	23	29	54	21	30
1				51	1	28	27
1	65	26	34		63	36	38
47				57	1	24	36
3		50	52		1	35	40
3					58	23	25
2	64					46	31
63			61	86		21	33
1		88				18	27
	83					20	17
1			72	75		19	20
2						25	23
134		116				17	20
1	69			101		25	14
4			86			18	24
1					72	18	24
189	72	102		41		34	20
			85			28	21
	27	48		22	26		

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
90	55	99	60	75	70	85	55
90	55	70	20	15	85	45	40
90	55	90	60	60	70	75	55
45	55	50	20	60	50	40	35
25	5	70	80	60	35	35	25
45	75	70	45	60	50	55	40
70	90	10	45	25	85	45	35
90	20	20	5	60	85	35	15
90	75	99	30	90	85	90	70
70	75	30	20	45	35	35	30
45	40	70	45	75	5	35	45
90	55	90	30	75	50	65	50
90	90	70	30	45	50	60	45
90	90	90	10	15	85	55	35
90	55	30	20	1	1	5	10
45	10	30	80	10	20	25	20
70	75	5	5	25	20	20	20
25	40	70	95	60	50	55	50
90	90	50	60	90	85	90	80
70	90	70	45	45	85	70	70
10	1	5	1	15	5	5	5
70	55	50	45	99	50	65	50
25	20	5	5	1	5	5	10
1	5	5	20	5	50	5	15
45	5	90	30	1	5	10	30
1	5	5	5	15	10	5	5
1	5	20	5	15	5	5	5
70	55	99	60	10	85	60	55
90	40	5	30	15	5	15	30
1	10	5	1	45	10	5	10
1	40	30	20	1	5	5	15
70	1	5	1	5	5	1	1
70	40	70	10	45	85	40	25
70	20	70	80	75	70	65	50
70	40	30	30	45	50	35	15
45	75	50	1	60	10	20	15
45	5	90	30	1	5	10	30
70	55	90	45	15	35	40	60
90	55	99	5	60	5	30	20
70	40	90	60	15	50	45	40
45	40	70	1	75	35	20	10

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
42	35	10	20	20	5	1	10
43	25	80	45	90	50	30	45
44	80	65	90	90	95	1	70
45	95	35	20	70	5	30	35
46	1	20	45	45	25	30	25
47	80	95	5	70	15	65	40
48	25	5	5	5	10	1	5
49	70	95	70	45	25	5	45
50	25	20	10	15	1	5	10
51	80	80	70	70	65	30	75
52	1	20	70	30	1	5	10
53	25	50	30	45	5	10	20
54	15	10	5	15	25	30	15
55	5	1	20	20	1	5	5
56	1	1	20	20	1	5	5
57	45	35	45	30	35	5	30
58	35	5	70	30	65	1	25
59	15	50	70	45	10	15	25
60	25	65	70	30	25	30	35
61	15	1	10	15	1	10	5
62	35	35	45	45	1	15	25
63	70	5	5	1	1	5	5
64	70	80	90	90	50	85	90
65	15	5	20	20	65	15	20
66	45	65	70	45	50	75	65
67	70	50	30	70	35	30	45
68	1	10	20	30	5	30	10
69	60	65	90	90	80	45	80
70	5	20	30	70	5	15	15
71	35	1	70	70	95	65	40
72	25	80	20	20	5	55	25
73	35	20	20	20	5	10	15
74	90	65	70	90	80	85	95
75	90	80	70	45	55	30	75
76	80	80	90	70	80	85	95
77	95	65	45	70	65	95	90
78	60	80	70	90	50	85	85
79	70	35	20	5	65	75	40
80	60	65	10	45	15	15	30
81	45	5	5	20	35	10	15
82	35	95	5	20	50	10	25
83	35	50	30	70	50	10	35
84	70	65	70	45	80	95	85
85	70	20	45	90	25	45	45

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
90	20	50	10	60	10	30	20
70	55	90	60	75	70	75	60
90	20	99	60	60	70	70	70
70	90	50	98	60	50	75	50
45	10	70	95	75	35	50	35
90	90	70	30	90	70	80	60
1	5	50	1	5	5	5	5
70	75	90	60	60	10	55	50
45	20	30	1	10	5	10	10
70	10	70	95	45	5	35	50
25	5	10	20	5	10	5	10
25	90	70	30	15	50	40	30
25	5	90	1	25	20	20	20
25	55	10	5	10	70	20	10
1	55	10	5	15	50	15	10
45	5	70	80	75	50	45	35
70	20	70	30	45	50	40	30
10	10	90	60	60	50	40	147/30
25	55	30	20	60	5	20	136/30
45	10	10	5	1	35	10	140/5
45	40	30	80	15	35	35	141/30
25	1	5	1	1	5	1	171/5
25	99	90	95	15	85	75	/85
45	75	10	5	15	85	25	139/20
90	10	50	95	60	85	65	65
90	75	90	80	75	85	90	70
70	20	20	45	15	20	25	20
90	20	90	95	45	50	65	75
1	20	50	80	5	5	10	15
70	75	70	80	75	99	90	65
45	40	70	80	60	85	65	40
70	5	90	45	10	50	30	20
95	75	70	80	45	5	50	80
70	40	70	30	25	5	30	45
25	75	30	10	25	20	25	60
70	90	90	95	15	70	75	85
70	90	90	60	25	70	70	80
90	99	90	5	45	20	40	40
45	90	30	30	25	90	40	35
5	40	5	5	15	99	15	15
90	99	50	1	25	20	30	30
70	75	70	98	60	85	85	55
90	55	99	80	99	35	90	90
90	90	70	45	15	20	45	45

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
86	60	80	70	45	65	65	75
87	70	50	45	30	5	55	35
88	60	5	20	5	1	75	10
89	95	65	30	30	80	10	55
90	45	20	20	30	35	5	25
91	90	20	5	5	10	15	10
92	70	1	30	15	35	30	25
93	35	65	70	90	80	55	70
94	80	10	20	15	15	65	30
95	35	20	20	20	15	45	25
96	70	50	90	90	80	55	80
97	25	80	70	45	35	65	50
98	5	95	30	90	5	1	20
99	45	50	90	90	35	65	65
100	80	65	20	70	50	55	60
101	90	65	90	70	35	55	80
102	15	80	70	45	5	30	30
103	45	50	70	45	15	15	35
104	35	65	90	90	95	55	80
105	45	95	70	90	80	55	80
106	15	1	20	5	5	1	5
107	15	65	20	90	65	15	75
108	1	80	45	90	25	55	40
109	25	35	90	70	10	85	45
110	70	50	90	45	50	55	65
111	15	80	90	90	35	5	40
112	25	10	20	30	15	55	25
113	15	50	45	45	5	15	25
114	45	80	90	90	25	65	70
115	70	65	90	70	65	75	85
116	25	5	90	45	35	65	35
117	60	35	70	30	35	15	35
118	45	10	90	15	25	55	30
119	70	80	90	90	95	55	90
120	60	80	90	30	10	55	45
121	1	5	10	5	1	55	5
122	25	5	1	5	5	10	5
123	25	80	70	90	10	30	40
124	35	35	90	70	10	15	45
125	70	95	94	90	1	1	30
126	45	50	70	90	65	30	55
127	5	5	90	30	95	55	35
128	35	35	5	30	80	10	25
129	80	80	90	90	80	30	85

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
45	90	99	60	75	85	90	80
90	90	50	30	60	35	55	45
45	10	30	60	25	20	25	20
25	5	99	80	45	35	40	45
45	10	1	20	25	20	10	15
10	10	1	10	5	20	5	10
25	20	50	45	15	5	20	20
90	20	90	95	45	20	55	65
90	90	70	1	75	50	90	55
25	5	99	20	45	5	15	20
90	99	99	95	99	70	95	95
90	55	50	45	75	5	35	45
90	55	70	60	60	35	60	35
70	10	90	95	75	35	60	65
25	20	50	60	60	10	30	45
70	99	70	45	75	50	75	80
70	40	50	95	45	5	40	35
90	40	50	30	75	20	40	40
90	75	70	60	60	99	85	80
90	99	70	60	99	35	90	85
10	1	10	5	1	50	1	1
90	20	70	80	60	20	50	65
45	5	50	80	90	70	45	40
25	10	20	45	15	50	20	35
45	55	50	60	25	5	30	45
90	40	70	60	90	35	65	80
45	1	90	20	25	5	15	20
70	55	30	45	60	20	40	30
45	1	1	1	1	1	1	5
90	55	99	80	75	50	85	85
90	20	70	95	60	85	75	50
1	40	50	45	45	20	25	30
70	10	5	1	25	20	10	20
45	90	90	45	75	70	75	85
1	10	5	30	45	5	5	25
5	55	20	1	15	5	5	5
10	5	5	1	10	35	5	5
45	5	20	45	45	5	20	30
70	5	70	95	45	5	30	40
90	55	50	10	60	35	40	35
90	75	90	30	75	20	60	60
90	20	90	80	75	50	70	45
70	5	50	10	90	5	20	25
25	75	90	30	90	99	75	80

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
130	45	95	30	90	35	65	65
131	5	65	70	90	50	15	40
132	45	65	70	90	50	55	65
133	60	65	20	70	65	65	60
134	25	35	1	5	1	30	5
135	25	95	10	90	15	30	35
136	15	50	10	15	1	5	10
137	90	80	70	90	80	65	90
138	35	20	90	70	65	15	40
139	90	65	1	45	25	65	35
140	45	50	1	70	5	15	15
141	5	5	5	70	5	45	25
142	25	80	45	45	50	30	40
143	35	20	45	30	10	5	25
144	70	50	90	45	10	55	45
145	60	95	70	90	25	45	65
146	70	65	30	45	50	10	40
147	60	50	90	90	50	55	35
148	5	50	45	45	5	45	25
149	5	10	30	15	5	45	15
150	60	50	90	30	1	10	25
151	45	50	70	30	25	15	35
152	70	80	90	70	80	10	70
153	60	65	90	70	95	15	75
154	99	95	20	30	10	45	50
155	35	50	90	45	1	30	25
156	70	65	45	45	50	75	70
157	80	95	70	90	95	95	95
158	70	20	30	15	5	10	20
159	70	65	45	20	65	65	60
160	35	65	90	70	35	45	50
161	25	50	70	90	10	15	30
162	25	50	5	5	15	55	10
163	60	80	70	90	65	75	85
164	5	1	1	5	1	1	1
165	80	80	70	90	95	30	99
166	35	10	30	15	10	5	15
167	60	50	90	90	65	65	80
168	60	65	70	90	35	65	70
169	60	65	20	70	35	55	45
170	60	80	70	70	80	75	85
171	15	10	20	30	5	30	15
172	15	80	20	20	5	15	20
173	45	65	70	70	80	10	50
174	35	10	1	10	1	45	10

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
70	90	50	80	45	50	65	65
90	75	90	95	60	10	70	50
90	55	90	80	75	5	60	65
90	90	90	45	15	35	55	60
1	10	5	45	5	1	5	5
90	55	90	30	45	70	60	45
25	20	20	60	10	85	30	15
45	99	50	60	75	70	75	85
25	90	70	45	60	50	55	45
70	55	50	1	90	10	20	30
70	75	99	1	45	10	30	25
70	55	20	5	25	20	20	20
90	20	99	80	75	10	60	50
70	5	20	20	45	5	15	20
90	40	70	60	25	85	60	55
90	40	10	30	25	5	5	30
90	55	50	95	45	70	70	55
70	40	50	80	15	50	40	40
70	75	10	60	45	35	40	30
1	10	5	5	5	5	5	5
1	5	10	5	5	5	5	10
70	75	99	60	15	85	70	45
90	75	10	30	25	35	35	50
25	10	90	95	75	85	65	70
1	20	70	5	10	5	5	25
90	5	10	80	15	1	10	20
90	55	20	20	60	20	35	50
90	90	99	95	99	70	95	95
45	40	70	20	10	70	30	25
70	90	70	80	45	35	65	65
90	99	90	80	90	35	90	75
70	20	5	5	10	35	20	20
70	20	70	5	25	5	20	15
70	55	99	95	90	50	90	85
90	5	50	1	45	5	10	5
70	55	99	80	60	85	85	95
45	75	20	1	5	5	10	10
90	20	90	60	75	70	70	75
90	90	70	60	75	50	80	75
90	40	90	1	75	70	35	40
70	90	50	45	45	50	55	75
45	20	20	45	45	20	25	20
90	5	30	1	25	70	20	20
90	90	90	45	10	10	40	45
90	99	1	1	10	50	15	10



TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
175	60	35	30	35	50	55	40
176	45	50	70	30	10	1	25
177	25	50	30	30	10	5	20
178	60	80	90	90	35	45	70
179	60	80	70	30	65	55	65
180	25	65	20	5	15	30	20
181	35	50	30	90	35	5	30
182	15	50	90	90	15	1	25
183	60	95	45	45	5	10	35
184	45	20	80	30	5	5	20
185	70	80	30	70	80	75	80
186	15	65	90	70	35	45	45
187	35	20	30	30	1	1	10
188	90	95	30	90	95	85	95
189	80	80	70	90	65	55	85
190	45	1	30	15	5	45	15
191	99	80	45	70	80	85	95
192	80	80	70	70	95	30	80
193	25	50	90	70	65	45	50
194	45	35	30	45	10	1	20
195	95	95	90	90	95	45	95
196	95	65	90	70	95	95	95
197	80	50	30	45	65	75	70
198	25	20	20	5	10	10	10
199	90	65	45	90	25	55	70
200	70	80	70	90	80	65	85
201	70	80	70	90	50	45	75
202	60	35	45	90	10	55	40
203	90	80	70	90	80	65	90
204	60	1	70	10	10	45	20
205	25	50	90	45	25	10	30
206	90	50	90	70	80	75	90
207	80	80	20	70	95	55	80
208	45	65	10	30	5	10	20
209	95	80	90	90	95	75	95
210	95	80	70	70	95	85	90
211	5	5	1	5	1	15	1
212	70	65	30	90	65	55	70
213	45	50	30	70	35	15	35
214	60	80	10	45	80	75	65
215	70	80	90	45	95	45	80
216	70	65	90	45	80	15	65
217	60	20	70	30	10	30	30
218	95	65	70	90	80	75	95
219	5	50	70	90	25	15	30

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
90	5	20	30	25	5	15	30
90	75	70	95	25	70	75	40
70	75	30	1	25	70	20	20
90	20	90	60	45	10	40	55
90	75	90	10	45	10	40	50
90	40	50	30	25	20	35	25
90	5	70	60	75	50	50	40
25	5	50	60	15	50	25	25
90	20	50	20	15	20	10	20
70	40	90	30	10	20	30	25
70	75	70	95	75	20	70	80
70	55	70	95	75	50	75	60
70	40	70	20	75	85	55	25
90	75	90	95	99	99	95	95
90	55	90	45	90	50	55	80
90	55	70	45	45	1	30	20
90	55	90	80	90	85	90	95
90	99	70	60	99	99	95	90
45	5	70	60	45	1	20	35
90	90	90	60	60	50	60	40
70	99	90	95	99	85	95	95
90	75	70	60	90	70	85	95
90	75	90	60	45	20	60	65
70	20	50	1	45	20	15	15
90	75	90	60	15	85	70	70
90	55	99	30	60	50	65	80
90	90	70	80	75	85	90	85
90	75	90	30	75	85	80	60
90	99	99	95	60	35	90	90
70	20	70	95	25	35	45	30
70	5	70	45	45	10	30	30
90	40	90	80	45	50	65	80
90	75	70	95	75	70	90	85
70	90	5	1	15	10	15	15
90	99	70	30	25	85	70	90
90	99	99	80	60	99	95	95
25	10	50	1	1	5	5	5
90	90	99	45	60	20	70	70
45	90	30	60	45	35	45	40
90	40	99	60	90	35	75	70
70	90	10	45	15	20	30	55
70	75	70	80	90	35	75	70
90	5	70	20	45	5	20	25
70	90	30	80	90	50	75	90
45	55	30	20	15	5	20	30

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
220	35	65	90	70	50	75	70
221	90	95	90	70	80	65	95
222	80	65	45	90	65	45	95
223	60	80	45	30	5	1	25
224	60	80	70	45	35	15	45
225	25	65	45	45	5	65	30
226	35	65	90	70	80	15	55
227	80	65	45	90	50	85	85
228	60	80	30	70	65	65	70
229	25	1	30	20	25	1	10
230	70	80	90	90	80	65	90
231	35	20	70	45	35	55	40
232	70	50	10	20	15	5	25
233	80	5	70	45	65	45	45
234	45	65	70	45	35	10	40
235	80	35	45	20	25	15	35
236	25	20	5	15	1	55	10
237	60	95	70	70	35	10	50
238	90	50	70	70	65	75	85
239	35	50	5	20	1	1	10
240	15	1	5	5	1	1	1
241	80	65	20	90	50	30	55
242	60	65	70	90	25	15	45
243	70	10	70	45	35	10	35
244	70	80	30	90	75	65	65
245	60	20	30	20	1	10	15
246	60	80	70	90	15	15	25
247	95	95	90	90	50	30	85
248	80	65	45	45	65	45	75
249	95	35	45	70	1	1	30
250	80	95	90	90	50	45	85
251	15	50	45	45	1	1	10
252	60	20	20	90	25	1	25
253	45	65	90	70	10	1	30
254	1	5	45	45	1	1	5
255	80	80	90	90	35	55	80
256	35	35	70	90	80	55	60
257	60	65	30	70	25	30	40
258	25	35	30	30	10	1	10
259	5	20	10	5	25	15	10
260	60	95	90	90	50	5	60
261	45	65	10	30	10	55	30
262	15	95	30	45	5	5	25
263	80	65	20	15	1	55	30
264	90	50	90	90	65	75	90

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
70	20	70	80	75	50	60	65
90	99	90	80	75	85	95	95
90	99	99	45	60	35	90	85
90	40	50	30	90	70	60	35
90	40	30	45	25	50	40	45
90	55	80	80	45	99	80	50
90	90	90	80	99	5	80	70
70	55	70	80	90	5	55	75
70	90	90	60	45	85	55	65
90	10	50	80	10	10	30	15
90	40	99	80	75	20	70	85
90	75	90	95	90	10	30	55
90	40	90	45	45	50	55	35
10	20	90	45	90	1	25	25
90	75	70	60	60	10	55	45
90	1	30	60	60	20	25	30
90	10	10	5	25	50	20	15
90	75	70	60	25	50	60	55
70	40	50	60	90	10	45	70
1	1	1	1	15	5	1	5
70	1	99	1	45	5	10	5
70	90	50	20	45	20	40	45
90	55	50	45	45	10	40	45
10	5	5	60	25	1	5	20
70	40	20	95	60	20	40	55
45	5	30	30	25	70	25	20
90	10	30	80	25	1	20	25
90	90	90	95	75	70	95	90
45	40	70	80	45	35	45	60
45	20	70	45	75	1	30	30
70	75	30	80	45	10	40	65
70	90	50	60	45	5	40	20
25	40	1	20	5	5	5	15
70	75	50	30	25	85	50	40
45	5	5	45	5	35	10	5
45	20	70	95	45	20	40	65
90	99	90	95	90	20	90	80
70	75	30	80	15	70	45	45
70	85	5	45	60	20	30	20
1	1	5	1	1	10	5	5
90	90	90	45	45	20	60	60
90	40	30	1	25	70	50	40
25	5	5	45	15	5	10	15
5	5	30	5	75	20	15	20
45	40	90	80	75	5	45	75

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
265	1	65	70	90	95	75	50
266	45	80	30	20	50	30	30
267	35	80	90	90	5	45	30
268	35	50	30	45	25	5	15
269	15	20	45	45	1	15	10
270	60	80	45	70	80	75	70
271	5	10	20	45	1	1	5
272	80	80	90	70	80	75	90
273	60	65	90	90	95	65	85
274	80	80	90	90	65	65	90
275	45	80	70	90	65	5	50
276	60	35	45	90	10	1	30
277	45	35	45	70	1	15	20
278	60	95	70	90	15	30	55
279	45	20	45	20	35	85	25
280	25	80	90	70	15	55	35
281	60	65	45	45	15	65	45
282	35	80	20	70	15	65	40
283	35	95	45	90	95	95	90
284	25	80	45	45	65	85	65
285	25	65	20	50	35	30	30
286	5	80	70	90	35	55	45
287	70	95	90	90	65	5	70
288	45	80	45	90	25	30	45
289	5	20	30	35	35	10	20
290	35	65	45	90	65	44	65
291	80	65	70	90	65	55	80
292	35	35	30	20	50	65	35
293	45	50	10	20	15	65	30
294	60	65	90	70	80	85	85
295	90	80	45	70	80	75	90
296	80	95	45	90	95	65	90
297	95	95	90	70	95	95	95
298	15	50	20	45	10	10	20
299	35	65	70	90	80	65	75
300	80	80	70	90	65	1	60
301	80	95	90	90	95	30	90
302	90	80	45	90	80	95	95
303	95	95	45	90	95	95	95
304	60	80	70	70	65	45	70
305	45	80	90	90	25	75	75
306	80	20	45	70	25	15	40
307	95	65	70	90	50	85	90
308	99	95	70	80	65	75	95
309	5	50	20	45	5	15	15

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
90	75	99	80	75	85	95	80
45	75	30	20	25	5	20	30
90	40	70	60	90	35	65	50
10	40	50	80	45	50	40	30
70	20	70	20	75	10	30	25
90	99	99	60	75	50	90	85
90	5	90	5	25	35	25	10
5	40	70	45	45	10	25	60
90	90	99	95	75	50	95	90
90	55	90	60	75	10	60	80
45	55	5	80	10	35	25	40
45	10	50	45	15	5	20	25
10	55	10	10	15	5	15	15
90	55	50	60	15	10	35	45
70	55	99	5	45	20	35	30
10	1	5	80	45	70	15	25
90	75	70	60	45	10	50	50
45	90	50	10	90	5	35	40
90	90	90	95	99	70	95	95
90	40	90	95	99	70	90	80
25	20	70	20	45	50	30	30
70	55	70	95	90	85	90	70
70	75	90	95	99	70	50	60
70	40	70	60	90	85	75	60
90	20	30	20	10	10	20	20
70	20	70	45	75	20	40	45
90	90	99	80	75	35	90	85
90	5	50	60	45	70	40	40
10	20	10	5	45	5	10	20
90	75	90	95	90	10	80	85
70	20	90	80	99	70	80	85
90	55	50	95	90	70	85	90
90	90	99	95	75	20	90	95
90	20	50	60	75	35	50	30
90	90	90	80	99	85	75	90
90	55	90	45	90	85	85	75
90	75	70	95	60	85	90	90
90	90	99	80	90	85	95	95
70	90	99	95	90	99	95	95
70	55	70	60	5	10	30	45
10	40	50	80	25	20	30	50
90	55	70	20	75	10	40	40
45	75	50	95	75	70	75	85
90	90	99	95	99	85	95	95
70	20	5	10	10	5	5	10

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
310	1	50	20	45	25	55	25
311	5	80	45	20	15	75	35
312	35	5	5	5	5	55	10
313	35	35	10	45	10	65	30
314	1	50	10	15	65	65	25
315	45	65	30	15	35	1	25
316	5	10	70	70	25	5	20
317	60	35	5	10	15	5	15
318	45	65	70	90	50	65	70
319	25	1	1	5	1	1	1
320	5	35	5	45	10	65	15
321	15	20	10	5	5	15	10
322	45	5	90	20	25	45	30
323	45	20	70	20	25	30	30
324	99	95	90	90	80	30	95
325	35	95	30	45	25	30	40
326	45	65	70	15	65	55	45
327	45	5	70	70	15	55	35
328	35	5	90	30	15	65	30
329	1	35	45	30	80	15	30
330	70	95	90	90	95	30	85
331	90	95	45	70	80	5	70
332	15	1	5	30	15	10	10
333	9	13	13	14	1	1	25
334	60	80	45	15	5	15	30
335	45	50	70	70	5	15	30
336	70	20	90	70	15	5	35
337	60	50	70	70	25	55	50
338	60	80	70	90	10	1	35
339	35	95	70	70	5	1	15
340	60	20	5	5	15	15	10
341	5	50	30	35	15	1	15
342	60	1	45		1	5	10
343	15	95	45	90	10	55	45
344	80	80	70	90	95	75	95
345	95	65	90	90	15	85	85
346	1	1	1	20	5	65	5
347	45	50	90	90	25	45	50
348	1	80	30	90	15	30	30
349	80	80	90	70	10	65	70
350	35	65	80	45	1	1	15
351	35	50	45	70	35	65	45
352	25	35	70	70	50	55	45
353	35	50	30	30	65	55	40
354	35	5	5	30	50	30	20

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
70	5	70	30	90	5	30	30
90	1	30	80	25	5	20	30
45	20	50	5	10	10	15	10
90	5	50	20	45	5	20	25
90	10	90	80	75	35	60	40
90	40	70	1	75	5	20	25
90	10	99	30	15	70	40	30
45	20	30	5	10	5	10	15
90	75	50	80	75	10	60	65
25	5	50	1	10	35	5	5
70	55	50	30	25	5	25	25
10	5	5	1	5	1	5	5
70	20	50	95	75	5	40	35
45	20	5	30	10	35	15	25
45	40	70	60	45	70	50	80
70	55	50	30	45	35	40	40
70	90	99	95	45	5	66	55
70	20	30	95	99	50	65	45
10	40	90	95	75	10	45	40
5	10	5	30	45	5	10	20
70	75	50	95	75	70	80	85
90	55	99	95	75	85	95	85
70	10	5	10	45	35	15	10
5	1	5	5	15	5	5	10
1	5	10	5	1	5	1	10
90	55	90	95	75	10	70	45
70	10	30	95	60	70	50	40
25	1	50	80	45	35	25	35
70	55	50	60	75	70	65	45
70	10	30	45	45	50	35	30
10	20	30	1	10	5	5	10
5	75	50	60	25	99	45	25
90	10	5	30	25	10	20	15
90	5	70	75	60	35	40	45
90	40	90	95	75	85	90	90
90	55	90	60	75	70	80	85
90	10	99	45	25	35	40	15
25	20	70	30	25	35	30	40
70	5	70	80	5	50	30	30
45	75	90	60	60	70	45	70
70	40	1	30	60	5	40	25
70	90	70	95	45	50	75	60
25	75	70	95	45	50	60	50
90	5	90	80	60	85	65	50
25	10	50	5	25	5	15	15



TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
355	70	80	70	70	50	45	70
356	35	1	30	30	10	1	10
357	5	20	20	5	1	55	10
358	60	65	5	30	35	75	40
359	35	1	45	90	50	30	45
360	45	50	45	90	25	45	45
361	5	1	10	5	15	30	5
362	15	20	5	15	1	1	5
363	35	35	90	70	50	5	35
364	15	35	45	45	15	45	30
365	80	95	30	70	35	55	70
366	60	65	45	70	35	15	45
367	60	35	30	90	50	85	65
368	1	1	10	1	1	1	1
369	25	50	5	30	5	10	15
370	80	65	70	90	80	45	80
371	5	1	10	5	15	30	5
372	90	80	70	30	50	30	65
373	70	10	45	10	10	10	20
374	80	80	90	70	95	95	95
375	70	65	90	90	50	85	85
376	15	65	10	90	5	15	20
377	35	65	45	10	5	15	35
378	60	80	30	90	35	1	40
379	15	10	30	20	25	45	25
380	15	20	30	90	1	45	20
381	25	65	30	70	50	15	75
382	80	35	45	70	50	10	45
383	45	65	20	30	5	1	15
384	45	35	5	15	1	1	5
385	35	80	70	90	80	45	55
386	70	95	20	90	50	65	60
387	45	95	45	70	25	15	45
388	45	50	45	70	25	30	40
389	45	65	70	90	65	65	75
390	45	35	45	45	5	30	30
391	45	35	45	90	25	45	40
392	70	95	70	70	35	55	75
393	15	80	45	90	80	45	55
394	35	5	1	5	1	1	1
395	60	75	70	90	65	45	70
396	45	10	45	10	5	1	10
397	45	1	5	5	5	15	5
398	99	80	90	70	55	55	90
399	70	80	30	90	65	15	60

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
90	75	90	80	60	70	85	80
70	40	1	20	10	10	10	10
25	5	30	80	5	10	15	10
45	10	99	5	60	20	30	35
45	55	70	80	99	99	90	70
25	55	50	10	25	70	30	40
45	1	90	60	45	5	20	10
1	1	5	1	25	10	5	5
45	40	5	60	75	35	30	35
90	10	30	20	75	50	35	30
70	55	50	95	60	99	80	75
90	75	50	45	60	35	55	50
1	1	1	1	1	1	1	5
45	5	30	1	10	5	5	1
25	5	30	80	25	85	35	20
70	55	90	80	75	85	85	85
25	1	90	80	45	5	20	10
90	90	99	80	75	85	95	65
90	10	70	20	15	5	20	20
70	99	90	95	90	85	95	95
90	90	90	80	75	70	90	90
5	20	30	20	45	35	20	20
25	5	70	5	15	10	15	25
90	75	50	30	25	70	50	45
10	5	90	45	45	35	25	25
10	55	5	80	60	70	35	30
45	20	90	80	75	1	35	50
45	99	70	95	1	1	10	25
70	10	10	20	60	20	20	20
70	5	1	1	10	5	5	5
90	90	90	95	75	99	95	85
70	55	90	80	60	99	85	80
90	99	50	95	60	85	90	70
70	90	50	45	75	70	70	50
90	55	90	95	75	20	75	75
70	10	70	10	60	85	40	35
25	55	50	5	75	85	40	40
25	40	90	60	75	85	65	70
90	99	20	45	90	70	75	85
45	75	30	1	15	10	15	5
70	90	50	45	75	85	75	75
45	5	70	20	1	35	15	15
1	5	1	1	1	10	1	1
90	75	90	95	75	85	95	95
70	75	1	1	1	1	1	10

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
400	45	5	1	45	1	1	5
401	45	1	5	5	5	1	1
402	45	35	45	45	5	65	30
403	15	1	5	1	1	5	1
404	60	65	45	70	50	75	70
405	80	95	45	90	10	65	70
406	25	10	30	45	1	30	15
407	70	65	45	90	95	75	85
408	35	80	45	30	5	10	25
409	25	65	5	10	1	85	20
410	45	95	90	90	80	45	80
411	60	65	30	45	25	55	45
412	60	50	10	45	25	5	25
413	90	80	90	70	65	45	85
414	80	95	90	90	25	45	80
415	70	80	30	30	15	30	40
416	35	10	5	10	5	5	10
417	45	50	70	45	80	65	65
418	25	95	5	70	5	5	20
419	80	95	20	90	80	55	80
420	45	20	5	20	1	45	15
421	35	65	90	80	35	10	45
422	15	65	30	90	25	30	35
423	25	50	70	90	10	10	30
424	60	65	90	90	50	75	80
425	5	65	30	70	5	5	20
426	70	65	30	30	15	55	40
427	35	50	70	70	35	65	50
428	99	95	70	70	95	75	95
429	15	50	30	90	50	30	35
430	5	65	20	70	5	5	15
431	35	65	45	90	80	15	50
432	35	50	30	70	10	15	30
433	15	80	45	30	50	30	45
434	70	50	30	30	50	15	40
435	70	80	30	70	10	30	40
436	60	80	5	90	50	55	50
437	60	65	10	90	5	10	30
438	35	95	30	90	5	30	35
439	15	80	70	70	25	45	40
440	25	20	20	45	1	1	5
441	5	80	30	90	5	30	25
442	5	35	1	5	5	15	5
443	25	35	1	5	5	10	5
444	80	80	70	90	50	45	80

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
25	20	70	5	25	20	20	10
1	5	1	10	1	1	1	1
10	5	50	5	45	20	15	25
70	1	50	20	1	10	10	5
90	40	50	45	75	99	70	70
25	1	1	1	1	1	1	5
70	40	5	60	45	35	30	25
90	75	99	95	45	35	90	90
70	20	50	5	25	20	20	25
90	20	50	10	5	50	25	20
90	40	99	80	75	85	90	85
25	55	90	80	60	35	55	50
70	20	50	30	15	35	30	30
70	90	90	80	75	85	90	90
70	75	70	60	15	35	45	65
45	55	50	5	45	70	35	35
10	5	5	1	25	85	5	10
90	75	90	95	60	50	85	75
90	40	70	30	75	20	45	30
70	55	70	95	60	85	80	80
70	40	5	5	15	10	15	15
90	75	50	95	75	50	80	60
90	55	30	45	15	50	40	35
70	90	70	80	75	70	85	50
10	55	30	30	45	99	40	60
90	5	90	60	75	20	45	30
90	75	70	80	99	85	95	70
90	20	50	80	90	10	50	50
70	90	70	80	75	85	90	95
90	40	20	45	60	85	50	40
90	40	30	60	60	10	40	35
70	5	99	95	75	50	65	60
90	10	50	30	45	5	25	25
90	55	90	80	60	85	85	65
90	5	90	45	10	10	25	35
70	75	50	45	60	85	65	50
90	55	90	95	60	50	80	65
90	75	30	60	90	99	85	45
70	55	30	45	25	70	40	40
25	20	50	95	60	70	50	45
10	55	5	5	5	5	5	5
90	99	30	45	90	70	80	45
10	20	30	1	15	5	10	10
25	20	10	1	45	10	5	5
25	75	70	3	45	85	35	55

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
445	45	65	90	70	35	15	45
446	70	80	70	90	15	30	55
447	35	50	5	20	5	45	20
448	80	65	45	90	35	30	60
449	1	35	5	30	5	5	10
450	1	5	1	1	1	10	1
451	15	50	30	10	1	1	5
452	35	35	45	45	5	45	30
453	70	80	45	90	95	75	90
454	5	80	70	70	35	55	45
455	35	65	20	30	5	15	25
456	1	10	5	30	1	15	5
457	45	80	20	90	50	10	40
458	70	95	70	90	80	65	90
459	80	80	70	90	50	85	90
460	60	80	10	30	35	30	35
461	35	65	90	90	95	65	80
462	70	80	45	90	65	55	80
463	70	95	1	90	80	45	40
464	60	95	70	70	65	15	65
465	70	80	45	90	35	10	50
466	95	95	45	45	65	75	90
467	70	80	70	70	50	65	80
468	70	65	70	70	35	45	60
469	25	80	5	70	10	10	25
470	80	65	70	30	50	45	60
471	5	5	10	5	1	45	5
472	70	65	70	90	95	65	85
473	35	80	45	90	50	5	40
474	70	80	70	90	35	95	85
475	70	65	45	20	5	1	20
476	25	65	20	90	15	15	30
477	70	95	70	90	80	45	85
478	60	65	70	70	65	5	45
479	60	80	90	30	15	15	40
480	60	80	20	70	50	45	50
481	5	20	5	20	5	1	5
482	45	65	30	70		15	35
483	70	80	70	70	65	55	80
484	15	95	70	70	50	75	65
485	60	80	70	30	15	15	40
486	70	80	90	90	80	45	65
487	80	80	70	90	65	55	85
488	60	80	20	90	10	1	30

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
90	55	70	95	90	50	85	65
70	20	90	95	90	50	75	65
25	55	30	30	25	99	40	25
70	55	90	95	25	20	70	65
10	40	20	5	45	20	15	10
90	1	10	1	1	1	1	1
45	20	5	30	10	35	15	10
90	10	50	10	60	20	30	30
70	90	99	95	99	99	95	95
70	20	20	20	15	85	30	35
70	5	70	30	60	35	30	25
90	5	1	5	45	10	5	5
90	90	70	60	75	70	85	60
90	99	99	80	60	70	95	90
90	90	70	80	60	99	90	90
70	40	30	30	75	85	50	40
90	40	70	95	60	85	80	80
70	90	70	95	45	50	75	80
90	90	99	10	75	35	65	50
70	55	70	95	75	20	85	65
90	55	99	5	90	5	40	45
70	90	50	10	60	20	40	70
70	75	90	80	75	10	65	75
70	20	50	80	15	20	35	45
45	55	20	1	75	35	25	25
70	20	70	60	99	10	60	55
25	5	10	5	1	20	5	5
90	75	70	80	99	70	90	90
90	90	20	30	75	20	45	45
45	75	70	95	10	20	40	70
25	40	50	45	45	20	30	25
70	10	70	80	25	50	40	35
70	55	70	95	45	50	65	80
90	55	90	80	60	70	80	65
25	40	90	80	25	85	55	45
90	99	70	30	60	20	60	55
45	5	20	45	5	20	15	10
90	90	70	60	75	10	65	45
90	90	90	95	60	99	95	90
10	90	50	60	60	35	44	55
90	20	20	45	15	10	25	30
90	90	70	95	90	85	95	90
70	90	70	60	75	50	75	80
45	40	70	45	60	85	55	40

TABLE 10A--Continued

Case	1A	1B	1C	1D	1E	1F	Self Ad- justment
489	80	80	70	90	35	55	80
490	60	50	45	90	35	30	45
491	35	50	20	45	1	1	10
492	5	35	30	70	5	1	15
493	70	95	20	90	10	75	60
494	15	65	30	30	1	1	10
495	1	10	45	20	15	45	20
496	70	65	90	70	65	30	70
497	5	35	30	30	15	15	20
498	80	95	70	90	80	55	90
499	70	95	90	90	25	55	80
500	25	65	70	70	50	45	45
501	95	95	45	90	95	95	95
502	25	50	10	15	15	10	15
503	15	35	30	45	65	10	30
504	60	95	30	70	1	1	20
505	45	35	45	70	15	1	25

TABLE 10A--Continued

2A	2B	2C	2D	2E	2F	Social Adjust't	Total Adjust't
90	99	70	80	75	70	90	85
90	10	20	10	45	5	5	20
70	55	20	10	15	20	20	15
45	10	30	30	10	70	25	20
90	90	70	80	25	99	85	75
90	20	50	5	15	35	25	20
25	5	99	30	99	70	45	30
70	55	70	95	75	99	90	80
45	20	20	30	5	5	15	15
90	90	90	95	75	99	95	95
90	90	90	95	75	99	95	90
70	75	70	95	60	50	75	60
90	99	90	80	75	99	95	95
45	90	5	1	15	70	15	15
90	40	50	10	5	35	25	25
70	75	30	10	25	20	30	25
70	20	90	60	25	70	50	35



TABLE 11A

RESPONSES OF ENTIRE SAMPLE TO INTEREST  
AND ACTIVITY CHECK SHEET

Code for Response*	Number of Item	Number Responses of Each Type	Responses by Social Classes						Total Number Responses
			Lower- lower	Upper- lower	Lower- middle	Upper- middle	Lower- upper	Upper- upper	
/	1	356	55	136	118	38	5	4	498
-	1	37	2	15	15	4	1	0	
1	1	85	14	36	26	7	1	0	
/	2	286	39	106	95	36	5	5	448
-	1	47	10	16	16	4	1	0	
1	1	115	14	56	34	10	1	0	
/	3	336	49	122	118	38	5	4	461
-	1	40	6	16	12	5	1	0	
1	1	85	11	44	23	5	1	1	
/	4	294	41	112	99	33	4	5	454
-	1	47	9	15	16	6	1	0	
1	1	113	16	50	31	9	1	0	
/	5	121	14	47	38	16	3	3	407
-	1	43	5	14	17	6	1	0	
1	1	243	38	96	83	21	3	2	
/	6	86	3	34	29	10	0	1	364
-	1	40	8	12	16	4	0	0	
1	1	238	34	92	82	23	5	2	
/	7	80	7	29	30	13	0	1	310
-	1	58	11	26	18	2	1	0	
1	1	172	20	64	62	21	3	2	
/	8	117	14	44	45	10	2	2	394
-	1	35	6	15	10	2	2	0	
1	1	242	39	92	78	28	3	2	
/	9	130	22	49	47	10	1	1	280
-	1	84	12	33	28	7	3	1	
1	1	66	8	26	24	6	1	0	

TABLE 11A--Continued

Code for Responses	Number of Item	Number Responses Each Type	Responses by Social Classes						Total Number Responses
			Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper	
1	10	30 89 43	5 10 6	9 34 15	9 40 19	6 4 3	1 1 0	0 0 0	162
1	11	41 101 48	5 19 4	12 37 21	15 37 19	6 7 4	2 1 0	1 0 0	190
1	12	72 112 62	6 21 11	24 39 19	30 41 17	9 10 4	2 0 1	1 1 0	246
1	13	19 98 43	3 19 3	5 37 16	10 36 19	1 5 5	0 1 0	0 0 0	160
1	14	125 163 52	13 25 12	41 75 13	53 44 17	15 15 10	1 3 0	2 1 0	340
1	15	46 139 50	3 22 5	13 55 20	18 50 18	10 11 7	0 1 0	2 0 0	235
1	16	71 178 26	5 32 3	23 68 5	31 60 14	11 12 4	0 3 0	1 3 0	275
1	17	167 46 186	29 7 25	69 22 69	51 16 64	13 1 25	3 0 2	2 0 1	399
1	18	215 118 57	29 21 8	79 52 21	74 37 21	26 8 6	5 0 1	2 0 0	390
1	19	98 206 43	5 34 3	26 91 20	39 67 12	22 13 6	4 1 1	2 2 0	347

TABLE 11A--Continued

Code for Responses	Number of Items	Number Re-sponses Each Type	Responses by Social Classes						Total Number Responses
			Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper	
A-1	20	147	15	58	51	19	3	1	316
		105	23	47	30	4	1	0	
		64	6	26	24	7	1	0	
A-1	21	85	9	32	32	11	1	0	274
		150	24	62	52	9	2	1	
		39	5	14	15	5	0	0	
A-1	22	38	4	10	18	4	1	1	185
		111	24	43	34	8	1	1	
		36	2	12	20	2	0	0	
A-1	23	55	1	21	24	9	0	0	195
		78	12	25	31	7	2	1	
		62	3	25	28	5	0	0	
A-1	24	90	5	21	41	17	3	3	282
		149	29	66	44	10	0	0	
		43	3	14	21	4	1	0	
A-1	25	98	8	33	36	16	4	1	301
		154	25	61	55	13	0	0	
		49	5	20	17	5	1	1	
A-1	26	17	1	5	9	1	1	0	148
		92	17	39	29	7	0	0	
		39	4	13	18	3	0	0	
A-1	27	47	7	17	16	7	0	0	179
		97	20	41	30	6	0	0	
		35	2	15	14	4	0	0	
A-1	28	95	12	38	32	12	1	0	236
		111	17	50	34	7	3	0	
		30	4	12	13	1	0	0	
A-1	29	204	30	82	64	23	3	2	344
		81	17	35	26	3	0	0	
		59	5	26	22	4	1	1	

TABLE 11A--Continued

Code for Responses	Number of Item	Number Responses Each Type	Responses by Social Classes						Total Number Responses
			Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper	
/-1	30	275 76 80	40 16 4	99 34 36	98 20 28	31 4 10	3 2 1	4 0 1	431
/-1	31	202 59 89	28 10 12	77 28 38	72 18 27	19 2 11	3 1 1	3 0 0	350
/-1	32	115 81 93	21 9 15	40 32 42	38 34 27	12 6 8	2 0 1	2 0 0	289
/-1	33	13 68 24	2 12 2	3 27 10	5 23 10	2 6 1	1 0 1	0 0 0	105
/-1	34	18 70 30	0 13 2	6 22 15	10 25 12	1 8 1	0 0 0	1 2 0	118
/-1	35	11 68 25	0 12 2	3 29 11	7 21 11	1 6 1	0 0 0	0 0 0	104
/-1	36	83 46 41	11 7 6	33 16 20	28 17 14	8 6 1	1 0 0	2 0 0	170
/-1	37	92 111 49	12 19 8	39 43 24	32 33 16	6 14 1	1 2 0	2 0 0	252
/-1	38	277 107 58	33 21 9	105 48 22	97 30 21	33 7 5	4 1 1	5 0 0	442
/-1	39	227 60 69	27 8 11	90 22 31	77 21 21	26 9 4	3 0 2	4 0 0	356

TABLE 11A--Continued

Code for Response	Number of Item	Number Responses Each Type	Responses by Social Classes						Total Number Responses
			Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper	
/-1	40	130 102 57	12 11 8	49 35 31	47 34 15	18 10 3	1 2 0	3 0 0	289
/-1	41	205 109 59	25 15 7	80 45 28	78 28 19	16 19 4	3 2 1	3 0 0	373
/-2	42	165 107 48	16 9 10	60 40 20	66 44 13	19 12 3	2 2 1	2 0 1	320
/-1	43	214 120 55	23 15 6	84 52 22	80 39 20	25 11 5	0 2 1	2 1 1	389
/-1	44	197 93 78	22 11 12	88 32 34	67 32 27	18 13 4	0 4 1	2 1 0	368
/-1	45	181 174 61	21 28 8	74 77 25	64 50 20	18 16 6	2 3 1	2 0 1	416
/-1	46	40 148 42	5 22 4	11 58 17	15 54 19	7 12 2	1 2 0	1 0 0	230
/-1	47	230 57 77	26 14 5	85 22 38	82 17 26	30 4 7	5 0 0	2 0 1	364
/-2	48	201 50 80	26 9 10	81 22 35	68 14 27	22 3 7	3 2 1	1 0 0	331
/-1	49	192 54 85	26 11 8	74 22 39	66 18 29	21 2 8	4 1 1	1 0 0	331

TABLE 11A--Continued

Code for Response	Number of Item	Number Responses Each Type	Responses by Social Classes						Total Number Responses
			Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper	
✓ - 1	50	20	1	7	9	2	1	0	161
✓ - 2		113	15	38	46	13	1	0	
✓ - 3		28	2	11	10	4	1	0	
✓ - 1	51	326	49	132	103	35	4	3	462
✓ - 2		55	6	26	20	2	1	0	
✓ - 3		81	11	31	29	8	1	1	
✓ - 1	52	268	33	99	94	35	4	3	402
✓ - 2		60	9	28	19	3	1	0	
✓ - 3		74	10	28	27	7	1	1	
✓ - 1	53	225	13	89	81	33	4	5	383
✓ - 2		90	21	35	31	2	1	0	
✓ - 3		68	7	30	22	8	1	0	
✓ - 1	54	13	0	5	5	2	0	1	171
✓ - 2		140	17	57	48	14	4	0	
✓ - 3		18	2	5	9	2	0	0	
✓ - 1	55	217	31	88	67	26	3	2	400
✓ - 2		111	19	48	34	7	2	1	
✓ - 3		72	9	32	25	5	1	0	
✓ - 1	56	242	26	88	90	31	2	5	393
✓ - 2		97	21	43	20	10	3	0	
✓ - 3		54	3	27	20	3	1	0	
✓ - 1	57	168	16	67	62	19	1	3	374
✓ - 2		148	29	60	42	15	2	0	
✓ - 3		58	7	25	18	7	1	0	
✓ - 1	58	75	9	29	26	9	1	1	276
✓ - 2		171	25	62	65	15	3	1	
✓ - 3		30	3	12	10	4	1	0	
✓ - 1	59	19	0	10	8	0	1	0	187
✓ - 2		148	17	52	54	21	2	2	
✓ - 3		20	1	8	7	3	1	0	

TABLE 11A--Continued

Code for Response	Number of Item	Number Responses Each Type	Responses by Social Classes						Total Number Responses
			Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper	
A-1	60	182 77 58	17 14 7	64 34 23	71 21 21	24 5 6	4 0 1	2 2 0	317
A-1	61	159 128 51	8 23 4	58 50 22	62 42 19	25 10 6	2 2 0	4 1 0	338
A-1	62	135 116 45	12 17 5	49 45 19	49 43 18	22 9 3	1 2 0	2 0 0	296
A-1	63	243 80 55	34 11 6	99 34 27	80 24 17	24 10 4	2 1 1	4 0 0	378
A-1	64	123 173 38	6 24 5	32 83 17	59 48 13	21 14 3	1 3 0	4 1 0	334
A-1	65	132 121 44	16 14 6	49 44 19	47 43 14	14 18 5	2 2 0	4 0 0	297
A-1	66	280 78 58	38 12 8	103 38 27	100 19 17	33 7 5	3 1 1	3 1 0	416
A-1	67	55 119 32	2 23 3	9 56 12	24 37 14	16 3 3	1 0 0	3 0 0	206
A-1	68	9 79 44	1 12 2	0 18 30	3 40 9	4 6 3	0 2 0	1 1 0	132
A-1	69	224 85 55	23 17 4	79 39 26	89 20 19	28 7 5	3 2 1	2 0 0	364

TABLE 11A--Continued

Code for Response	Number of Item	Number Responses Each Type	Responses by Social Classes						Total Number Responses
			Lower-lower	Upper-lower	Lower-middle	Upper-middle	Lower-upper	Upper-upper	
/	70	306	40	112	106	38	5	5	438
-		66	10	32	20	4	0	0	
1		66	7	31	22	5	1	0	
/	71	178	14	62	70	25	3	4	340
-		99	6	48	31	12	1	1	
1		63	17	25	16	4	1	0	
/	72	93	1	32	35	20	2	3	304
-		172	21	71	62	13	3	2	
1		39	2	15	16	5	1	0	
/	73	71	3	24	31	11	1	1	307
-		211	23	86	72	23	3	4	
1		25	2	12	9	1	0	0	
/	74	172	18	60	63	24	3	4	388
-		175	28	75	55	15	1	1	
1		41	7	19	11	3	1	0	

\* / = Likes to do and does.

- = Would like to do.

1 = Does.





TABLE 12A--Continued

Percentile Rank	Problem Area							
	1	2	3	4	5	6	7	8
42	11						38	
43	1							
44		12		1				
45	4	9	26	4	4		12	40
46	21		3	20		3	1	
47	17				31	23	1	
48					17			7
49						6	1	3
50	1	31						
51	9	1					1	
52		1		3				
53		1		6				
54		15		23	1			29
55	26				8	1		
56		3				20	37	
57		26			30	2	8	3
58		1			1	3		5
59			6			8		
60	11	7	34	25	7			
61		11	1	2	15			34
62								
63					1	4	10	
64			2			17	1	
65	1	5	24	7	8			10
66	17	18	7	13				
67	18				2	1		
68			4	3	12	8	39	23
69			7	13	4			1
70	9	22	15	2	3			
71				3	3	26	2	
72		3		8	10	5	1	26
73	44	11		13	6	1		
74		6	15			2		
75	18		3	4	26	18		
76		1	1				3	
77		2	1				2	24
78		11	13	19		2	37	4
79				2		1	6	
80	9	5	10	4	6	19	1	12
81	24	13		11	8			3
82				2	9	7	1	
83		4	9	15	2	17		11
84	9	9	16	2	9	1	8	

TABLE 12A--Continued

Percentile Rank	Problem Area							
	1	2	3	4	5	6	7	8
85	26	7		5		4		
86	2	9	1	8	4	22		5
87		8	15		6		33	14
88	5	15	3	12	14	16	2	
89			7		2			2
90	11	1	7	3	8	5	37	3
91	2	11	9	9		13	1	2
923	15	13		17	15			3
93	8	10	13	6	9	10		3
94	14	8	8	10	6	1	31	10
95	10	2	8	13	4	14	13	5
96	14	8	10	10	4	8	1	8
97	7	8	8	12	9	10	15	11
98	12	24	16	11	8	12	21	14
99	17	24	19	29	12	25	47	14

TABLE 13A

INTELLIGENCE, AGE, SEX, AND GRADE LEVEL  
BY CLASS GROUPS

Section 1 - Lower-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
1	5	165	F	9	110	92	170	103
2	8	167	F	9	109	93	171	102
3	10	176	F	9	103	103	189	107
4	11	168	F	9	108	116	188	111
5	13	176	F	9	109	104	189	107
6	15	180	F	9	96	93	171	95
7	17	179	F	9	95	101	174	97
8	18	169	F	9	110	105	183	108
9	19	175	F	9	105	96	178	101
10	20	167	F	9	104	95	168	100
11	21	171	F	9	110	100	182	106
12	22	180	F	9	106	93	183	101

TABLE 13A--Continued

Section 1 - Lower-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
13	23	170	M	9	108	112	170	110
14	25	157	M	9	93	96	168	96
15	28	192	M	9	97	105	183	95
16	32	172	F	10	101	99	173	100
17	33	182	F	10	113	101	198	108
18	35	183	F	10	103	102	188	102
19	37	189	F	10	92	88	172	91
20	38	188	F	10	97	99	186	98
21	39	177	F	10	103	98	180	101
22	40	181	F	10	101	109	189	104
23	43	183	F	10	97	74	157	86
24	48	205	F	11	89	73	156	81
25	50	213	F	12	93	99	184	96
26	52	203	F	11	98	95	186	97
27	54	195	M	11	86	95	172	90
28	56	199	M	11	87	99	178	93
29	57	226	M	12	101	96	190	99
30	61	209	M	11	106	89	192	100
31	62	214	M	11	99	86	180	94
32	75	212	M	12	104	95	191	99
33	109	208	M	12	103	97	192	100
34	111	208	F	12	107	95	195	102
35	126	213	M	12	91	99	182	95
36	138	209	F	12	114	80	190	99
37	139	209	F	12	106	96	195	102
38	140	199	F	11	105	99	196	102
39	171	201	F	11	84	84	162	84
40	173	194	F	11	93	83	170	89
41	176	211	F	11	79	69	141	73
42	182	216	F	12	95	71	161	84
43	184	206	F	12	95	88	177	92
44	204	214	M	12	103	79	178	93
45	219	213	F	12	103	119	207	108
46	229	182	F	9	105	96	184	101
47	231	199	F	11	101	88	184	96
48	235	214	M	12	95	100	187	97
49	236	223	F	12	76	96	165	86
50	238	223	F	12	101	91	187	97
51	242	206	F	12	90	99	180	94
52	251	206	F	12	91	102	184	96

TABLE 13A--Continued

Section 1 - Lower-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
53	258	217	M	12	89	84	167	87
54	266	219	F	12	95	89	178	93
55	290	182	F	10	113	102	199	109
56	296	201	F	12	71	99	165	86
57	335	216	F	12	104	81	182	95
58	356	187	F	9	100	100	187	100
59	396	176	F	9	106	94	178	101
60	398	219	M	12	100	107	198	103
61	416	195	F	10	105	80	182	95
62	425	198	F	10	99	72	168	88
63	426	196	F	10	107	104	202	105
64	429	188	F	11	87	88	167	87
65	480	210	F	10	104	104	195	104
66	436	194	F	10	105	97	195	102
67	439	203	F	10	99	89	183	95
68	442	217	F	11	106	110	206	107
69	443	217	F	11	104	119	208	108
70	455	217	F	12	106	108	196	102
71	475	214	F	11	103	95	190	99

## Section 2 - Upper-lower Group

1	1	169	F	9	113	110	189	111
2	6	172	F	9	94	88	157	91
3	7	183	F	9	108	103	194	106
4	16	172	F	9	95	101	170	98
5	26	175	M	9	109	112	192	109
6	27	175	M	9	94	102	171	97
7	29	175	M	9	80	90	175	88
8	30	175	M	9	99	102	177	101
9	31	187	M	9	93	88	173	90
10	34	191	F	10	97	104	191	100
11	36	183	F	10	92	85	163	89
12	41	190	F	10	101	96	189	99
13	42	188	F	10	99	81	172	91
14	45	219	F	12	76	55	121	63
15	46	198	F	11	101	91	187	97
16	47	197	F	11	95	99	186	97

TABLE 13A--Continued

Section 2 - Upper-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
17	49	212	F	12	91	99	182	95
18	51	198	F	12	91	96	179	93
19	53	203	F	11	87	86	167	87
20	55	200	M	11	99	93	186	97
21	60	205	M	12	97	89	180	94
22	63	207	M	11	106	104	201	105
23	66	194	F	11	107	100	200	104
24	67	218	F	11	95	79	168	88
25	68	215	F	12	89	81	163	85
26	69	213	F	12	91	93	177	92
27	70	204	F	12	93	89	174	91
28	71	199	M	11	84	95	171	89
29	72	198	F	11	99	93	186	97
30	76	197	F	11	100	97	190	99
31	79	191	F	11	113	105	211	110
32	80	191	F	10	106	97	196	102
33	81	193	M	10	95	98	186	97
34	83	200	F	11	106	100	199	104
35	85	192	F	10	105	100	198	103
36	88	194	F	10	105	95	192	100
37	91	205	M	11	98	104	192	100
38	93	212	F	12	87	100	179	93
39	96	178	F	9	103	96	179	100
40	101	180	M	10	117	109	204	113
41	103	216	M	12	124	100	219	114
42	106	180	M	9	107	110	195	108
43	110	217	M	12	110	105	207	108
44	112	197	F	11	93	73	162	84
45	114	199	M	11	106	91	191	99
46	118	181	M	10	109	87	182	100
47	121	206	F	12	110	119	219	114
48	123	209	M	12	107	93	194	101
49	128	191	F	11	113	83	191	100
50	129	202	F	11	100	95	188	98
51	130	172	F	9	107	107	184	107
52	136	202	F	11	95	83	172	90
53	137	178	F	9	108	83	173	97
54	142	186	F	10	103	96	187	100
55	146	208	M	12	110	97	200	104

TABLE 13A--Continued

Section 2 - Upper-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
56	150	204	M	12	99	89	183	95
57	152	215	M	12	106	97	196	102
58	153	227	M	12	103	104	198	103
59	161	182	F	10	101	91	189	97
60	163	187	F	10	108	107	207	108
61	167	193	F	11	112	114	208	108
62	168	203	F	11	95	88	177	92
63	170	193	F	11	110	86	191	99
64	172	195	F	11	83	97	188	98
65	175	206	F	11	100	84	180	94
66	178	208	F	12	104	96	192	100
67	180	213	F	10	93	93	178	93
68	181	213	F	12	95	93	180	94
69	186	208	M	12	105	95	192	100
70	187	183	F	10	105	95	186	101
71	189	208	F	12	107	110	207	108
72	191	192	F	11	125	104	116	116
73	193	206	M	12	112	93	199	104
74	197	194	F	11	100	97	190	99
75	199	243	M	12	93	83	171	89
76	201	205	F	12	110	129	222	116
77	202	180	F	10	101	101	182	101
78	205	227	M	12	110	102	204	106
79	206	209	F	11	100	83	179	93
80	207	191	F	10	107	113	202	109
81	208	187	F	10	109	109	200	109
82	213	192	F	10	102	102	192	102
83	215	186	F	10	105	89	180	99
84	217	200	F	10	95	92	174	93
85	218	184	F	11	100	89	184	96
86	221	187	F	10	119	95	199	108
87	223	186	F	10	102	93	184	98
88	224	197	M	11	114	96	202	105
89	225	215	F	12	105	102	199	104
90	227	207	F	12	103	119	207	108
91	233	228	M	12	93	97	182	95
92	238	215	M	12	135	122	250	130
93	240	229	M	12	99	97	189	98
94	241	225	F	12	86	99	177	92
95	245	216	M	12	96	73	165	86

TABLE 13A--Continued

Section 2 - Upper-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
96	252	204	M	12	93	93	179	93
97	259	226	M	12	108	116	214	111
98	260	206	F	12	88	100	190	99
99	262	247	F	12	86	73	153	80
100	263	220	F	12	86	100	178	93
101	265	219	F	12	91	96	179	93
102	267	209	F	12	99	99	190	99
103	268	216	F	12	81	86	161	84
104	269	206	F	12	98	79	172	90
105	271	225	F	12	93	73	161	84
106	277	202	F	12	104	107	192	100
107	278	201	F	12	104	95	191	99
108	282	169	F	9	92	108	170	100
109	283	168	F	9	98	103	171	106
110	284	175	F	9	84	97	161	92
111	286	172	F	9	90	90	156	90
112	287	189	F	10	97	85	174	92
113	288	176	F	10	115	113	201	114
114	289	188	F	10	103	68	167	88
115	293	204	F	11	117	97	207	108
116	294	203	F	11	107	95	195	102
117	297	207	F	12	95	111	194	101
118	299	203	M	12	100	77	173	90
119	300	211	F	12	81	105	178	93
120	304	202	F	12	93	104	188	98
121	305	209	M	12	103	86	184	96
122	306	206	F	12	84	86	163	85
123	311	194	F	10	99	79	173	90
124	312	184	F	10	110	101	196	106
125	313	188	F	10	110	96	196	104
126	315	195	F	10	112	107	212	110
127	319	202	F	10	96	99	179	93
128	321	182	F	10	97	102	190	99
129	322	200	F	11	98	83	177	98
130	328	210	F	12	89	96	177	92
131	331	207	F	12	99	84	179	93
132	336	209	F	11	101	104	196	102
133	346	201	F	9	75	89	174	91
134	350	203	F	9	79	75	148	77



TABLE 13A--Continued

Section 2 - Upper-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
135	351	174	F	9	81	88	148	85
136	353	182	F	9	109	93	189	104
137	354	224	F	9	81	86	161	84
138	361	185	F	10	110	79	180	97
139	363	224	M	12	95	102	187	97
140	364	180	F	9	87	62	131	73
141	365	181	F	9	101	101	183	101
142	367	209	F	10	96	89	179	93
143	368	190	F	10	108	91	192	101
144	370	214	M	12	90	100	182	95
145	373	186	F	9	100	93	182	98
146	374	216	M	12	93	100	184	96
147	375	225	M	12	90	116	191	99
148	379	213	M	12	93	105	189	98
149	380	185	F	10	108	86	183	99
150	382	191	F	10	99	98	188	98
151	383	184	F	10	108	92	189	103
152	385	179	F	9	106	92	179	100
153	391	188	F	10	116	102	207	110
154	392	215	M	12	88	93	113	90
155	394	188	F	10	102	93	186	99
156	397	229	M	12	86	91	170	89
157	400	185	F	10	103	94	184	99
158	410	210	F	11	84	91	168	88
159	411	189	F	10	101	95	186	98
160	414	175	F	9	106	92	177	101
161	417	197	F	10	114	135	231	120
162	418	175	F	9	99	99	173	99
163	419	201	F	11	99	96	188	98
164	420	210	F	11	89	99	179	93
165	422	182	F	9	92	87	170	98
166	423	199	F	11	93	89	174	91
167	424	200	F	10	95	77	167	87
168	431	208	F	11	77	95	165	86
169	432	186	F	9	104	111	199	107
170	433	197	F	10	107	97	198	103
171	434	169	F	9	125	108	198	117
172	437	197	F	9	104	119	208	108
173	438	191	F	9	100	91	184	96

TABLE 13A--Continued

Section 2 - Upper-lower Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
174	440	186	F	9	103	83	178	96
175	441	185	F	9	109	89	186	100
176	445	214	F	12	107	97	198	103
177	447	185	F	10	112	111	207	112
178	449	186	F	10	106	102	194	104
179	450	186	F	10	98	69	157	84
180	451	200	F	10	93	86	172	90
181	452	210	F	12	105	135	219	114
182	453	205	F	11	107	105	204	106
183	456	222	F	12	98	100	190	99
184	459	186	F	10	93	89	177	92
185	460	224	F	12	103	105	199	104
186	461	183	F	10	108	109	199	109
187	463	192	F	11	95	93	180	94
188	464	206	F	11	100	110	199	104
189	466	206	F	12	118	138	238	124
190	468	204	F	10	93	83	170	89
191	469	222	F	12	104	107	201	105
192	479	203	F	11	100	83	179	93
193	482	200	F	11	93	89	177	92
194	484	178	F	9	112	88	182	102
195	485	209	F	12	97	100	189	98
196	486	188	F	9	89	83	159	85
197	492	203	F	10	100	83	179	93
198	494	178	F	9	108	100	187	105
199	495	213	F	12	110	107	208	108
200	496	191	F	9	105	100	198	103
201	497	186	F	9	98	65	153	82
202	498	218	F	12	106	111	207	108
203	499	221	F	12	76	104	172	90

## Section 3 - Lower-middle Group

1	2	182	F	9	110	95	190	104
2	3	169	F	9	100	110	178	105
3	9	177	F	9	109	94	184	103
4	12	178	F	9	76	108	180	101
5	24	178	M	9	96	94	170	96

TABLE 13A--Continued

Section 3 - Lower-middle Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
6	44	199	F	11	103	86	184	96
7	58	207	M	11	110	84	191	99
8	59	119	M	12	97	84	177	92
9	64	203	M	11	86	88	167	87
10	65	194	M	11	104	96	192	100
11	73	216	M	12	96	88	178	93
12	74	220	M	12	97	91	182	95
13	77	207	M	12	114	111	217	113
14	78	195	F	11	95	89	178	93
15	82	198	F	11	103	100	195	102
16	86	210	F	12	114	83	192	100
17	87	199	F	11	119	96	208	108
18	90	204	M	11	98	105	194	101
19	92	216	M	12	95	96	183	95
20	94	198	F	12	112	97	202	105
21	97	181	F	9	119	103	202	111
22	98	175	F	9	114	102	190	109
23	100	207	M	12	119	104	217	113
24	107	179	F	9	107	95	184	103
25	108	214	M	12	107	111	208	108
26	113	182	F	11	119	102	202	111
27	115	213	F	12	114	116	220	115
28	117	190	M	10	100	94	186	98
29	119	193	F	11	102	91	180	97
30	120	196	M	12	110	110	212	110
31	122	181	M	9	109	105	194	107
32	124	207	M	12	110	91	195	102
33	125	202	F	12	101	89	186	97
34	127	182	F	10	114	98	195	107
35	131	181	F	9	107	105	189	105
36	132	193	F	10	110	116	216	112
37	134	198	M	10	94	94	186	94
38	135	200	F	11	98	89	182	95
39	141	186	M	10	108	105	199	107
40	144	216	M	11	95	89	178	93
41	145	192	M	12	107	105	204	106
42	147	202	M	11	99	97	189	98
43	148	198	M	11	99	96	188	98
44	151	197	M	11	96	102	189	98
45	155	204	M	11	107	99	199	104

TABLE 13A--Continued

Section 3 - Lower-middle Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
46	156	177	F	10	101	116	190	107
47	158	185	F	10	106	93	192	100
48	159	190	F	10	111	120	217	114
49	160	182	F	10	101	126	195	107
50	162	181	F	10	92	87	181	90
51	164	199	F	11	98	97	188	98
52	165	203	F	11	93	84	171	89
53	166	196	F	11	73	72	139	72
54	169	201	F	11	99	95	187	97
55	174	203	F	11	91	95	178	93
56	177	213	F	12	106	97	196	102
57	183	205	F	12	110	95	198	103
58	185	194	F	11	116	96	204	106
59	190	193	M	12	104	86	186	97
60	194	212	M	12	103	99	194	101
61	196	225	M	12	103	105	199	104
62	198	183	F	10	101	108	189	104
63	203	196	F	11	99	100	191	99
64	209	208	F	11	117	91	201	105
65	210	215	F	12	99	86	180	94
66	211	189	F	10	113	103	202	106
67	214	179	F	10	129	101	206	110
68	216	217	M	12	110	111	214	111
69	228	182	F	10	105	92	182	100
70	230	178	F	10	116	116	207	116
71	237	217	F	12	89	86	168	88
72	243	227	M	12	97	107	194	101
73	246	228	M	12	96	96	184	96
74	247	207	F	12	97	104	191	99
75	248	213	M	12	100	102	194	101
76	250	215	F	12	100	89	184	96
77	253	210	M	12	95	110	192	100
78	270	209	F	12	104	111	204	106
79	276	238	M	12	108	114	212	110
80	279	231	M	12	101	128	208	108
81	280	216	M	12	98	105	194	101
82	281	208	F	12	107	111	208	108
83	285	178	F	9	81	106	168	94
84	291	193	F	11	112	110	214	111

TABLE 13A--Continued

Section 3 - Lower-middle Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
85	292	202	F	11	96	83	173	90
86	295	206	F	11	110	111	214	111
87	298	215	M	12	87	96	174	91
88	301	209	F	12	103	91	188	98
89	302	180	F	12	95	93	180	94
90	303	205	F	12	93	104	187	97
91	307	219	M	12	98	101	180	94
92	308	212	M	12	90	86	170	89
93	310	191	F	10	114	98	204	107
94	314	189	F	10	99	82	178	94
95	316	183	F	10	115	115	211	115
96	317	188	F	10	101	98	188	100
97	318	186	F	10	99	93	180	96
98	320	195	F	10	95	104	189	89
99	326	217	F	12	117	100	211	110
100	329	218	M	12	108	111	211	110
101	332	204	M	12	104	102	198	103
102	334	214	M	12	90	89	172	90
103	337	222	M	12	97	93	183	95
104	338	199	F	11	114	104	211	110
105	339	197	F	11	108	104	204	106
106	340	202	F	11	99	73	170	89
107	341	205	F	11	90	79	162	84
108	342	178	F	9	103	106	187	105
109	343	191	F	9	105	100	196	102
110	344	190	F	9	105	91	189	99
111	345	179	F	9	118	104	201	112
112	347	177	F	9	91	82	159	89
113	348	174	F	9	89	70	137	79
114	349	176	F	9	106	98	182	103
115	352	177	F	9	101	83	165	93
116	357	201	F	10	81	83	157	82
117	359	179	F	9	96	100	174	97
118	360	192	F	10	100	111	200	104
119	362	186	F	10	100	98	184	99
120	369	160	F	9	117	120	189	118
121	371	190	F	10	104	80	179	94
122	372	193	F	9	93	99	183	95
123	376	195	F	10	110	93	198	103

TABLE 13A--Continued

Section 3 - Lower-middle Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
124	378	192	F	10	100	104	195	102
125	384	184	F	10	112	89	190	103
126	386	188	F	10	103	93	187	99
127	387	195	F	10	106	104	201	105
128	389	192	F	10	93	79	167	87
129	390	194	F	10	100	107	198	103
130	393	194	F	10	110	99	201	105
131	399	174	F	9	108	95	179	103
132	401	220	M	12	86	102	179	93
133	403	192	F	10	110	95	199	103
134	404	179	F	9	102	95	178	99
135	405	172	F	9	106	115	189	109
136	406	185	F	10	109	106	199	107
137	409	184	F	9	135	95	216	117
138	412	176	F	9	105	104	171	97
139	415	184	F	10	109	75	173	94
140	421	197	F	10	98	95	186	97
141	427	201	F	11	105	93	191	99
142	428	174	F	9	114	100	188	108
143	435	176	F	9	124	111	214	122
144	446	206	F	10	103	97	192	100
145	448	186	F	10	110	133	219	118
146	454	203	F	11	104	107	201	105
147	458	183	F	10	105	92	183	100
148	465	216	F	12	118	112	214	111
149	470	183	F	10	103	104	189	103
150	471	198	F	10	95	79	168	88
151	472	200	F	10	93	79	167	87
152	474	186	F	10	108	99	194	108
153	476	198	F	11	112	114	217	113
154	477	196	F	11	108	110	208	108
155	478	192	F	10	101	102	195	101
156	480	207	F	11	106	110	206	107
157	481	196	F	10	95	93	180	94
158	483	178	F	9	100	91	172	96
159	487	180	F	9	105	92	179	99
160	488	176	F	9	106	99	182	103
161	489	181	F	9	93	114	186	102
162	490	183	F	9	95	90	171	93

TABLE 13A--Continued

Section 3 - Lower-middle Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
163	491	192	F	9	103	82	186	92
164	493	184	F	9	115	101	199	108
165	500	177	F	9	91	107	174	98
166	502	197	F	12	98	84	178	93
167	503	191	F	10	93	99	183	96
168	504	174	F	9	108	105	186	107

## Section 4 - Upper-middle Group

1	4	166	F	9	116	107	188	113
2	14	170	F	9	114	90	178	104
3	84	193	M	12	107	103	201	105
4	89	204	M	12	108	107	207	108
5	95	175	M	10	128	118	217	124
6	99	188	M	10	107	104	202	105
7	102	192	F	11	114	102	208	108
8	104	212	M	11	106	107	204	106
9	105	168	F	9	119	119	201	119
10	116	203	M	12	110	110	211	110
11	133	183	F	11	116	100	200	109
12	143	201	M	12	110	122	220	115
13	149	209	M	12	100	102	194	101
14	154	216	M	11	81	95	168	88
15	157	176	F	10	105	95	192	100
16	179	204	F	12	116	100	208	108
17	188	203	F	12	110	135	227	118
18	192	205	F	12	107	93	194	101
19	200	191	F	10	108	106	202	107
20	212	193	F	11	110	95	199	104
21	222	217	M	12	118	105	217	113
22	226	179	F	10	127	125	225	126
23	232	188	F	10	124	107	214	117
24	244	207	F	12	108	114	212	110
25	254	198	F	12	96	119	199	104
26	255	204	M	12	132	104	231	120
27	256	205	F	12	104	107	201	105
28	257	202	M	12	93	107	189	98
29	261	208	F	12	91	116	192	100

TABLE 13A--Continued

Section 4 - Upper-middle Group								
Number	Case Number	Age in Months	Sex	Grade	Verbal I.Q.	Non-verbal I.Q.	Mental Age	I.Q.
30	264	210	M	12	118	96	207	108
31	273	206	F	12	103	114	204	106
32	274	205	F	12	119	102	216	112
33	275	214	M	12	105	99	196	102
34	309	177	F	9	103	114	190	107
35	323	204	M	12	94	101	206	101
36	324	210	M	12	118	129	232	121
37	327	206	F	11	105	104	200	104
38	333	176	F	9	101	111	187	106
39	355	183	F	9	101	105	200	100
40	366	186	F	10	110	98	195	105
41	377	186	F	10	114	92	195	104
42	388	186	F	10	106	102	194	104
43	395	186	F	10	107	110	201	108
44	402	187	F	10	121	119	225	120
45	408	186	F	10	103	105	196	104
46	413	216	F	10	107	116	212	110
47	444	186	F	10	114	100	201	108
48	457	178	F	9	126	100	202	113
49	462	190	F	10	111	105	203	109
50	467	184	F	10	119	128	223	121
51	505	175	F	9	105	84	188	96
Section 5 - Lower-upper Group								
1	195	209	F	12	100	111	200	104
2	234	207	F	12	104	125	212	110
3	330	218	M	12	90	95	177	92
4	358	195	F	10	114	119	222	116
5	381	191	F	10	105	100	196	102
6	407	189	F	10	123	100	214	113
7	473	187	F	10	102	91	183	98
Section 6 - Upper-upper Group								
1	220	185	F	12	103	119	207	108
2	249	211	M	12	113	122	229	119
3	272	202	M	12	106	88	189	98
4	325	207	F	12	124	104	222	116
5	501	199	F	12	100	100	192	100



TABLE 14A

## HOME AND FAMILY DATA BY SOCIAL CLASS GROUPS

Section 1 - Lower-lower Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owms Home	Both Parents Work Outside Home*
5	2	4	Y	3		
8	10	9	Y	4		
10	3	5	Y	4		
10	3	5	Y	3		
11	5	6	Y	7		
13	3	4	Y	5	Y	
15	6	8	Y	4		Y
17	7	6	N	4		
18	8	8	Y	5		
19	8	8	Y	4		
20	4	6	Y	6		
21	5	7	Y	5		
22	5	7	Y	3		
23	8	10	Y	7		
25	6	8	Y	4	Y	No
28	6	9	Y	4		
32	5	5	Y	5	Y	Y
33	2	4	N	5		Y
35	5	7	Y	5		Y
37	6	8	Y	8		
38	2	2	N	6		Y
39	4	6	Y	4	Y	Y
40	7	3	Y	4		Y
43	5	7	Y	4		Y
48	9	9	Y	5	Y	Y
50	4	2	N	4		Y
52	6	7	Y	4		
54	4	5	Y	4	Y	
56	8	3	Y	5		
57	6	2	N	4	Y	
61	3	5	Y	7		
62	6	7	N	3		
75	6	8	Y	5		
109	12	2	N	6	Y	
111	4	5	Y	5		
126	9	5	Y	5	Y	

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
M	F		
A	A		Construction laborer
A	B		Farmer
B	B	Y	Mechanic
A	A	Y	Farmer
B	A		Filling station
B	A	Y	Painter
A	A		Farmer
B	B	Y	Farmer
B	B		Factory
A	C	Y	Farmer
A	A		Factory laborer
A	C		Factory laborer
B	B	Y	Painter
A	A	Y	Farmer
A	A		Farmer
A	A	Y	Truck driver
A	B	Y	Day laborer
A	B		Farmer
B	B		Factory
A	A		Factory
A	A		Feed store clerk
B	A		Factory laborer
A	A		Factory
A	A	Y	Cleaning
A	A	Y	Farmer
A	A	Y	Blacksmith
A	A	Y	Farmer
B	A	Y	Clerk in lumber yard
A	D	Y	Farmer
O	O	Y	Truck driver
B	A	Y	Well service
C	D	Y	Deceased
A	B		Oil field laborer
A	A		Carpenter

TABLE 14A--Continued

Section 1 - Lower-lower Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owms Home	Both Parents Work Outside Home
138	4	5	Y	6		
139	5	6	Y	8	Y	
140	4	5	Y	7		
171	7	8	Y	4	Y	
173	3	5	Y	4		
176	2	3	Y	4		
182	4	6	Y	4		
184	4	5	N	5		
204	5	2	N	6	Y	Y
219	4	3	Y	5		Y
229	4	4	Y	5	Y	Y
231	3	5	Y	5		
235	4	5	Y	5		
236	6	4	Y	5	Y	
239	7	6	Y	4	Y	
242	3	4	N	5		Y
251	5	5	N	5		Y
258	7	6	N	8	Y	
266	1	3	N	5	Y	
290	5	7	Y	3	Y	
296	7	7	Y	3	Y	
335	10	4	N	10	Y	
356	11	4	N	11	Y	
396	6	2	N	9		Y
298	5	6	Y	4	Y	
416	3	6	Y	8	Y	
425	5	7	Y	8	Y	
426	1	3	Y	6	Y	
429	2	5	Y	4		
430	2	4	Y	5		
436	6	9	Y	6		
439	1	3	Y	7	Y	
442	4	5	N	9		Y
443	4	5	N	9		Y
455	4	5	Y	4	Y	
475	4	4	N	6		

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
A <sup>M</sup>	A <sup>F</sup>		Day laborer
A	C	Y	Farmer
A	B		Farmer
A	C		Farmer
A	B		Truck driver
A	C		Street cleaner
A	C		Farmer
C	C		Highway department
A	A	Y	Deceased
A	B	Y	Truck driver
A	A		Day laborer
A	A		Truck driver
A	A	Y	Bus driver
B	C	Y	Day laborer
D	D	Y	Janitor
A	B		Unskilled laborer
B	A	Y	Dr. Pepper laborer
A	A		Deceased
O	O		Army
B	B		Truck driver
A	A		Pipe line company
A	A		Unskilled laborer
A	B		Deceased
C	C		Farmer
A	B	Y	Truck driver
A	A	Y	Farmer
A	A		Farmer
A	A	Y	Farmer
A	A	Y	Gravel pit operator
A	A	Y	Works at gravel pit
A	A		Welder at gravel pit
A	A	Y	Carpenter
A	A	Y	Semi-skilled
A	A	Y	Semi-skilled
A	A	Y	Cotton mill employee
A	A		Semi-skilled

TABLE 14A--Continued

Section 2 - Upper-lower Group							
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owms Home	Both Parents Work Outside Home	
1	2	5	Y	6		Y	
6	3	5	Y	4	Y		
7	5	7	Y	4		Y	
26	4	6	Y	7	Y		
27	7	9	Y	8			
29	10	7	Y	6			
30	4	7	Y	4	Y	Y	
31	5	6	Y	5	Y		
34	6	6	Y	6	Y		
36	8	6	Y	5			
41	4	7	Y	5	Y		
42	2	4	Y	7			
45	1	7	N	6	Y		
46	3	5	Y	5			
47	3	5	N	5			
49	5	7	Y	7			
51	3	6	Y	6		Y	
53	3	5	Y	6			
55	8	5	Y	8	Y	Y	
60	1	3	Y	6	Y		
63	4	4	N	4			
66	3	5	Y	5			
67	3	5	Y	5	Y	Y	
68	1	4	Y	4			
69	4	6	Y	6	Y		
70	4	6	Y	6	Y		
71	6	8	Y	5	Y	Y	
72	11	3	N	6	Y	Y	
76	2	4	N	6	Y		
79	1	3	N	5	Y		
80	1	3	N	5	Y		
81	2	4	Y	7	Y	Y	
83	5	7	Y	8	Y		
85	3	5	Y	6	Y		
88	2	4	Y	5	Y		
91	5	7	Y	9	Y		
93	2	4	Y	6	Y		
96	5	6	Y	4			
101	4	6	Y	4		Y	

TABLE 14A--Continued

Section 2 - Upper-lower Group				
Parents' Educational Achievements		Adolescent Works Outside Home		Occupation of Parent
A <sup>M</sup>	C <sup>F</sup>			Farmer
A	B			Farmer
A	A	Y		Factory laborer
A	E			Farmer
A	A	Y		Farmer
C	C	Y		Farmer
A	C	Y		Carpenter
B	C	Y		Factory
A	C			Factory
B	C			Farmer
A	C	Y		Carpenter
A	A			Mechanic
B	B	Y		Private detective
B	B			Farmer
C	C			Truck driver
A	A			Truck driver
B	B			Factory worker
B	C			Farmer
A	B	Y		Factory
B	B	Y		Filling station
D	E	Y		Deceased
B	B	Y		Bookkeeper
B	A	Y		Trucker
A	B			Blacksmith
A	A			Welder
B	A			Carpenter
A	B			Plumber
B	B	Y		Truck driver
A	B	Y		Railway fireman
B	B			Construction contractor
A	D			Deceased
A	A			Produce manager
A	A			Carpenter
A	C			Telephone lineman
A	A			Katy railroad employee
A	C			Welder
A	A	Y		Tool and die maker
B	B			Railroad machinist helper
D	B	Y		Store clerk

TABLE 14A--Continued

Section 2 - Upper-lower Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
103	4	6	Y	6	Y	
106	4	6	N	7	Y	
110	4	6	Y	6		
112	6	5	Y	5	Y	
114	2	4	Y	5	Y	
118	6	6	N	6	Y	
121	1	3	Y	5	Y	Y
123	3	5	Y	5	Y	
128	2	4	Y	7	Y	
129	5	7	Y	5	Y	
130	3	4	Y	5	Y	
136	2	3	Y	6	Y	
137	5	6	Y	7	Y	
142	2	4	Y	4	Y	
146	5	4	Y	4		Y
150	2	4	Y	5	Y	
152	1	8	N	11		
153	7	6	Y	4		
161	1	3	Y	5	Y	
163	4	4	Y	5	Y	
167	3	4	Y	4	Y	
168	4	4	Y	7	Y	
170	3	5	Y	4	Y	Y
172	5	4	Y	8	Y	
175	4	4	N	5		
178	3	5	Y	6		Y
180	5	5	Y	4		
181	6	4	Y	8	Y	
186	2	3	Y	5	Y	
187	2	4	Y	4		
189	5	4	Y	6	Y	
191	4	7	N	7		
193	4	3	Y	5		Y
197	11	5	Y	5		
199	6	6	Y	5	Y	Y
201	2	4	Y	5		
202	9	3	Y	7	Y	Y
205	3	4	Y	7	Y	
206	4	4	N	4		Y

TABLE 14A--Continued

Section 2 - Upper-lower Group					
Parents' Educational Achievements		Adolescent Works Outside Home		Occupation of Parent	
B	M	B	F	Y	Pipeline worker
A		C			Car dealer
C		C		Y	Pipeline
B		B			Farmer
C		C		Y	Pipeline worker
C		E		Y	Carpenter
A		E		Y	Farmer
B		B		Y	Feed store manager
D		B		Y	Ranch manager
B		B		Y	Farmer
B		C			Railroad worker
B		B			Rancher and store owner
A		B		Y	Farmer
B		D		Y	Oil well worker
A		B		Y	Laundry worker
C		C			Cattle dealer
C		B		Y	Deceased
B		B		Y	Farmer
A		A		Y	Textile worker
B		B			Farmer
D		B			Machinist
A		B			Skilled laborer
B		C			Farmer
A		A		Y	Cattle buyer
B		B		Y	Deceased
B		B			Maintenance man for housing projects
A		B		Y	Farmer
A		B			Carpenter
B		B		Y	Farmer
A		B			Oil company laborer
A		C		Y	Farmer
B		B		Y	Grocer
B		B			Bread salesman
A		C			Farmer
A		B		Y	Farmer
A		C			Oil field pumper
B		B			Oil field worker
A		A		Y	Farmer
A		B			Brick plant foreman



TABLE 14A--Continued

Section 2 - Upper-lower Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owms Home	Both Parents Work Outside Home
207	1	3	Y	5	Y	
208	5	4	Y	7	Y	
213	5	7	M	8		
215	5	5	Y	7	Y	
217	3	5	Y	4		Y
218	3	3	Y	7		
221	5	3	Y	4		
223	8	7	Y	5	Y	
224	11	3	N	5	Y	
225	10	2	N	7	Y	
227	4	5	Y	6		
233	4	6	Y	6	Y	
238	1	3	Y	5		Y
240	2	4	Y	5	Y	
241	7	8	Y	9	Y	
245	7	9	Y	5		
252	2	3	Y	5		
259	2	4	N	7	Y	
260	3	5	Y	5		Y
262	4	3	Y	4		
263	2	4	Y	6	Y	
265	3	3	Y	5	Y	
267	3	3	N	5		Y
268	9	8	Y	6	Y	
269	3	5	Y	8		Y
271	3	5	Y	6	Y	
277	7	6	Y	6	Y	
278	7	6	Y	6	Y	
282	5	4	Y	6		
283	7	8	Y	7		
284	5	7	Y	5	Y	
286	2	3	Y	5	Y	
287	4	6	Y	6	Y	
288	4	5	Y	8	Y	
289	6	5	Y	6	Y	
293	1	3	Y	7	Y	
294	2	4	Y	4	Y	
299	5	4	Y	6		
300	6	6	Y	7	Y	

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
M	F		
B	B		Skilled labor - Humble Oil
B	B	Y	Carpenter and preacher
B	B		Oil well dealer
A	B		Mechanic and car dealer
C	B		Works at light plant
B	B		Farmer
B	B		Owens laundry
A	A		Oil field worker
A	A	Y	Semi-skilled labor
A	A	Y	Deceased
A	B	Y	Stock farmer
A	A	Y	Works at ice plant
C	B		Construction foreman
A	C	Y	Rancher
E	A		Bookkeeper
A	A	Y	Truck driver
A	B	Y	Farmer
A	B	Y	Truck driver and day laborer
B	B		Mechanic
A	B	Y	Brick layer
A	B	Y	Light company employee
A	A		Skilled laborer
A	E	Y	Rancher
A	A	Y	Semi-skilled laborer
A	B	Y	Clerk
B	A	Y	Painter
B	C		Rancher
B	C		Rancher
A	A		Owens dairy and drives truck
B	B		Truck driver
A	A		Truck driver
A	C		Truck driver
B	B		Farmer
A	A		Farmer
A	A		Farmer
A	B	Y	Farmer
A	B		Farmer
A	A	Y	Truck driver
B	B		Farmer

TABLE 14A--Continued

Section 2 - Upper-lower Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
304	5	4	Y	4	Y	
305	9	5	Y	4		
306	6	5	N	3	Y	
311	3	4	Y	5	Y	
312	4	6	Y	4		
313	6	4	Y	5		
315	7	3	Y	4	Y	Y
319	3	5	Y	7		
321	7	7	Y	4		
322	4	3	Y	5	Y	
328	3	5	Y	5	Y	
331	3	5	Y	5		
336	3	3	Y	4		Y
346	3	6	Y	6		
350	5	4	Y	5		
351	7	5	Y	7	Y	
353	3	5	Y	7	Y	
354	3	6	Y	6		
361	6	7	Y	8		
363	5	6	Y	3	Y	
364	3	5	Y	5		
365	1	3	Y	7	Y	
367	5	7	Y	7	Y	
368	1	3	Y	4	Y	Y
370	2	4	Y	7	Y	
373	4	7	Y	3		
374	4	5	Y	6	Y	Y
375	2	6	Y	3	Y	
379	2	3	Y	4	Y	
380	4	6	Y	6	Y	
382	8	4	Y	6	Y	
383	2	5	Y	6		
385	6	3	N	5	Y	
391	5	6	Y	6		
392	9	4	N	6		Y
394	3	5	Y	4		
397	8	5	Y	10	Y	
400	4	6	Y	3		
410	4	6	Y	6		

TABLE 14A--Continued

Section 2 - Upper-lower Group			
Parents' Educational Achievements	Adolescent Works Outside Home	Occupation of Parent	
B	A		Carpenter
M	F		
A	B	Y	Farmer
B	A		Farmer
A	A	Y	Skilled laborer
A	A		Farmer
A	B		Farmer
A	B	Y	Railroad section laborer
A	A	Y	Farmer
A	B	Y	Carpenter
A	A		Plumber
B	B	Y	Carpenter
A	A		Farmer
A	A		Mechanic
A	A	Y	Railroad section foreman
B	B		Farmer
A	B		Farmer
B	B		Mechanic
A	A	Y	Railroad section foreman
A	A		Farmer
B	B	Y	Electrician
C	C	Y	Paper hanger and painter
B	C		Farmer
A	C		Mechanic
B	B	Y	Day laborer, semi-skilled
B	A	Y	Skilled laborer
B	A		Motion picture film librarian
B	B	Y	Mechanic
B	B		Skilled laborer
C	B		Farmer
A	A		Ginner
B	B	Y	Laundry man
B	D		Mechanic
B	B	Y	Deceased
C	B		Farmer
B	B		Deceased
A	B		Farmer
A	B	Y	Real estate and insurance
C	B		Carpenter
A	A		FARMER

TABLE 14A--Continued

Section 2 - Upper-lower Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
411	4	6	Y	8	Y	
414	9	10	Y	6		
417	5	7	Y	8	Y	
418	3	5	Y	7		
419	2	5	Y	8	Y	
420	2	4	Y	3	Y	
422	4	6	Y	4	Y	
423	6	8	Y	8	Y	
424	3	5	Y	6		
431	3	6	Y	8	Y	
432	4	4	Y	4		
433	7	3	Y	6	Y	
434	4	6	Y	8		
437	1	3	Y	5		
438	5	7	Y	6		
440	3	5	Y	5		
441	4	6	Y	7	Y	
445	5	3	Y	6	Y	
447	4	6	Y	7	Y	
449	3	5	Y	4		
450	3	5	Y	4	Y	
451	5	5	Y	6	Y	Y
452	3	4	Y	6	Y	
453	3	5	Y	8		
456	4	6	N	6	Y	
459	2	7	Y	6	Y	Y
460	2	4	Y	8		Y
461	3	5	Y	7	Y	
463	4	6	Y	4	Y	
464	3	3	Y	5		Y
466	4	7	Y	8		Y
468	2	4	Y	7		Y
469	3	2	N	3		
479	6	8	Y	5		
482	7	8	Y	6		
484	2	4	Y	5	Y	
485	1	4	Y	5		
486	5	7	Y	8		
492	7	4	Y	4		

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
A	M	F	
A			Farmer
B			Mechanic
A		Y	Owns service station and farms
A		Y	Farmer
A			Painter
A			Farmer
D			Farmer
A		Y	Farmer
B		Y	Carpenter
A		Y	Farmer
B			Farmer
A			Farmer
A			Carpenter
B		Y	Roughneck at oil well
B			Gager at oil field
B		Y	Roughneck at oil well
B			Gravel pit foreman
A		Y	Works for county - skilled
D		Y	Sales clerk at 10¢ store
C			Works in feed store
A			Works in cotton mill
A		Y	Carpenter
B		Y	Farmer
A			Farmer
A			Farmer
A			Factory worker - skilled
B			Factory worker
A			Farmer
B			Farm laborer
A			Repair man in textile mill
A			School bus driver
O			Oiler in cotton mill
A		Y	Works as assistant park supt.
A			Farmer
B			Dairy worker
B			Oil field worker
B			School bus driver
A			Skilled operator - salt water disp.
B			Oil field worker

TABLE 14A--Continued

Section 2 - Upper-lower Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
494	3	5	Y	6	Y	
495	4	5	Y	4	Y	
496	3	5	Y	4	Y	
497	2	4	Y	5	Y	
498	3	4	Y	6		
499	5	3	Y	4	Y	
16	5	4	Y	4		
297	3	4	Y	6	Y	

## Section 3 - Lower-middle Group

2	7	5	Y	4	Y	Y
3	9	6	Y	7	Y	
9	3	5	Y	8	Y	
12	4	4	Y	8	Y	
24	2	3	Y	6	Y	Y
44	4	5	Y	9	Y	Y
58	4	6	Y	7	Y	
59	4	6	Y	11	Y	
64	3	3	Y	3	Y	
65	2	3	N	4	Y	
73	9	5	Y	11	Y	
74	9	5	Y	11	Y	
77	1	3	Y	5	Y	
78	2	4	Y	5	Y	
82	1	3	N	6	Y	
86	2	4	Y	5	Y	
87	3	5	Y	12	Y	
90	2	4	Y	7	Y	
92	1	3	Y	5	Y	
94	2	4	Y	6		
97	2	5	Y	8	Y	
98	3	4	Y	7	Y	Y
100	3	3	Y	6	Y	
107	3	3	Y	5	Y	
108	3	4	Y	6	Y	
113	2	3	N	6	Y	
115	4	6	N	6	Y	

TABLE 14A--Continued

Section 2 - Upper-lower Group				
Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent	
A	M	A	F	
C		B		Plumber
A		B		Meat cutter - unemployed
B		B		Works for oil company - skilled
B		C		Semi-skilled oil field worker
A		B		Chief police
B		B		Gauger for pipeline company
B		B		FACTORY
B		D		Truck driver
Section 3 - Lower-middle Group				
B	B	Y		Carpenter superintendent
B	B			Paint foreman
C	D			Farmer
A	B			Farmer
D	C			Factory laborer
B	C			Factory
B	B			Factory
C	E			Farmer
A	B	Y		Merchant
C	B	Y		Factory
B	C	Y		Jeweler
A	C			Jeweler
B	C	Y		Maintain Western Union
B	B			Factory
A	D			Owens service station
B	B	Y		Mechanics
B	B			Pipeline foreman
A	C	Y		Mechanic
C	C			Service manager of paper company
B	C			Railroad brakeman
C	C			Railroad conductor and brakeman
E	B			Cafe owner
E	A			Farmer
B	C			Mechanic
B	E	Y		Farmer
E	C	Y		Owens transfer company
E	A			County School Superintendent



TABLE 14A--Continued

Section 3 - Lower-middle Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
117	3	5	N	6	Y	
119	6	8	Y	11	Y	
120	3	3	Y	3	Y	Y
122	2	4	Y	5	Y	
124	4	3	Y	6	Y	
126	6	8	Y	6	Y	
127	2	4	Y	7		
131	4	6	Y	9		
132	4	6	Y	8		
134	2	5	N	7		
135	4	6	Y	7	Y	
141	4	6	Y	8	Y	
144	3	2	N	6	Y	Y
145	1	6	Y	9	Y	Y
147	3	5	Y	6	Y	
148	6	5	Y	6		
151	2	5	Y	7	Y	
155	5	5	Y	6	Y	
156	6	6	Y	10	Y	Y
158	4	6	Y	6	Y	
159	3	5	Y	5		
160	4	4	Y	8	Y	
162	2	4	N	8	Y	
164	3	3	N	10	Y	
165	5	4	Y	7		
166	3	4	Y	5	Y	Y
169	4	6	Y	7	Y	
174	3	6	Y	6	Y	
177	3	3	Y	8	Y	
183	3	5	Y	8	Y	
185	2	4	Y	7	Y	
190	5	7	Y	7	Y	
194	2	3	N	6	Y	
196	3	5	N	6	Y	
198	2	4	Y	4	Y	
203	5	3	Y	5	Y	
209	3	4	Y	6		
210	2	6	N	6		
211	3	5	Y	6		

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
M	F		
C	D		Railroad brakeman
C	B		Railroad brakeman
D	E		Cattleman
A	C	Y	Cement finisher
C	B		Rural mail carrier
B	B		Railroad dispatcher
B	C		Mechanic
B	C		Minister
E	C		Minister
O	E	Y	Teacher
B	B		Lumber dealer
A	B	Y	Car dealer and farmer
C	E	Y	Deceased
C	C	Y	Cook
C	C		Mechanic
B	B	Y	Produce man
B	D	Y	Dragline contractor
B	B	Y	Mechanic
A	E		Saw dwaler
E	C		Farmer
C	C	Y	Farmer
D	D	Y	Railroad clerk
E	D		Postmaster
E	A	Y	Produce house
A	A		Foreman gas company
A	A		Textile worker
E	A		Carpenter
A	C	Y	Mechanic
D	A		Postmaster
C	E		Carpenter
C	C		Owns tailor shop
B	C		Hauls produce
A	A	Y	Oil field worker
B	C	Y	Tractor salesman
C	B		Farmer
A	B		Oil field driller
D	B	Y	Oil well driller
E	D		Public relations man
D	C		Plumber and minister

TABLE 14A--Continued

Section 3 - Lower-middle Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
214	1	3	N	6	Y	
216	3	3	N	8	Y	
228	2	4	Y	5	Y	
230	2	4	Y	10	Y	
237	3	9	Y	7		
243	5	6	Y	6	Y	
246	3	5	Y	6		
247	2	4	Y	6	Y	
248	3	3	Y	5	Y	
250	2	4	Y	7	Y	
253	4	6	Y	3		
270	5	7	Y	3	Y	
276	2	3	Y	5	Y	
279	6	4	N	5	Y	
280	4	6	Y	6	Y	
281	7	6	N	3	Y	
285	10	4	Y	6	Y	
291	3	5	Y	7	Y	
292	3	5	Y	6		
295	3	6	Y	8	Y	
298	7	6	N	11	Y	
301	3	5	Y	6	Y	Y
302	3	4	Y	7	Y	
303	4	6	Y	3	Y	
307	3	5	Y	5		
308	9	6	Y	6	Y	
310	3	5	Y	7	Y	
314	3	6	Y	6	Y	
316	2	4	Y	6	Y	
317	4	6	Y	5		
318	2	3	Y	7	Y	
320	3	2	Y	6	Y	
326	2	5	Y	6	Y	
329	3	3	N	10		
332	12	9	Y	3	Y	
334	4	5	Y	6		
337	2	4	Y	6	Y	
338	5	7	Y	7	Y	
339	5	4	Y	6	Y	

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
M	F		
B	E		Assistant gas foreman
A	A		Unskilled laborer
D	C		Turkey and sheep rancher
B	E		Runs service station
E	B	Y	Butcher
A	A		Barber
B	C	Y	Rancher
D	C		Rancher
C	D		Clerk
E	A	Y	Barber
B	C	Y	Rancher
B	C		Owens restaurant
E	D	Y	Salesman
D	E	Y	Farmer
B	E	Y	Barber
B	B	Y	Carpenter - deceased
B	B	Y	Farmer
A	C		Rancher
C	D		Telephone linesman
B	C	Y	Farmer
A	A	Y	Carpenter
A	C		Carpenter
A	A		Dairy owner
A	B		Saw mill owner
C	B		Skilled - Standard Oil
B	B		Forester
D	C		Farmer
A	A		Operates two trucks
B	B	Y	Truck driver
C	C		Farmer
C	C		Service station owner and operator
E	B		Mechanic
C	B		Truck driver
A	C	Y	Skilled Gulf Oil employee
D	B		Farmer
C	B	Y	Highway department employee
A	C		Gulf oil engineer
A	A	Y	Farmer
B	A	Y	Farmer

TABLE 14A--Continued

Section 3 - Lower-middle Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
340	4	6	N	8	Y	
341	4	5	Y	7		
342	2	5	Y	7	Y	
343	3	5	Y	7	Y	
344	5	7	Y	7	Y	
345	3	5	Y	6	Y	
347	6	8	Y	8		
348	3	5	Y	11	Y	
349	4	6	Y	8	Y	
352	6	8	Y	8	Y	
357	4	6	Y	6	Y	
359	3	5	Y	7		
360	3	5	Y	4	Y	
362	3	4	N	4	Y	
369	3	3	Y	9	Y	
371	3	5	N	6		
372	3	3	Y	8	Y	Y
376	3	5	Y	7	Y	
378	5	7	Y	5		
384	2	6	Y	5		
386	2	4	Y	6	Y	
387	2	3	Y	10	Y	
389	3	5	Y	5	Y	
390	4	3	Y	6	Y	
393	6	4	Y	5	Y	
399	1	2	N	4		
401	4	5	Y	7	Y	Y
403	5	4	Y	7		
404	4	3	Y	7	Y	
405	3	3	Y	6		
406	2	4	Y	6	Y	
409	3	5	Y	6		
412	2	3	N	4		Y
415	5	3	Y	4		
421	2	4	Y	5	Y	
427	3	4	Y	6		
428	2	4	Y	6		
435	2	3	Y	5		
446	11	9	Y	5	Y	

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
M	F		
C	E	Y	Construction worker
C	C	Y	Electric plant supervisor
C	C		Truck driver
D	C		Farmer
A	A		Farmer
C	C		Salesman - clerk
A	B		Railroad fireman
E	E		Farmer
B	E		Farmer
A	B		Railroad fireman
A	D		Carpenter
B	B		Farmer
A	B		Farmer
C	D		Farmer
D	E	Y	Farmer
B	D		Deceased
B	B	Y	Superintendent city water works
C	B	Y	Farmer
C	C		Head roustabout
C	D		Mechanic
B	E		Welder
A	B		Farmer
C	C		Farmer
C	C		Farmer
C	B		Farmer
C	C		Civil engineer
A	C		Operates laundry
C	D		Farmer
D	B		Farmer
C	C		Farmer
B	C		Farmer
R	C		Railroad switchman
E	C		Nurse
C	C		Gauger for oil company
B	B		Farmer
D	C		Engineer state highway department
E	E		Petroleum engineer
C	C		Manager
D	A	Y	Grocery clerk

TABLE 14A--Continued

Section 3 - Lower-middle Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owns Home	Both Parents Work Outside Home
448	1	3	Y	7	Y	
454	2	4	Y	8		
458	2	3	Y	7	Y	
465	4	6	Y	9	Y	
470	5	7	Y	6	Y	
471	2	5	Y	9	Y	
472	1	3	Y	7	Y	
474	2	7	Y	6	Y	
476	3	5	Y	5	Y	
477	3	5	Y	5	Y	
478	6	5	Y	7	Y	
480	3	5	Y	8		
481	2	4	Y	7	Y	
483	6	7	Y	5	Y	Y
487	4	5	Y	10	Y	
488	2	3	Y	5	Y	
489	3	2	N	6	Y	
490	3	5	Y	5	Y	
491	3	5	Y	5		
493	2	4	Y	5	Y	
500	4	5	Y	7		
502	4	5	Y	6	Y	
503	3	5	Y	6	Y	
504	2	4	Y	6		
Section 4 - Upper-middle Group						
4	2	3	Y	7	Y	
14	2	4	Y	9		
84	3	5	Y	9	Y	
89	1	3	Y	7	Y	
95	2	4	Y	7	Y	
99	1	3	Y	7	Y	
102	2	3	Y	7	Y	
104	3	3	Y	9	Y	
105	1	4	Y	10	Y	
116	4	8	Y	8	Y	
133	2	4	Y	5	Y	

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
A <sup>M</sup>	D <sup>F</sup>		
A	D		Rancher
B	E	Y	Driller
C	B		Merchant
E	E		Postmaster
A	A		Mechanic
A	A		House mover
A	E	Y	Farmer
B	B		Manager
A	C	Y	Salesman
A	C	Y	Salesman
E	C		Vending machine man
A	A		General contractor
A	C		Merchant
B	B	Y	Field mechanic for Gulf
C	C		Truck driver
E	B		Oil company worker
B	C		Pipe fitter foreman
B	B		Contractor
C	B		Oil field worker
B	B		Trucker for railroad
B	C		Oil pumper
B	B		Oil field worker - skilled
B	B		Minister
A	B		Relief pumper in oil field
Section 4 - Upper-middle Group			
B	E		Salesman
E	E		Owns drugstore - pharmacist
B	D		Owns truck line company
E	B		Mechanical engineer
C	E	Y	Rancher and business
D	C		State welfare worker
C	C		Railroad cashier
B	B	Y	Gas meter salesman
E	E		Soil scientist
E	E		Train dispatcher
D	D		Rural mail carrier



TABLE 14A--Continued

Section 4 - Upper-middle Group						
Case C	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owens Home	Both Parents Work Outside Home
143	1	3	Y	5	Y	
149	3	5	Y	6	Y	
154	1	3	Y	10	Y	
157	2	4	Y	5	Y	
179	3	5	Y	6	Y	
188	6	4	Y	10	Y	
192	5	4	N	5	Y	
200	2	3	Y	6	Y	
212	2	3	Y	6	Y	
222	2	4	Y	7		
226	3	5	Y	11	Y	
232	3	5	Y	6		
244	1	3	Y	6	Y	
254	3	5	Y	6	Y	
255	4	6	Y	7	Y	
256	3	5	Y	11	Y	
257	4	3	N	7		
261	2	4	Y	7	Y	
264	3	3	N	7	Y	
273	4	3	Y	8	Y	
274	3	6	Y	7	Y	
275	4	7	N	7		
309	4	4	Y	7	Y	
323	4	5	Y	8	Y	
324	4	6	Y	7	Y	
327	2	3	Y	5	Y	
333	5	5	Y	8	Y	
355	2	4	Y	9	Y	
366	3	5	Y	5	Y	
377	4	7	Y	4	Y	
388	3	5	Y	5	Y	
395	2	4	Y	11	Y	
402	4	6	Y	6	Y	
408	5	5	Y	9	Y	
413	5	5	N	8	Y	
444	2	4	Y	9	Y	
457	3	5	Y	7	Y	
462	3	5	Y	9	Y	
467	4	6	Y	6	Y	
505	2	4	Y	6	Y	

TABLE 14A--Continued

Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
A <sup>M</sup>	B <sup>H</sup>		Railroad engineer
E	C		Manages cheese plant
C	E	Y	Real estate
C	C		Service station operator
D	E		Traveling salesman
D	E		Oil field superintendent and contr.
B	E	Y	Teacher
D	D		Wholesale grocery manager
E	E		Post office
B	C	Y	Welfare supervisor
C	E		Car dealer
E	C		Doctor
E	E		Rancher and salesman
C	D		Rancher
B	E		Rancher and business
C	E		Construction foreman
E	E		Nurse, M.D., deceased
D	D		Merchant
E	E		Entomologist
D	C		Manager lumber yard
D	E	Y	Managerial
C	E		Cafe owner
A	C		Farmer
D	B	Y	Railroad engineer
C	B	Y	Farmer
A	A		Farmer
C	C		Farmer
A	C		Farmer
E	C		Farmer
E	C		Merchant
B	E	Y	Farmer
E	D		Superintendent of schools
D	E		Car dealer
E	D	Y	Merchant
E	D		Farmer
E	D	Y	Accountant
E	D		Works for tire company
E	C		Building contractor
D	D		Banker and rancher
E	E	Y	Farmer
E	E		Insurance agency

TABLE 14A--Continued

Section 5 - Lower-upper Group						
Case	Number Children in Family	Number Persons in Home	Parents Living Together	Number Rooms in Home	Owms Home	Both Parents Work Outside Home
195	2	4	Y	10	Y	
234	3	5	Y	7		
330	2	4	Y	8	Y	
358	3	5	Y	8		
381	2	4	Y	7	Y	
407	3	4	Y	6	Y	
473	5	5	Y	8	Y	
Section 6 - Upper-upper Group						
220	2	4	Y	7	Y	
249	1	3	Y	9	Y	
272	3	5	Y	13	Y	
325	3	5	Y	12	Y	
501	2	6	Y	9	Y	

\*As limited by measurement.

TABLE 14A--Continued

Section 5 - Lower-upper Group			
Parents' Educational Achievements		Adolescent Works Outside Home	Occupation of Parent
E E C D E E E	M E E C E D E D		Presbyterian minister Rancher Stock farmer Farmer Rancher Merchant Superintendent of public works
Section 6 - Upper-upper Group			
D E E E C	D E C E B		State auditor Dentist Merchant Cattle business Owns oil company, store and farm

\*\*

Formal education

TABLE 15A

PERCENTILE RANK ON CALIFORNIA PERSONALITY TEST  
IN THE SOCIAL CLASS GROUPS

Section 1 - Lower-lower Group							
Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment	Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment
5	15	35	25	140	15	30	25
8	5	35	15	171	15	25	20
10	25	35	30	173	50	40	45
11	50	35	45	176	25	75	40
13	35	60	45	182	25	25	25
15	20	5	10	184	20	30	25
17	20	20	20	204	20	45	30
18	45	55	50	219	30	20	30
19	65	90	80	229	10	30	15
20	50	70	70	231	40	80	55
21	5	5	5	235	35	20	25
22	40	65	50	236	10	20	15
23	10	5	10	239	10	1	5
25	65	10	30	242	45	40	45
28	50	60	55	251	10	40	20
32	1	1	1	258	10	30	20
33	15	40	25	266	30	20	30
35	10	35	15	290	55	40	45
37	70	10	30	296	90	85	90
38	75	40	60	335	30	70	45
39	10	30	20	356	10	10	10
40	40	45	40	396	10	15	15
43	45	75	60	398	90	95	95
48	5	5	5	416	10	5	10
50	10	10	10	425	20	45	30
52	10	5	10	426	40	95	70
54	15	20	20	429	35	50	40
56	5	15	10	430	15	40	25
57	30	45	35	436	50	80	65
61	5	10	5	439	40	50	45
62	25	35	30	442	5	10	10
75	75	30	45	443	5	5	5
109	45	20	35	455	25	30	25
111	40	65	50	475	20	30	25
126	55	60	60	Total	2111	2582	2301
138	40	55	45	Mean	29.7	36.3	32.4
139	35	20	30	Med.	25	34	30

TABLE 15A--Continued

Section 2 - Upper-lower Group							
Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment	Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment
1	35	85	55	101	80	75	80
6	35	55	40	103	35	40	40
7	25	45	35	106	5	1	1
16	15	25	20	110	65	30	45
26	5	5	5	112	25	15	20
27	10	5	5	114	70	1	5
29	40	15	30	118	30	10	20
30	10	5	10	121	5	5	5
31	25	5	15	123	40	20	30
34	40	65	50	128	25	20	25
36	15	20	15	129	85	75	80
41	5	20	10	130	65	65	65
42	10	30	20	136	10	30	15
45	35	75	50	137	90	75	85
46	25	50	35	142	40	60	50
47	40	80	60	146	40	70	55
49	45	55	50	150	25	5	10
51	75	35	50	152	70	35	50
53	20	40	30	153	75	65	70
55	5	20	10	161	30	20	20
60	35	20	30	163	85	90	85
63	5	1	5	167	80	70	75
66	65	65	65	168	70	80	75
67	45	90	70	170	85	55	75
68	10	25	20	172	20	20	20
69	80	65	75	175	40	15	30
70	15	10	15	178	70	40	55
71	40	90	65	180	20	35	25
72	25	65	40	181	30	50	40
76	95	25	60	186	45	75	60
79	40	40	40	187	10	55	25
80	30	40	35	189	85	55	80
81	15	15	15	191	95	90	95
83	35	85	55	193	50	20	35
85	45	45	45	197	70	60	65
88	10	25	20	199	70	70	70
91	10	5	10	201	75	90	85
93	70	55	65	202	40	80	60
96	80	95	90	205	30	30	30

TABLE 15A--Continued

Section 2 - Upper-lower Group							
Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment	Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment
206	90	65	80	299	75	90	95
207	80	90	85	300	60	85	75
208	20	15	15	304	70	30	45
213	35	45	40	305	75	30	50
215	80	30	55	306	40	40	40
217	30	20	25	311	35	20	30
218	95	75	90	312	10	15	10
221	95	95	95	313	30	20	25
223	25	60	35	315	25	20	25
224	45	40	45	319	1	5	5
225	30	80	50	321	10	5	5
227	85	55	75	322	30	40	35
233	45	25	35	328	30	45	40
238	85	45	70	331	70	95	85
240	1	10	5	336	35	50	40
241	55	40	45	346	5	40	15
245	15	25	20	350	15	40	25
252	25	5	15	351	45	75	60
259	10	5	5	353	40	65	50
260	60	60	60	354	20	15	15
262	25	10	15	361	5	20	10
263	30	15	20	363	35	30	35
265	50	95	80	364	30	35	30
267	30	65	50	365	70	80	75
268	15	40	30	367	65	1	5
269	10	30	25	368	1	5	1
271	5	25	10	370	80	85	85
277	20	15	15	373	20	20	20
278	55	35	45	374	95	95	95
282	40	35	40	375	85	90	90
283	90	95	95	379	25	25	25
284	65	90	80	380	20	35	30
286	45	90	70	382	45	10	25
287	70	50	60	383	15	20	20
288	45	75	60	385	55	95	85
289	20	20	20	391	40	40	40
293	30	10	20	392	75	65	70
294	85	80	85	394	1	15	5
297	95	90	95	397	5	1	1

TABLE 15A--Continued

Section 2 - Upper-lower Group							
Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment	Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment
400	5	20	10	456	5	5	5
410	80	90	85	459	90	90	90
411	45	55	50	460	35	50	40
414	80	45	65	461	80	80	80
417	65	85	75	463	40	65	50
418	20	45	30	464	65	65	65
419	80	80	80	466	90	40	70
420	15	15	15	468	60	35	45
422	35	40	35	469	25	25	25
423	30	85	50	479	40	55	45
424	80	40	60	482	35	65	45
431	50	65	60	484	65	45	55
432	30	25	25	485	40	25	30
433	45	85	65	486	85	95	90
434	40	25	35	492	15	25	20
437	30	85	45	494	10	25	20
438	35	40	40	495	20	45	30
440	5	5	5	496	70	90	80
441	25	80	45	497	20	15	15
445	45	85	65	498	90	95	95
447	20	40	25	499	80	95	90
449	10	15	10				
450	1	1	1	Total	8620	9255	8844
451	5	15	10	Mean	42.4	45.6	43.5
452	30	30	30	Med.	39	40	40
453	90	95	95				

## Section 3 - Lower-middle Group

2	30	45	40	64	90	75	85
3	40	75	55	65	20	25	20
9	45	90	70	73	15	30	20
12	40	65	50	74	95	50	80
24	30	5	15	77	90	75	85
44	70	70	70	78	85	70	80
58	25	40	30	82	25	30	30
59	25	40	30	86	75	90	80



TABLE 15A--Continued

Section 3 - Lower-middle Group							
Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment	Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment
87	35	55	45	174	10	15	10
90	25	10	15	177	20	20	20
92	25	20	20	183	35	10	20
94	30	90	55	185	80	70	80
97	50	35	45	190	15	30	20
98	20	60	35	194	20	80	40
100	60	30	45	196	95	85	95
107	75	50	65	198	10	15	15
108	40	45	40	203	90	90	90
113	25	40	30	209	95	70	90
115	85	85	85	210	90	95	95
117	35	25	30	211	1	5	5
119	90	75	85	214	65	75	70
120	45	5	25	216	65	75	70
122	5	5	5	228	70	55	65
124	45	30	40	230	90	70	85
125	30	40	35	237	50	60	55
127	35	70	45	243	35	5	20
131	40	70	50	246	25	20	25
132	65	60	65	247	85	95	90
134	5	5	5	248	75	45	60
135	35	60	45	250	85	40	65
141	25	20	20	253	30	50	40
144	45	60	55	270	70	90	85
145	65	5	30	276	30	20	25
147	35	40	40	279	25	35	30
148	25	40	30	280	35	15	25
151	35	70	45	281	45	50	50
155	25	10	20	285	30	30	30
156	70	35	50	291	80	90	85
158	20	30	25	292	35	40	40
159	60	65	65	295	90	80	85
160	50	90	75	298	20	50	30
162	10	20	15	301	90	90	90
164	1	10	5	302	95	95	95
165	99	85	95	303	95	95	95
166	15	10	10	307	90	75	85
169	45	35	40	308	95	95	95

TABLE 15A--Continued

Section 3 - Lower-middle Group							
Case	Personal Adjust- ment	Social Adjust- ment	Total Adjust- ment	Case	Personal Adjust- ment	Social Adjust- ment	Total Adjust- ment
310	25	30	30	403	1	10	5
314	25	60	40	404	70	70	70
316	20	40	30	405	70	1	5
317	15	10	15	406	15	30	25
318	70	60	65	409	20	25	20
320	15	25	25	412	25	30	30
326	45	65	55	415	40	35	35
329	30	10	20	421	45	80	60
332	10	15	10	427	50	50	50
334	30	1	10	428	95	90	95
337	50	25	35	435	40	65	50
338	35	65	45	446	55	75	65
339	15	35	30	448	60	70	65
340	10	5	10	454	45	30	35
341	15	45	25	458	90	95	90
342	10	20	15	465	50	40	45
343	45	40	45	470	60	50	55
344	95	90	90	471	5	5	5
345	85	80	85	472	85	90	90
347	50	30	40	474	85	40	70
348	30	30	30	476	30	40	35
349	70	45	70	477	85	65	80
352	45	60	50	478	45	80	65
357	10	15	10	480	50	60	55
359	45	90	70	481	5	15	10
360	45	30	40	483	80	95	90
362	5	5	5	487	85	75	80
369	15	35	20	488	30	55	40
371	44	20	10	489	80	90	85
372	65	95	85	490	45	5	20
376	20	20	20	491	10	20	15
378	40	50	45	493	60	85	75
384	5	5	5	500	45	75	60
386	60	85	80	502	15	15	15
387	45	90	70	503	30	25	25
389	75	75	75	504	20	30	25
390	30	40	35				
393	55	75	65				
399	60	1	10	Total	7667	8019	7796
401	1	1	1	Mean	45.6	47.7	46.4
				Med.	40	45	40

TABLE 15A--Continued

Section 4 - Upper-middle Group							
Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment	Case	Personal Adjust-ment	Social Adjust-ment	Total Adjust-ment
4	30	40	35	257	40	45	45
14	20	55	35	261	30	50	40
84	85	90	90	264	90	45	75
89	55	40	45	273	85	95	90
95	25	15	20	274	90	60	80
99	65	60	65	275	50	25	40
102	30	40	35	309	15	5	10
104	80	85	80	323	30	15	25
105	80	90	85	324	95	50	80
116	35	75	50	327	35	65	45
133	60	55	60	333	25	5	10
143	25	15	20	355	70	85	80
149	15	5	5	366	45	55	50
154	50	5	25	377	35	15	25
157	95	95	95	388	40	70	50
179	65	40	50	395	70	75	75
188	95	95	95	402	30	15	25
192	80	95	90	408	25	20	25
200	85	65	80	413	85	90	90
212	70	70	70	444	80	35	55
222	75	90	85	457	40	85	60
226	55	80	70	462	80	75	80
232	25	55	35	467	80	65	75
244	65	40	55	505	25	50	35
254	5	10	5	Total	2800	2730	2790
255	80	40	65	Mean	54.9	53.5	54.7
256	60	90	80	Med.	60	55	60
Section 5 - Lower-upper Group							
195	95	95	95	407	85	90	90
234	40	55	45	473	40	45	45
330	85	80	85	Total	460	430	445
358	40	30	35	Mean	65.7	61.4	63.5
381	75	35	50	Med.	75	55	50
Section 6 - Upper-upper Group							
220	70	60	65	501	95	95	95
249	30	30	30	Total	325	250	290
272	90	25	60	Mean	65.0	50.0	58.0
325	40	40	40	Med.	70	30	60

TABLE 16A  
 FAMILY AND SCHOOL ADJUSTMENT IN  
 THE SOCIAL CLASS LEVELS

Section 1 - Lower-lower Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
5	80	60	171	45	45
8	5	60	173	45	10
10	20	45	176	95	25
11	45	75	182	60	15
13	30	45	184	30	10
15	20	1	204	95	25
17	5	25	219	20	15
18	95	60	229	80	10
19	60	90	231	95	90
20	45	45	235	60	60
21	1	15	236	5	25
22	45	99	239	1	15
23	5	1	242	45	45
25	30	1	251	60	45
28	60	10	258	45	60
32	1	5	266	20	25
33	10	45	290	45	75
35	30	45	296	95	90
37	30	1	335	95	75
38	45	15	356	20	10
39	5	60	396	20	1
40	60	15	398	95	75
43	60	75	416	6	10
48	1	5	425	60	75
50	1	10	426	80	99
52	20	5	429	45	60
54	1	25	430	60	60
56	5	15	436	95	60
57	80	75	439	95	60
61	5	1	442	1	75
62	80	15	443	1	45
75	30	25	455	30	60
109	45	15	475	45	45
111	60	90			
126	30	75	Total	2381	2949
138	45	60	Mean	40.5	41.5
139	1	90	Med.	45	45
140	1	45			

TABLE 16A--Continued

Section 2 - Upper-lower Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
1	60	75	101	45	75
6	45	60	103	30	75
7	45	25	106	5	1
16	80	10	110	60	25
26	5	15	112	20	25
27	5	15	114	1	1
29	30	15	118	1	25
30	1	45	121	1	15
31	20	1	123	45	45
34	80	75	128	10	90
36	1	60	129	30	90
41	1	75	130	80	45
42	10	60	136	60	10
45	90	60	137	60	75
46	95	75	142	80	75
47	30	90	146	95	45
49	60	60	150	5	5
51	95	45	152	30	25
53	30	15	153	95	75
56	5	10	161	5	10
60	20	60	163	95	90
63	1	1	167	60	75
66	95	60	168	60	75
67	80	75	170	45	45
68	45	15	172	1	25
69	95	40	175	30	25
70	80	5	178	60	45
71	80	75	180	30	25
72	80	60	181	60	75
76	10	25	186	95	75
79	5	45	187	20	75
80	30	25	189	45	90
81	5	15	191	80	90
83	95	60	193	60	45
85	45	15	197	60	45
88	60	25	199	60	15
91	10	5	201	80	75
93	95	45	202	30	75
96	95	99	205	45	45

TABLE 16A--Continued

Section 2 - Upper-lower Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
206	80	45	300	45	90
207	95	75	304	60	5
208	1	15	305	80	25
213	60	45	306	20	75
215	45	15	311	80	25
217	20	45	312	5	10
218	80	90	313	20	45
221	80	75	315	1	75
223	30	90	319	1	10
224	45	25	321	1	5
225	80	45	322	95	75
227	80	90	328	95	75
233	45	90	331	95	75
238	60	80	336	95	60
240	1	45	346	45	25
241	20	45	350	30	60
245	30	25	351	95	45
252	20	5	353	80	60
259	5	1	354	5	25
260	45	45	361	60	45
262	45	15	363	60	75
263	5	75	364	20	75
265	80	75	365	95	60
267	60	90	367	1	1
268	80	45	368	1	10
269	20	75	370	80	75
271	5	25	373	20	15
277	10	15	374	95	90
278	60	15	375	80	75
282	10	90	379	45	45
283	95	99	380	80	60
284	95	99	382	95	1
286	95	90	383	20	60
287	95	99	385	95	75
288	60	90	391	5	75
289	20	10	392	60	75
293	5	45	394	1	15
294	95	90	397	1	1
297	95	75	400	5	25
299	80	99			

TABLE 16A--Continued

Section 2 - Upper-lower Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
410	80	75	459	80	60
411	80	60	460	30	75
414	60	15	461	95	60
417	95	60	463	10	75
418	30	75	464	95	75
419	95	60	466	10	60
420	5	15	468	80	15
422	45	15	469	1	75
423	80	75	479	80	25
424	30	45	482	60	75
431	95	75	484	60	60
432	30	45	485	45	15
433	80	60	486	95	90
434	45	10	492	30	10
437	60	90	494	5	15
438	45	25	495	30	99
440	5	5	496	95	75
441	45	90	497	30	5
445	95	90	498	95	75
447	30	25	499	95	75
449	5	45			
450	1	1	Total	9889	10096
451	30	10			
452	10	60	Mean	48.7	49.7
453	95	89			
456	5	45	Med.	45	60
Section 3 - Lower-middle Group					
2	20	15	73	45	10
3	60	60	74	80	45
9	30	90	77	95	15
12	30	75	78	60	25
24	20	5	82	1	25
44	60	60	86	60	75
58	30	45	87	30	60
59	60	60	90	20	25
64	95	15	92	45	15
65	5	15	94	1	75

TABLE 16A--Continued

Section 3 - Lower-middle Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
97	45	75	194	60	60
98	60	60	196	60	90
100	60	60	198	1	45
107	80	60	203	95	60
108	80	90	209	30	25
113	45	60	210	80	60
115	80	75	211	1	1
117	45	45	214	60	90
119	45	75	216	80	90
120	30	45	228	60	45
122	1	10	230	80	75
124	95	45	237	60	25
125	10	60	243	60	25
127	80	75	246	80	25
131	90	60	247	95	75
132	80	75	248	80	45
134	45	5	250	80	45
135	30	45	253	30	25
141	5	25	270	60	75
144	60	25	276	45	15
145	30	25	279	5	45
147	80	15	280	80	45
148	60	45	281	60	45
151	60	15	285	20	45
155	80	15	291	80	75
156	20	60	292	60	45
158	20	10	295	80	99
159	80	45	298	60	75
160	80	90	301	95	60
162	5	25	302	80	90
164	1	45	303	95	90
165	80	60	307	95	75
166	1	5	308	95	99
169	1	75	310	30	90
174	1	10	314	80	75
177	1	25	316	30	15
183	20	15	317	5	10
185	95	75	318	80	75
190	45	45	320	30	25



TABLE 16A--Continued

Section 3 - Lower-middle Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
326	95	45	409	10	5
329	30	45	412	30	15
332	10	45	415	5	45
334	5	1	421	95	75
337	80	45	427	80	90
338	60	75	428	80	75
339	45	45	435	45	60
340	1	10	446	95	90
341	60	25	448	95	75
342	30	25	454	20	15
343	45	60	458	80	60
344	95	75	465	5	90
345	60	75	470	60	99
347	30	25	471	5	1
348	80	5	472	80	99
349	60	60	474	95	10
352	95	45	476	80	25
357	80	5	477	95	45
359	80	99	478	80	60
360	10	25	480	30	60
362	1	25	481	45	5
369	80	25	483	95	60
371	60	45	487	60	75
372	80	75	488	45	60
376	20	45	489	80	75
378	30	25	490	10	45
384	1	10	491	10	15
386	80	60	493	80	25
387	95	60	500	95	60
389	95	75	502	1	15
390	10	60	503	10	5
393	45	90	504	10	25
399	1	1	Total	8532	7867
401	10	1	Mean	50.8	46.8
403	20	1	Med.	60	45
404	45	75			
405	1	1			
406	60	45			

TABLE 16A--Continued

Section 4 - Upper-middle Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
4	20	60	264	80	75
14	10	15	273	95	75
84	80	99	274	60	75
89	80	45	275	80	10
95	20	45	309	10	10
99	95	75	323	30	10
102	95	45	324	60	45
104	60	60	327	95	99
105	60	99	333	5	15
116	95	60	355	80	60
133	45	15	366	45	60
143	20	45	377	5	15
149	5	5	388	45	75
154	5	10	395	45	75
157	95	99	402	5	45
179	10	45	408	5	25
188	95	99	413	80	75
192	60	99	444	1	45
200	30	60	457	60	75
212	45	60	462	95	45
222	45	60	467	80	75
226	80	99	505	60	25
232	45	45			
244	95	60	Total	2727	2693
254	45	5	Mean	53.4	52.8
255	95	45			
256	95	90			
257	80	15		60	60
261	1	25			
Section 5 - Lower-upper Group					
195	95	99	473	30	75
234	60	60			
330	95	75	Total	460	489
358	5	60	Mean	65.7	69.8
381	30	75			
407	95	45	Med.	80	75

TABLE 16A--Continued

Section 6 - Upper-upper Group					
Case	Percentile Rank		Case	Percentile Rank	
	Family	School		Family	School
220	80	75	501	80	75
249	45	75	Total	280	315
272	45	45	Mean	56	63
325	30	45	Med.	45	75

TABLE 17A

PERCENTILE RANK ON THE SRA YOUTH INVENTORY  
IN THE SOCIAL CLASSES

Section 1 - Lower-lower Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
5	86	86	99	88	97	99	98	54
8	66	99	54	89	61	71	94	54
10	73	86	95	99	89	97	99	83
11	25	94	30	45	81	64	68	45
13	55	88	45	60	17	55	24	19
15	85	81	84	90	94	8	41	33
17	66	94	89	99	69	91	99	77
18	35	66	45	18	47	47	97	9
19	47	97	60	69	16	56	56	49
20	81	92	70	85	72	18	56	68
21	85	93	87	97	83	29	10	14
22	85	99	91	99	92	96	99	49
23	32	25	45	19	75	30	45	49
25	12	0	4	3	16	8	45	14
28	43	0	11	7	16	8	13	8
32	97	96	99	99	99	59	42	13
33	90	86	89	91	98	99	98	78
35	55	81	87	97	48	74	97	45
37	81	86	39	73	16	29	90	14

TABLE 17A--Continued

Case	Problem Area							
	1	2	3	4	5	6	7	8
38	96	9	17	16	16	8	10	14
39	45	19	60	73	86	56	98	80
40	96	9	24	23	16	8	10	14
43	45	45	10	33	57	91	98	72
48	94	65	89	60	67	37	42	45
50	45	19	53	60	83	71	68	45
52	81	84	84	69	57	75	68	34
54	98	65	90	92	70	85	90	89
56	93	60	11	52	89	78	63	65
57	70	85	70	37	32	39	30	13
61	95	26	90	65	54	7	30	13
62	99	85	80	97	97	7	12	13
75	85	70	29	46	75	90	84	94
109	51	57	18	66	16	39	63	65
111	92	88	70	60	36	56	97	87
126	93	94	98	97	88	31	94	98
138	92	99	96	94	81	99	99	98
139	46	94	39	75	98	95	99	98
140	90	91	70	39	81	91	94	97
171	97	98	99	99	75	88	99	99
173	73	70	78	46	75	47	97	34
176	73	33	60	78	84	93	94	54
182	85	9	30	10	16	29	42	14
184	99	88	99	99	98	99	99	98
204	93	57	70	92	32	97	98	99
219	73	57	84	32	36	37	68	34
229	81	84	84	92	47	95	99	88
231	55	57	80	68	31	47	68	24
235	42	4	18	38	16	39	63	14
236	35	25	60	16	90	47	56	68
239	93	96	88	92	99	95	99	38
242	55	91	98	94	57	75	87	45
251	73	25	95	88	61	75	94	68
258	84	96	98	66	71	68	99	48
266	66	50	70	32	36	56	24	45
290	95	93	60	92	68	88	56	68
296	54	38	65	46	48	8	10	34
335	47	50	45	38	36	64	57	24
356	73	19	87	72	75	86	97	80
396	25	13	16	46	90	47	24	68
398	42	39	4	12	32	8	30	13

TABLE 17A--Continued

Section 1 - Lower-lower Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
416	73	78	90	46	88	18	42	45
425	85	81	95	66	75	83	87	54
426	90	61	60	60	16	19	56	24
429	47	70	40	46	72	80	94	87
430	75	81	94	66	93	91	79	72
436	55	44	30	16	36	47	24	14
439	55	9	60	23	16	19	56	24
442	85	84	80	93	99	88	90	77
443	73	66	90	96	99	98	90	94
455	35	70	45	54	69	71	78	24
475	97	70	96	86	88	80	87	87
Total	4988	4519	4589	4479	4408	4183	4863	3648
Mean	70.2	63.6	64.6	63.0	62.0	58.9	68.4	51.3
Med.	73	78	70	60	70	64	78	48
Section 2 - Upper-lower Group								
1	70	99	68	96	72	99	95	61
6	85	86	40	54	57	28	56	19
7	73	99	93	99	60	8	90	97
16	90	76	89	91	47	88	87	54
26	42	16	37	27	33	8	13	14
27	51	0	18	3	15	31	46	14
29	99	57	37	45	15	8	13	13
30	84	21	28	37	88	59	30	13
31	70	50	65	52	96	79	90	77
34	67	70	84	79	57	56	78	24
36	2	44	24	69	93	99	78	61
41	35	25	65	66	97	86	98	77
42	81	88	98	91	88	93	95	61
45	65	92	76	23	36	18	10	14
46	45	74	40	69	67	75	56	14
47	25	25	45	10	47	18	19	24
49	55	77	84	91	47	93	94	34
51	25	35	35	5	16	47	42	14
53	85	60	93	60	63	64	78	54

TABLE 17A--Continued

Section 2 - Upper-lower Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
55	99	84	97	94	93	78	99	94
60	75	92	90	70	70	73	98	37
63	99	80	96	95	97	88	99	93
66	73	44	84	60	36	86	56	72
67	73	92	5	23	36	56	68	24
68	81	36	87	83	82	86	95	80
69	73	92	78	73	47	86	87	72
70	81	44	93	83	86	86	95	77
71	70	57	11	46	33	82	45	48
72	81	88	60	54	47	91	78	61
75	46	86	2	78	82	95	90	54
79	55	97	45	95	84	98	90	96
80	46	61	65	60	86	64	68	72
81	84	87	80	88	88	49	90	38
83	99	99	99	98	88	75	87	83
85	35	50	45	54	57	86	78	24
88	98	73	95	94	86	71	89	45
91	97	38	11	19	55	31	13	28
93	73	13	65	68	47	80	19	34
96	46	81	60	79	47	71	87	61
101	70	98	90	82	84	68	90	48
108	84	97	83	86	80	97	97	96
106	91	93	99	97	98	99	99	97
110	60	98	11	94	70	95	45	96
112	92	88	93	96	75	56	87	43
114	80	92	37	38	65	8	13	13
118	93	90	90	88	55	72	99	86
121	46	98	94	98	92	83	97	94
123	60	99	29	71	65	90	45	58
128	35	50	16	18	92	38	87	72
129	8	36	30	46	72	38	24	80
130	66	74	24	54	47	75	24	54
136	73	66	30	78	57	91	68	34
137	35	36	42	16	72	47	24	45
142	66	57	39	69	16	38	56	45
146	99	8	86	46	33	68	94	72
150	32	85	61	38	33	59	42	72
152	84	57	66	28	71	72	78	72
153	60	80	46	81	33	97	94	68
161	81	45	84	95	75	56	87	77
163	55	86	17	38	47	29	90	61

TABLE 17A--Continued

Section 2 - Upper-lower Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
167	35	83	19	45	46	71	68	54
168	81	25	60	78	47	56	78	14
170	90	60	60	54	75	47	87	45
172	92	88	84	99	94	88	98	34
175	98	70	89	83	36	86	99	98
178	66	9	60	16	36	46	78	54
180	95	50	87	95	75	75	98	77
181	85	36	91	92	68	91	98	94
186	80	60	75	81	32	49	77	48
187	73	44	84	81	72	75	90	61
189	35	9	45	54	60	18	87	24
191	6	9	5	10	16	63	19	45
193	93	87	95	95	76	95	94	38
197	46	61	10	60	16	23	68	61
199	80	99	96	99	75	99	99	99
201	15	13	10	10	36	28	87	19
202	81	57	60	78	75	71	78	45
205	80	87	66	97	32	82	63	28
206	73	33	10	16	16	56	42	24
207	21	78	10	54	16	37	19	14
208	81	91	69	86	99	99	99	98
213	85	57	60	96	57	95	87	24
215	92	96	54	78	75	37	78	68
217	95	98	98	98	72	95	97	77
218	46	25	65	73	16	56	24	45
221	35	81	30	73	16	37	56	45
223	73	74	77	81	68	98	78	45
224	93	85	96	92	16	98	99	97
225	66	45	93	86	57	80	87	54
227	73	66	60	84	47	56	68	45
233	32	27	65	53	75	68	84	38
238	12	60	11	7	33	8	13	28
240	80	16	83	53	88	59	98	58
241	73	61	45	10	47	18	42	77
245	75	85	37	61	65	31	30	58
252	95	16	75	7	45	8	13	28
259	95	72	93	94	99	82	76	65
260	25	57	64	16	57	47	78	88
262	96	99	96	92	72	71	94	54

TABLE 17A--Continued

Section 2 - Upper-lower Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
263	67	44	45	81	68	18	78	14
265	66	99	5	10	17	8	42	45
267	25	33	45	23	57	29	10	14
268	46	70	74	44	75	18	56	54
269	73	9	80	73	36	8	78	54
271	66	50	54	5	36	8	24	14
277	85	84	60	69	57	8	68	14
278	81	66	65	80	36	8	56	14
282	73	50	54	32	48	19	24	14
283	15	9	10	10	16	8	56	14
284	25	19	10	16	16	8	42	14
286	90	73	30	10	16	8	10	14
287	73	50	70	32	16	67	24	61
288	73	36	74	60	16	82	42	24
289	75	81	60	38	72	64	98	45
293	92	94	78	68	95	83	94	83
294	6	66	40	38	36	18	42	54
297	73	9	10	24	36	57	42	34
299	5	4	11	7	16	8	30	13
300	47	19	84	32	48	86	98	61
304	55	13	30	5	16	18	10	34
305	51	16	11	7	16	31	38	14
306	47	13	87	24	57	85	94	24
311	85	87	93	99	68	83	78	54
312	98	88	89	92	92	83	90	77
313	67	92	80	73	92	64	57	68
315	75	70	91	85	97	91	57	98
319	94	98	99	99	99	98	99	99
321	98	93	96	98	96	71	42	72
322	94	38	54	85	16	38	78	45
328	67	45	30	10	16	71	42	24
331	73	66	40	65	36	29	90	14
336	96	36	74	91	36	75	90	54
346	47	19	60	81	81	97	87	61
350	67	97	84	72	47	29	97	77
351	94	98	98	99	93	97	87	99
353	35	97	69	96	57	38	56	24
354	94	73	95	30	82	71	78	34
361	75	97	87	95	48	75	78	61
363	84	27	70	75	33	58	86	57



TABLE 17A--Continued

Section 2 - Upper-lower Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
364	75	98	91	93	73	75	78	87
365	15	66	30	73	17	47	24	34
367	67	92	10	32	17	38	68	45
368	97	70	99	99	95	99	99	98
370	42	50	28	38	33	19	84	57
373	85	81	78	73	60	56	94	14
374	42	16	18	28	33	19	84	58
375	88	21	96	86	80	85	77	78
379	32	65	11	80	32	59	94	57
380	85	61	78	98	17	83	68	68
382	67	98	87	95	36	71	78	61
383	67	66	84	94	82	98	99	68
385	75	98	69	95	73	75	68	72
391	55	78	89	88	92	64	90	61
392	51	45	38	60	32	49	30	65
394	75	57	65	60	87	83	99	72
397	80	50	80	38	16	8	13	13
400	73	60	70	99	93	99	79	96
410	90	25	54	66	16	29	42	45
411	15	33	45	69	16	64	79	24
414	73	36	30	23	57	80	56	80
417	25	73	30	23	57	38	42	34
418	73	78	65	69	57	47	56	54
419	55	61	60	16	16	19	56	68
420	95	94	87	83	99	99	97	99
422	25	57	45	5	48	18	24	14
423	73	91	83	5	36	78	90	61
424	6	44	78	5	16	29	10	24
431	73	91	65	96	36	96	79	78
432	67	66	65	46	57	29	42	24
433	35	66	19	72	57	91	94	88
434	67	50	68	88	36	86	68	90
437	73	44	65	23	48	47	42	34
438	95	19	78	83	72	86	68	72
440	94	44	64	66	81	75	87	77
441	46	19	69	23	47	83	57	87
445	25	19	30	5	36	29	68	34
447	55	84	45	16	81	56	78	61
449	85	19	93	92	94	71	94	77
450	81	57	60	78	87	18	99	72
451	96	97	98	94	98	99	99	96

TABLE 17A--Continued

Section 2 - Upper-lower Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
452	85	57	87	54	47	83	87	61
453	25	25	2	2	16	8	10	14
456	90	93	97	97	83	96	97	94
459	73	56	54	60	61	47	87	87
460	24	81	40	60	84	37	10	34
461	6	25	74	83	36	71	97	80
463	85	98	65	66	90	88	78	24
464	35	33	16	32	47	83	90	61
466	55	13	30	23	36	29	68	77
468	66	57	54	78	36	83	68	61
469	98	61	74	60	80	95	95	87
479	92	93	40	81	75	93	42	61
482	15	88	74	83	36	8	78	72
484	2	9	5	5	16	18	24	24
485	47	2	24	66	84	28	90	88
486	25	50	69	23	36	47	95	98
492	81	2	65	32	36	38	87	61
494	94	99	98	95	93	93	99	98
495	47	56	54	60	57	64	94	92
496	25	13	17	5	36	8	78	54
497	55	9	69	60	73	80	95	54
498	2	2	10	5	36	8	78	54
499	15	2	10	5	36	19	87	68
Total	13035	11957	11980	12148	11259	12005	13921	11126
Mean	64.2	58.9	59.0	59.8	55.4	59.1	63.5	54.8
Med.	73	61	65	68	57	64	78	57

## Section 3 - Lower-middle Group

2	85	99	91	99	92	94	98	77
3	60	92	52	95	93	93	98	88
9	42	86	24	73	69	64	56	54
12	35	56	45	33	17	37	42	34
24	5	0	11	3	16	8	13	14
44	25	35	24	16	61	75	56	24
58	60	45	59	75	75	59	84	77

TABLE 17A--Continued

Section 3 - Lower-middle Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
59	80	85	70	82	32	90	99	81
64	84	38	29	7	15	49	45	13
65	98	92	93	52	84	97	94	65
73	80	85	90	90	45	72	90	65
74	12	70	38	60	33	8	45	81
77	42	73	38	60	71	90	94	78
78	35	86	10	78	47	18	68	24
82	73	56	30	60	82	38	56	24
86	11	9	10	10	36	29	87	61
87	25	61	60	32	36	8	56	34
90	98	78	66	46	80	59	63	38
92	50	80	45	28	65	49	45	28
94	81	91	78	86	90	83	78	45
97	55	70	65	66	61	96	56	95
98	81	99	93	91	93	99	99	88
100	60	70	70	71	84	68	94	89
107	67	96	87	93	81	99	97	88
108	70	98	45	97	33	98	84	96
113	46	66	65	54	36	64	68	34
115	6	57	16	72	16	46	94	77
117	80	50	80	60	75	59	45	48
119	55	57	30	16	16	38	42	77
120	91	83	83	92	89	82	84	86
122	98	95	99	99	99	95	45	91
124	51	50	70	75	33	68	99	65
125	55	81	74	54	47	96	99	92
127	66	70	16	54	36	56	56	24
131	92	98	97	99	36	99	99	95
132	35	57	60	54	47	56	24	80
134	88	83	99	99	99	97	98	95
135	46	44	65	54	68	71	78	24
141	60	57	94	98	95	82	97	58
144	99	87	59	96	16	49	68	77
145	32	70	46	12	55	19	68	33
147	88	99	83	99	33	88	56	14
148	75	73	66	53	33	19	87	45
151	84	45	66	90	33	8	68	14
155	96	98	59	86	55	88	68	14
156	35	65	16	32	57	47	56	80
158	73	76	99	99	99	99	97	34
159	85	36	45	78	47	84	42	72

TABLE 17A--Continued

Section 3 - Lower-middle Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
160	35	25	30	23	60	71	68	68
162	90	91	70	92	61	80	90	72
164	96	33	99	99	94	91	99	97
165	46	78	40	66	47	86	98	92
166	99	33	98	83	94	80	98	54
169	85	92	78	81	94	64	94	88
174	99	65	99	98	99	93	99	88
177	99	19	97	96	97	99	99	61
183	92	98	74	93	60	98	95	34
185	81	50	24	66	36	47	42	34
190	75	26	59	81	32	72	63	48
194	98	94	97	99	16	90	98	86
196	42	27	11	19	32	31	84	65
198	99	91	95	69	97	96	90	87
203	81	81	40	46	16	8	56	45
209	66	45	10	16	16	18	19	34
210	55	25	10	23	47	28	19	14
211	94	36	98	97	96	80	97	24
214	35	33	24	39	61	37	42	61
216	51	50	66	19	16	8	30	58
228	81	98	54	93	73	71	78	83
230	6	19	24	78	47	86	87	88
237	47	66	65	66	75	83	90	68
243	60	80	11	28	33	40	30	14
246	75	58	46	19	16	31	30	14
247	73	66	74	83	47	64	94	83
248	51	4	18	61	33	19	13	38
250	6	5	10	5	47	18	42	14
253	70	80	37	19	55	19	30	28
270	46	50	40	54	17	29	87	61
276	88	27	83	38	55	58	10	34
279	21	33	51	71	65	58	90	54
280	51	27	11	7	16	8	10	14
281	66	19	17	46	82	80	56	45
285	67	5	5	10	16	18	42	45
291	73	81	30	46	16	47	56	68
292	73	99	74	98	48	95	87	72
295	73	57	10	5	36	8	42	34
298	92	98	94	97	61	86	99	99
301	35	2	45	16	16	8	56	80

TABLE 17A--Continued

Section 3 - Lower-middle Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
302	73	13	5	16	16	8	10	24
303	6	9	5	16	16	8	10	24
307	2	2	18	3	16	8	13	13
308	60	2	4	19	16	8	13	13
310	73	61	65	92	82	71	57	54
314	85	98	80	88	57	80	87	83
316	94	70	91	83	75	80	99	80
317	95	19	30	23	68	71	94	54
318	47	73	54	69	36	8	10	14
320	85	99	98	97	97	71	24	97
326	67	36	70	65	48	29	90	45
329	95	93	96	95	75	82	63	65
332	98	95	96	99	98	98	99	95
334	60	93	97	99	96	99	99	99
337	42	60	29	12	45	19	30	91
338	47	92	54	95	60	83	78	97
339	92	93	94	60	92	93	94	97
340	94	83	94	85	98	98	99	87
341	75	92	87	93	92	88	90	88
342	92	99	99	80	80	86	94	77
343	67	99	78	92	69	74	90	77
344	47	66	24	65	36	38	90	68
345	35	99	91	91	57	8	24	24
347	99	99	99	99	98	83	90	77
348	73	50	60	54	36	86	78	72
349	35	57	65	60	48	29	42	24
352	75	98	97	95	83	83	87	94
357	94	98	98	94	48	56	87	45
359	35	19	16	32	75	56	56	68
360	47	50	78	78	92	64	90	72
362	67	70	98	96	87	86	98	77
369	75	73	69	65	87	80	68	24
371	35	93	5	54	36	29	42	87
372	47	36	40	65	48	56	83	68
376	35	19	78	83	48	19	51	45
378	15	9	45	16	92	95	94	61
384	94	93	99	99	87	99	99	99
386	15	9	10	46	48	57	24	72
387	6	83	65	32	36	95	63	83
389	25	84	30	54	16	38	42	24
390	67	5	60	73	73	71	63	45

TABLE 17A--Continued

Section 3 - Lower-middle Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
393	2	70	70	69	75	88	24	90
399	75	99	45	92	75	86	88	83
401	88	50	4	3	16	31	13	13
403	96	99	94	99	73	75	68	87
404	15	25	24	16	48	71	42	80
405	73	36	45	65	88	64	90	72
406	47	78	60	23	36	8	24	14
409	92	78	68	72	80	86	57	61
412	99	88	93	72	95	80	90	98
415	97	99	93	88	84	80	79	98
421	47	57	68	54	68	71	90	34
427	15	50	54	72	60	80	42	72
428	15	36	10	10	48	19	24	24
435	85	19	60	23	36	38	42	34
446	6	5	17	10	16	29	68	14
448	46	78	30	78	47	71	68	54
454	25	9	10	16	36	19	24	68
458	46	38	10	10	47	29	56	34
465	35	33	60	69	61	47	87	45
470	6	13	16	23	57	19	42	14
471	96	78	99	99	90	91	95	83
472	55	5	5	5	36	8	10	34
474	90	66	60	39	16	8	78	24
476	73	50	16	46	36	29	78	77
477	25	5	2	39	68	80	90	24
478	55	50	65	83	57	80	90	87
480	35	87	74	54	87	37	56	34
481	99	93	95	92	92	88	90	61
483	6	9	30	16	36	28	87	97
487	15	2	16	23	57	83	87	94
488	6	5	16	5	61	18	56	45
489	47	19	30	10	57	71	78	94
490	35	25	60	38	81	88	90	96
491	97	74	98	73	84	99	99	99
493	85	81	74	80	82	96	95	99
500	92	99	87	96	90	97	99	99
502	73	2	10	38	61	18	68	54
503	35	61	45	46	61	38	68	61
504	98	73	84	78	93	98	99	99
Tot.	10219	10028	9306	10034	9695	10044	11404	10074
Mean	60.8	59.6	55.3	59.7	57.7	59.1	67.8	59.9
Med.	67	66	60	66	57	71	57	65

TABLE 17A--Continued

Section 4 - Upper-middle Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
4	96	92	91	98	97	99	99	97
14	46	70	88	69	92	64	87	68
34	12	27	18	70	33	39	63	48
89	32	60	38	33	16	8	63	81
95	21	12	11	53	45	68	76	28
99	21	50	59	38	16	68	45	28
102	46	87	84	91	61	97	99	95
104	42	21	38	81	55	31	13	65
105	46	84	30	16	36	18	42	45
116	60	72	29	60	32	31	30	86
133	66	74	60	78	68	71	68	45
143	75	96	75	86	33	39	84	86
149	99	87	99	97	16	72	99	88
154	84	38	37	7	16	39	10	45
157	35	50	19	16	16	47	24	45
179	81	33	87	83	57	83	94	83
188	46	25	30	32	32	75	87	14
192	66	83	40	23	47	91	56	61
200	55	57	24	46	57	56	42	54
212	92	84	74	94	36	28	10	34
222	99	98	97	99	75	99	99	99
226	15	13	24	5	16	18	66	34
232	66	74	65	78	16	18	78	68
244	81	91	60	72	36	86	42	72
254	85	57	80	24	36	18	78	24
255	5	4	4	3	16	8	13	14
256	67	44	24	16	36	18	68	24
257	96	72	98	88	65	7	98	93
261	81	36	83	32	90	86	71	61
264	12	12	4	12	16	78	10	14
273	25	33	30	10	17	47	56	24
274	66	70	24	45	36	38	78	61
275	70	73	66	19	16	31	24	14
309	96	66	94	88	90	99	90	87
323	96	57	88	88	92	98	98	93
324	70	50	59	53	33	82	63	28
327	94	45	54	85	16	63	57	45
333	96	61	95	88	58	99	42	72
355	85	94	40	92	36	93	87	83
366	67	25	40	54	92	47	78	24
377	47	88	87	98	36	75	68	80

TABLE 17A--Continued

Section 4 - Upper-middle Group								
Case	Problem Area							
	1	2	3	4	5	6	7	8
388	25	50	60	32	48	8	42	61
395	6	50	16	81	68	64	42	68
402	90	91	91	98	82	91	79	93
408	75	36	45	39	68	38	94	87
413	15	25	60	54	36	46	56	69
444	81	19	74	46	88	47	78	61
457	25	19	45	32	36	93	94	98
462	46	96	78	78	61	88	99	98
467	55	88	24	46	16	29	24	45
505	25	5	10	16	16	96	98	97
Tot.	2983	2844	2750	2847	2304	2862	3263	3092
Mean	58.4	55.7	53.9	55.8	45.1	56.1	63.9	60.6
Med.	66	57	59	54	36	56	68	61
Section 5 - Lower-upper Group								
195	55	5	40	16	36	37	19	34
234	94	70	98	83	57	86	87	83
330	93	97	83	75	65	84	77	72
358	35	70	74	91	88	80	56	24
381	6	44	54	32	36	8	42	54
407	25	88	30	73	16	38	57	90
473	46	50	84	83	61	95	94	94
Tot.	354	424	463	453	359	429	432	451
Mean	50.5	60.5	66.1	64.7	51.2	61.2	61.7	64.4
Med.	35	70	83	75	57	80	57	72
Section 6 - Upper-upper Group								
220	35	36	24	54	16	63	56	45
249	51	4	83	53	65	39	64	28
272	12	12	11	12	55	8	24	14
325	55	73	60	78	75	63	68	88
501	2	2	5	16	47	29	68	68
Tot.	155	127	183	213	258	202	280	243
Mean	31.0	25.4	36.6	42.6	51.6	40.4	56.0	48.6
Med.	35	12	24	53	55	39	64	45



TABLE 18A  
PROBLEMS OF YOUTH IN THE SOCIAL CLASSES

Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
1	51	142	107	32	4	1	337
2	53	135	111	35	5	2	341
3	34	166	64	18	4	1	287
4	34	73	60	17	2	0	186
5	18	51	42	13	3	1	128
6	55	149	118	30	4	3	359
7	5	14	7	0	0	0	26
8	28	79	75	31	4	2	219
9	6	19	16	4	0	0	45
10	14	29	31	8	0	0	82
11	3	20	15	6	0	0	44
12	38	83	59	18	2	1	201
13	3	12	10	1	0	0	26
14	14	40	33	11	0	1	99
15	9	21	17	3	0	0	50
16	36	108	81	20	4	1	250
17	6	17	23	9	1	0	56
18	22	62	27	3	0	0	114
19	34	89	67	23	2	2	217
20	37	101	79	25	3	0	245
21	18	42	28	5	2	0	95
22	5	13	11	6	0	0	35
23	2	4	4	3	0	0	13
24	5	20	17	9	0	0	51
25	3	13	9	3	0	0	28
26	5	13	21	4	0	0	43
27	2	9	13	6	0	0	30
28	15	40	45	11	0	1	112
29	7	13	19	3	1	0	43
30	10	21	17	6	0	0	54
31	13	34	27	10	1	1	86
32	3	8	5	2	0	0	18
33	50	117	77	22	4	1	271
34	31	76	68	15	2	1	193
35	36	95	82	25	4	0	242
36	47	121	101	25	5	1	300
37	40	119	93	29	5	3	289
38	30	74	55	21	4	2	186
39	20	62	54	11	3	0	150

TABLE 18A--Continued

Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
40	23	76	99	32	5	2	237
41	28	72	78	17	2	0	197
42	17	63	75	24	5	1	185
43	16	54	74	27	5	1	177
44	13	42	54	18	3	1	131
45	14	61	32	5	1	0	113
46	6	26	15	1	1	0	49
47	12	52	49	12	1	1	127
48	18	45	54	16	2	1	136
49	25	69	78	20	3	0	195
50	16	38	51	9	2	2	98
51	10	16	22	3	1	0	52
52	34	75	59	18	3	0	189
53	19	58	41	11	2	0	131
54	46	99	82	25	4	1	257
55	20	50	48	12	3	1	134
56	40	95	80	25	4	1	245
57	29	70	65	16	3	1	184
58	19	50	54	14	2	1	139
59	24	62	66	19	4	0	175
60	46	124	85	17	1	0	273
61	48	102	67	17	2	1	237
62	35	79	48	11	1	1	175
63	28	75	50	16	2	0	171
64	29	75	57	11	0	0	172
65	42	95	55	14	1	0	207
66	30	75	48	8	0	0	161
67	23	57	35	11	1	0	127
68	26	52	40	6	1	0	125
69	27	55	37	11	1	0	131
70	47	110	89	25	3	2	276
71	37	78	79	23	4	1	222
72	27	85	76	20	3	0	211
73	39	96	75	20	3	1	234
74	38	81	62	20	3	2	206
75	14	34	22	8	1	1	80
76	34	109	80	26	4	1	254
77	4	9	14	1	1	0	29
78	27	69	63	19	3	2	183
79	19	38	22	6	3	0	93
80	35	70	48	10	0	0	163

TABLE 18A--Continued

Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
81	18	24	28	3	1	0	74
82	41	72	61	16	1	1	192
83	24	54	52	8	2	1	141
84	15	19	15	2	0	0	51
85	29	83	73	28	3	3	219
86	2	3	0	0	0	0	5
87	9	26	25	6	2	0	68
88	12	22	13	6	3	0	56
89	16	31	25	2	0	0	74
90	12	31	23	8	0	0	74
91	5	17	10	4	0	0	36
92	11	33	28	4	2	0	76
93	30	71	42	8	0	0	76
94	17	55	48	19	3	0	142
95	6	11	11	2	0	0	30
96	29	67	58	16	4	0	174
97	21	61	52	14	3	2	153
98	11	34	25	11	5	1	87
99	35	111	83	20	6	1	256
100	24	63	55	7	5	0	154
101	13	27	22	4	1	1	68
102	25	60	62	27	0	2	176
103	13	39	36	12	2	0	102
104	12	28	27	7	3	1	78
105	23	70	41	13	2	3	152
106	17	28	32	5	1	0	83
107	10	23	17	4	0	0	54
108	18	25	25	9	0	0	77
109	16	44	57	17	2	1	137
110	9	27	23	8	0	0	67
111	35	81	65	13	3	0	197
112	32	70	37	8	3	1	151
113	9	17	15	2	0	0	43
114	8	12	8	2	0	1	31
115	50	126	112	35	5	3	331
116	21	38	28	11	2	0	100
117	26	88	63	15	4	0	196
118	19	67	49	14	3	2	154
119	39	99	82	22	4	2	248
120	44	110	96	28	5	2	285
121	30	90	69	19	5	1	214

TABLE 18A--Continued

Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
122	12	59	62	24	4	1	162
123	16	42	55	13	2	2	130
124	18	54	31	4	0	0	107
125	19	51	38	5	0	0	113
126	32	69	60	22	1	0	184
127	25	69	60	11	4	3	172
128	17	55	37	11	1	2	123
129	7	15	11	2	1	0	36
130	7	17	21	10	0	0	55
131	19	45	39	8	0	0	111
132	22	71	68	17	4	1	183
133	17	50	61	16	2	1	147
134	24	54	56	16	2	1	153
135	37	126	116	32	4	1	316
136	29	55	42	7	1	0	134
137	51	133	84	24	4	2	298
138	19	42	39	7	0	0	107
139	17	32	30	4	0	0	83
140	13	16	20	5	0	0	54
141	25	50	42	6	1	1	125
142	30	64	48	13	1	0	156
143	17	32	33	6	2	0	90
144	23	65	59	13	4	3	166
145	7	13	28	9	3	1	61
146	26	51	43	6	0	0	126
147	15	46	44	12	1	1	119
148	26	62	55	16	4	1	164
149	19	30	42	9	2	1	103
150	15	50	34	8	1	0	108
151	18	28	23	3	1	0	73
152	14	48	32	8	0	0	102
153	11	39	23	5	0	0	83
154	14	31	42	13	1	1	102
155	15	35	25	3	1	0	79
156	15	36	40	6	3	0	100
157	15	22	22	5	2	0	66
158	10	18	12	3	0	0	43
159	3	11	7	0	0	0	21
160	17	27	17	4	0	0	65
161	10	21	15	3	1	1	51

TABLE 18A--Continued

Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
162	22	53	48	13	1	2	139
163	4	10	6	1	0	0	21
164	11	15	16	1	0	0	43
165	6	8	7	0	0	0	21
166	16	28	22	5	0	0	71
167	19	45	47	9	1	1	120
168	10	20	21	4	0	0	55
169	12	18	17	2	0	0	49
170	4	10	19	4	0	1	38
171	16	41	47	7	0	0	111
172	16	38	38	5	0	1	88
173	11	14	17	3	0	0	45
174	11	15	18	1	0	0	45
175	9	18	17	3	0	0	47
176	11	17	18	3	0	0	49
177	8	12	20	3	0	1	44
178	23	40	30	4	1	1	99
179	9	20	12	3	0	0	44
180	14	24	20	3	0	1	62
181	2	6	10	0	0	0	18
182	12	23	31	4	0	0	70
183	23	51	29	5	0	0	108
184	1	3	3	0	0	0	7
185	5	9	6	0	1	0	21
186	7	18	21	2	1	0	49
187	15	39	28	5	0	0	87
188	8	18	13	2	0	0	41
189	9	12	15	0	2	0	36
190	15	47	40	11	3	2	118
191	4	3	1	0	0	0	8
192	4	5	10	0	0	0	19
193	10	28	29	5	1	0	73
194	18	46	30	6	1	1	102
195	10	24	22	3	1	1	61
196	6	20	17	2	0	0	45
197	7	11	25	6	0	0	49
198	4	4	3	0	0	0	11
199	11	23	26	4	0	2	66
200	5	9	5	1	0	0	20
201	5	6	9	6	0	0	26

TABLE 18A--Continued

Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
202	13	22	22	5	0	0	62
203	4	8	12	0	0	0	24
204	8	6	9	0	0	0	23
205	5	13	13	2	0	0	33
206	8	6	8	1	0	0	23
207	20	42	35	12	3	1	113
208	25	58	45	11	1	0	140
209	7	21	14	7	1	0	50
210	14	50	54	22	1	1	142
211	5	14	13	6	1	0	39
212	22	77	57	10	2	2	170
213	16	43	40	6	2	1	108
214	19	50	43	9	3	1	125
215	24	85	71	20	3	0	203
216	21	59	46	19	4	1	150
217	14	40	29	11	3	0	97
218	14	53	56	15	2	0	140
219	15	36	33	13	2	0	99
220	23	55	52	15	1	0	146
221	6	25	17	11	1	0	60
222	8	33	27	9	0	1	78
223	22	47	43	13	0	0	125
224	21	48	52	13	3	1	138
225	17	47	46	13	2	0	125
226	11	26	23	9	2	0	71
227	13	26	28	5	1	0	73
228	14	30	40	18	1	1	104
229	14	27	28	6	0	1	76
230	13	29	21	4	1	0	68
231	25	55	55	21	2	1	159
232	22	53	41	13	4	0	133
233	11	14	8	5	1	0	39
234	7	15	17	3	0	0	42
235	19	47	35	11	2	2	116
236	19	69	46	16	2	2	154
237	25	66	43	12	1	1	148
238	20	75	52	18	0	1	166
239	27	77	62	18	2	0	186
240	39	113	94	27	3	3	279
241	26	80	66	12	1	1	186
242	3	9	10	2	0	1	25

TABLE 18A--Continued

Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
243	4	4	2	0	0	0	10
244	8	23	20	8	1	1	61
245	32	100	77	24	2	2	237
246	36	110	89	24	5	4	268
247	10	27	21	4	2	0	64
248	20	32	31	4	1	0	88
249	7	22	24	7	1	0	61
250	11	23	22	7	0	0	63
251	8	10	29	5	1	0	53
252	10	30	12	5	2	0	59
253	21	36	27	8	1	0	93
254	6	28	33	9	0	0	76
255	12	22	19	2	0	0	55
256	18	37	37	7	1	0	100
257	18	32	28	5	1	0	84
258	15	23	32	6	0	0	76
259	6	14	9	6	0	0	35
260	4	14	10	4	1	0	33
261	7	9	7	3	0	0	26
262	32	111	88	25	2	1	259
263	11	28	21	7	0	0	67
264	12	26	26	7	2	0	73
265	23	39	50	15	2	1	130
266	9	24	24	5	1	1	64
267	19	42	40	11	0	0	112
268	6	25	20	4	0	1	56
269	23	59	57	15	3	1	158
270	4	9	11	4	0	0	28
271	14	30	45	9	0	0	98
272	9	28	23	14	2	0	76
273	15	34	33	9	2	1	94
274	9	31	19	7	1	1	68
275	13	37	27	11	1	0	89
276	4	13	18	8	0	0	43
277	26	80	74	25	3	2	210
278	14	47	41	10	0	0	112
279	16	46	42	16	5	1	126
280	33	82	88	21	4	3	231
281	5	36	42	18	3	1	105
282	12	44	49	26	3	1	135
283	15	36	48	15	3	1	118

TABLE 18A--Continued

<u>SRA Youth Inventory</u>							
Item	Number Problems Checked						Total
	LL	UL	LM	UM	LU	UU	
284	21	78	65	16	3	0	183
285	11	35	38	14	2	0	100
286	16	60	55	16	2	0	149
287	4	11	13	3	0	1	32
288	12	36	31	8	2	0	89
289	4	8	8	2	0	1	23
290	6	20	15	7	2	1	51
291	11	22	28	5	1	1	68
292	13	34	38	20	2	1	108
293	10	23	15	4	0	0	52
294	12	20	25	9	1	1	68
295	8	19	24	2	0	0	53
296	17	45	39	16	1	2	120
297	6	11	15	2	0	0	34
298	25	85	62	19	3	0	194

TABLE 19A

DESIRING AND ACHIEVING SOCIALLY  
RESPONSIBLE BEHAVIOR

<u>Section 1 - California Personality Test</u>						
Item	Number Checking Correct Response					
	LL	UL	LM	UM	LU	UU
1	32	89	78	25	4	2
2	42	140	125	34	3	4
3	28	126	107	31	4	5
4	21	79	65	24	4	4
5	58	166	148	39	6	5
6	17	83	69	25	4	2
7	28	113	95	33	5	3
8	55	152	122	37	6	4
9	47	138	116	31	5	4
10	35	119	97	34	7	5



TABLE 19A--Continued

Section 1 - California Personality Test						
Item	Number Checking Correct Response					
	LL	UL	LM	UM	LU	UU
11	18	81	76	31	2	4
12	49	142	100	35	4	3
13	24	87	95	31	3	2
14	50	155	133	42	7	5
15	53	140	117	38	5	4
61	36	98	90	28	4	3
62	39	136	108	31	5	3
63	33	85	69	29	7	4
64	28	106	86	35	5	3
65	38	135	128	41	6	4
66	31	91	83	26	7	2
67	23	103	89	31	6	4
68	58	167	147	46	8	4
69	40	130	108	41	7	4
70	62	174	142	42	6	5
71	44	146	122	32	6	5
72	53	170	142	46	5	4
73	48	145	132	45	6	4
74	41	150	128	43	7	3
75	49	139	120	43	6	4
91	70	197	160	50	7	5
92	52	173	142	46	6	5
93	66	189	151	45	7	4
94	58	173	143	42	6	5
95	66	186	154	47	7	4
96	59	180	148	42	5	3
97	62	193	164	47	7	4
98	65	161	150	41	6	4
99	65	194	160	49	7	5
100	66	196	163	48	7	5
101	66	198	162	50	7	5
102	60	175	145	44	7	3
103	64	174	148	49	7	5
104	63	180	156	48	7	4
105	59	187	149	49	6	5
121	59	157	133	38	5	4
122	10	44	41	17	2	0
123	25	88	87	32	6	4
124	59	185	149	46	6	5
125	56	163	144	44	7	4
126	58	162	127	39	6	3

TABLE 19A--Continued

Section 1 - <u>California Personality Test</u>						
Item	Number Checking Correct Response					
	LL	UL	LM	UM	LU	UU
127	68	188	160	48	7	5
128	64	186	156	49	6	5
129	60	188	157	50	7	5
130	59	178	144	43	7	4
131	53	173	148	43	7	4
132	52	166	136	46	7	5
133	55	165	146	49	6	5
134	57	171	141	45	7	5
135	63	193	159	50	7	5
Total	2919	8948	7560	2384	351	241
Mean	41.0	44.0	45.0	46.7	50.0	48.0

Section 2 - SRA Youth Inventory

	Number Checking Item as a Problem					
	LL	UL	LM	UM	LU	UU
72	27	85	76	20	3	0
73	27	69	63	19	3	2
85	29	83	73	28	3	3
92	11	33	26	4	2	0
110	9	27	23	8	0	0
127	25	69	60	11	4	3
129	7	15	11	2	1	0
147	15	46	44	12	1	1
154	14	31	42	13	1	1
159	3	11	7	0	0	0
167	19	43	47	9	1	1
176	11	17	18	3	0	0
182	12	23	31	4	0	0
216	21	59	46	19	4	1
221	6	25	17	11	1	0
272	9	28	23	14	2	0
274	9	31	19	7	1	1
276	4	13	18	8	0	0
277	26	80	74	25	3	2
278	14	47	41	10	0	0
281	5	36	42	18	3	1
282	12	44	49	26	3	1
283	15	36	48	15	3	1
285	11	35	38	14	2	0

TABLE 19A--Continued

Section 2 - <u>SRA Youth Inventory</u>						
Item	Number Checking Item as a Problem					
	LL	UL	LM	UM	LU	UU
287	4	11	13	3	0	1
288	12	36	31	8	2	0
295	8	19	24	2	0	0
298	25	85	62	19	3	0
Total	390	1137	1066	332	46	19
Mean	5.5	5.6	6.3	6.5	6.6	3.8

TABLE 19A--Continued

## Section 3 - Self Rating Scale

Item	Statement	Response - No						
		LL	UL	LM	UM	LU	UU	
39	I obey the rules of the game even when the umpire is not looking.	3	15	13	6	0	0	
40	My behavior is corrected or commented on unfavorably by teachers or other adults outside the home.	28	106	101	29	5	5	
42	I quarrel with boys my own age.	45	114	103	25	3	2	
43	I quarrel with girls my own age.	43	111	95	25	2	1	
44	I fight with boys my own age.	62	173	146	47	6	5	
45	I fight with girls my own age.	60	182	138	46	6	5	
46	My classmates accuse me of not playing by the rules of the game.	65	171	160	49	6	5	
47	I only obey rules when some larger or older person is there to enforce them.	65	184	151	46	5	5	
48	If I found a \$10.00 bill on the floor in the grocery store it would not be necessary to tell the grocer.	32	98	81	31	5	3	
49	Cheating on a test is all right if you don't get caught.	65	179	156	47	7	5	

50	I behave the same way when the teachers in the room as I do when she is out.	20	49	43	12	0	0
51	I am considered an honest person.	6	10	12	1	0	0
52	I feel guilty when I cheat on a test.	2	19	14	4	1	0
53	I am considered to be a responsible person.	4	9	4	1	0	0
Response - Yes							
39	I obey the rules of the game even when the umpire is not looking.	0	0	0	0	0	0
40	My behavior is corrected or commented on unfavorably by teachers and other adults outside the home.	0	0	0	0	0	0
42	I quarrel with boys my own age.	0	0	0	0	0	0
43	I quarrel with girls my own age.	0	0	0	0	0	0
44	I fight with boys my own age.	0	0	0	0	0	0
45	I fight with girls my own age.	9	0	0	0	0	0
46	My classmates accuse me of not playing by the rules of the game.	0	0	0	0	0	0
47	I only obey rules when some larger or older person is there to enforce them.	0	0	0	0	0	0
48	If I found a \$10.00 bill on the floor in the grocery store it would not be necessary to tell the grocer.	37	103	86	20	2	2
49	Cheating on a test is all right if you don't get caught.	5	20	10	4	0	0

TABLE 19A--Continued

## Section 3 - Self Rating Scale

Item	Statement	Response - Yes						Response - Slightly					
		LL	UL	LM	UM	LU	UU	LL	UL	LM	UM	LU	UU
50	I behave the same way when the teacher is in the room as I do when she is out.	0	0	0	0	0	0	0	0	0	0	0	0
51	I am considered an honest person.	0	0	0	0	0	0	0	0	0	0	0	0
52	I feel guilty when I cheat on a test, in a game, etc.	0	0	0	0	0	0	0	0	0	0	0	0
53	I am considered to be a responsible person.	0	0	0	0	0	0	0	0	0	0	0	0
39	I obey the rules of the game even when the umpire is not looking.	6	22	4	0	0	0	6	22	4	0	0	0
40	My behavior is corrected or commented on unfavorably by teachers or other adults outside the home.	16	43	22	9	1	0	16	43	22	9	1	0
42	I quarrel with boys my own age.	15	54	45	16	3	1	15	54	45	16	3	1
43	I quarrel with girls my own age.	19	61	46	22	5	2	19	61	46	22	5	2
44	I fight with boys my own age.	7	18	16	2	1	0	7	18	16	2	1	0
45	I fight with girls my own age.	5	12	5	3	1	0	5	12	5	3	1	0
46	My classmates accuse me of not playing by the rules of the game.	4	13	3	1	1	0	4	13	3	1	1	0

47	I only obey rules when some larger or older person is there to enforce them.	1	9	3	3	2	0
48	If I found a \$10.00 bill on the floor in the grocery store it would not be necessary to tell the grocer.	0	0	0	0	0	0
49	Cheating on a test is all right if you don't get caught.	0	0	0	0	0	0
50	I behave the same way when the teacher is in the room as I do when she is out.	10	28	32	12	1	1
51	I am considered an honest person.	6	8	4	1	0	0
52	I feel guilty when I cheat on a test, in a game, etc.	9	12	10	3	0	0
53	I am considered to be a responsible person.	7	13	5	2	0	0
Response - Moderately							
		12	37	41	12	3	2
		10	28	32	11	1	0
		8	16	10	5	1	0
		4	13	20	3	0	0
		0	2	3	0	0	0
		1	1	1	1	0	0
39	I obey the rules of the game even when the umpire is not looking.						
40	My behavior is corrected or commented on unfavorably by teachers or other adults outside the home.						
42	I quarrel with boys my own age.						
43	I quarrel with girls my own age.						
44	I fight with boys my own age.						
45	I fight with girls my own age.						

TABLE 19A--Continued

Section 3 - Self Rating Scale

Item	Statement	Response - Moderately					
		LL	UL	LM	UM	LU	UU
46	My classmates accuse me of not playing by the rules of the game.	0	3	5	1	0	0
47	I only obey rules when some larger or older person is there is enforce them.	0	2	2	2	0	0
48	If I found a \$10.00 bill on the floor in the grocery store it would not be necessary to tell the grocer.	0	0	0	0	0	0
49	Cheating on a test is all right if you don't get caught.	0	0	0	0	0	0
50	I behave the same way when the teacher is in the room as I do when she is out.	25	66	62	18	5	3
51	I am considered an honest person.	14	41	36	13	2	1
52	I feel guilty when I cheat on a test, in a game, etc.	6	20	16	2	0	0
53	I am considered to be a responsible person.	19	65	68	23	4	1
		Response - Definitely					
39	I obey the rules of the game even when the umpire is not looking.	47	126	110	31	4	3



40	My behavior is corrected or commented on unfavorably by teachers or other adults outside the home.	16	20	14	2	0	0
42	I quarrel with boys my own age.	2	16	9	3	0	2
43	I quarrel with girls my own age.	2	13	5	0	0	2
44	I fight with boys my own age.	1	3	1	2	0	0
45	I fight with girls my own age.	0	4	2	0	0	0
46	My classmates accuse me of not playing by the rules of the game.	0	2	2	0	0	0
47	I only obey rules when some larger or older person is there to enforce them.	4	3	8	0	0	0
48	If I found a \$10.00 bill on the floor in the grocery store it would not be necessary to tell the grocer.	0	0	0	0	0	0
49	Cheating on a test is all right if you don't get caught.	0	0	0	0	0	0
50	I behave the same way when the teacher is in the room as I do when she is out.	15	57	30	9	1	1
51	I am considered an honest person.	44	138	113	34	5	4
52	I feel guilty when I cheat on a test, in a game, etc.	50	147	126	41	6	5
53	I am considered to be a responsible person.	40	109	91	24	3	4

TABLE 20A  
 ACHIEVING EMOTIONAL INDEPENDENCE OF PARENTS  
 AND OTHER ADULTS

Section 1 - <u>California Personality Test</u>						
Item	Number Checking Correct Response					
	LL	UL	LM	UM	LU	UU
22	57	173	152	48	7	5
35	46	134	113	38	6	5
36	49	162	145	49	6	4
38	63	185	158	50	7	5
39	57	162	143	46	7	5
40	56	167	138	45	6	4
41	53	174	141	46	6	5
42	58	186	149	49	7	5
43	67	190	159	51	6	5
44	60	168	149	50	4	5
45	50	173	146	49	7	5
50	51	171	141	47	6	5
55	66	189	147	50	7	5
75	49	139	120	43	6	4
138	52	146	128	35	5	4
141	43	144	121	40	7	5
142	52	171	144	45	7	5
144	58	167	137	46	6	4
145	53	156	132	36	6	5
146	42	146	109	33	4	3
149	56	160	141	47	7	4
Total	1144	3463	2761	895	130	97
Mean	16	17	16	17.5	18.5	19.4

Section 2 - SRA Youth Inventory

	Number Listing Item as Problem					
	LL	UL	LM	UM	LU	UU
22	5	13	11	6	0	0
25	3	13	9	3	0	0
27	2	9	13	6	0	0
28	15	40	45	11	0	1
83	24	54	52	8	2	1
158	10	18	12	3	0	0
160	17	27	17	4	0	0
163	4	10	6	1	0	0

TABLE 20A--Continued

Section 2 - <u>SRA Youth Inventory</u>						
Item	Number Listing Item as Problem					
	LL	UL	LM	UM	LU	UU
165	6	8	7	0	0	0
166	16	28	22	5	0	0
167	19	43	47	9	1	1
168	10	20	21	4	0	0
169	12	18	17	2	0	0
170	4	10	19	4	0	1
171	16	41	47	7	0	0
172	16	38	28	5	0	1
173	11	14	17	3	0	0
174	11	15	18	1	0	0
175	9	18	17	3	0	0
176	11	17	18	3	0	0
177	8	12	20	3	0	1
178	23	40	30	4	1	1
182	12	23	31	4	0	0
186	7	18	21	2	1	0
188	8	18	13	2	0	0
189	9	12	15	0	2	0
190	15	47	40	11	3	2
192	4	5	10	0	0	0
195	10	24	22	3	1	1
198	4	4	3	0	0	0
199	11	23	26	4	0	2
Total	332	680	674	121	11	12
Mean	4.6	3.3	4.0	2.3	1.5	2.4

TABLE 20A--Continued

		Section 3 - Self Rating Scale						
		Response - No						
Item	Statement	LL	UL	LM	UM	LU	UU	
1	I am interested in the activities of my own age group.	3	2	1	0	0	0	
2	I am influenced by persons besides my parents.	15	27	8	0	0	0	
3	The person I desire most to be like is one of my parents.	44	102	83	30	4	3	
4	The person I desire most to be like is an adult whom I have read about, heard about or have seen in the movies but have never met.	55	52	139	44	6	4	
5	The person I desire most to be like is an adult (other than one of my parents) whom I know personally.	51	115	90	36	5	4	
9	I dislike following rules which I have not helped make.	36	92	90	28	2	2	
10	I like to be away from home occasionally for an overnight visit.	9	14	8	1	0	0	
13	My parents allow me enough personal freedom.	9	17	7	1	0	0	
15	I get homesick when I am away from home over a weekend.	46	136	112	39	4	5	

18	I am allowed to do my own shopping.	8	11	10	1	0	0
19	I am allowed to make my own decisions.	16	15	10	0	0	0
20	I find advice offered by parents and some other adults worthy of consideration.	5	6	7	1	0	0
21	I think of myself as an adult.	18	48	38	11	3	0
22	My parents treat me as if I were an adult.	23	45	27	6	2	0
23	My teachers treat me as if I were an adult.	17	35	38	7	1	1
24	I would like to be treated as an adult.	12	32	19	4	0	0
25	Parents are people who are very similar to myself.	8	22	15	3	2	0
Response - Yes							
1	I am interested in the activities of my own age group.	0	0	0	0	0	0
2	I am influenced by persons besides my parents.	0	0	0	0	0	0
3	The person I desire most to be like is one of my parents.	26	93	82	20	3	2
4	The person I desire most to be like is an adult whom I have read about, heard about or have seen in the movies but have never met.	15	49	26	7	1	1
5	The person I desire most to be like is an adult (other than one of my parents) whom I know personally.	19	85	72	15	2	1

TABLE 20A--Continued

## Section 3 - Self Rating Scale

Item	Statement	Response - Yes						
		LL	UL	LM	UM	LU	UU	
9	I dislike following rules which I did not help make.	0	0	0	0	0	0	0
10	I like to be away from home occasionally for an overnight visit.	0	0	0	0	0	0	0
13	My parents allow me enough personal freedom.	0	0	0	0	0	0	0
15	I get homesick when I am away from home over a weekend.	0	0	0	0	0	0	0
18	I am allowed to do my own shopping.	0	0	0	0	0	0	0
19	I am allowed to make my own decisions.	0	0	0	0	0	0	0
20	I find advice offered by parents and some other adults worthy of consideration.	0	0	0	0	0	0	0
21	I think of myself as an adult.	0	0	0	0	0	0	0
22	My parents treat me as if I were an adult.	0	0	0	0	0	0	0
23	My teachers treat me as if I were an adult.	0	0	0	0	0	0	0
24	I would like to be treated as an adult.	0	0	0	0	0	0	0
25	Parents are people who are very similar to myself.	0	0	0	0	0	0	0

	Response - Slightly					
	7	13	7	1	0	0
1	7	13	7	1	0	0
2	18	46	36	6	1	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
9	0	0	0	0	0	0
10	17	56	33	15	4	1
13	10	38	18	5	1	0
15	10	17	11	2	2	0
18	12	36	30	5	3	0
19	8	21	12	4	0	0
	8	19	16	3	1	0

1 I am interested in the activities of my own age group.

2 I am influenced by persons besides my parents.

3 The person I desire most to be like is one of my parents.

4 The person I desire most to be like is an adult whom I have read about, heard about or have seen in the movies but have never met.

5 The person I desire most to be like is an adult (other than one of my parents) whom I know personally.

9 I dislike following rules which I did not help make.

10 I like to be away from home occasionally for an overnight visit.

13 My parents allow me enough personal freedom.

15 I get homesick when I am away from home over a weekend.

18 I am allowed to do my own shopping.

19 I am allowed to make my own decisions.





5	The person I desire most to be like is an adult (other than one of my parents) whom I know personally.	0	0	0	0	0	0
9	I dislike following rules which I did not help make.	8	31	23	6	1	1
10	I like to be away from home occasionally for a visit over night.	11	45	49	10	1	1
13	My parents allow me enough personal freedom.	20	58	53	10	3	3
15	I get homesick when I am away from home over a weekend.	3	8	14	3	0	0
18	I am allowed to do my own shopping.	16	47	45	17	4	2
19	I am allowed to make my own decisions	2	82	71	22	4	2
20	I find advise offered by parents and some other adults worthy of consideration.	14	40	25	6	1	1
21	I think of myself as an adult.	25	73	56	25	2	2
22	My parents treat me as if I were an adult.	22	71	77	22	1	2
23	My teachers treat me as if I were an adult.	22	84	62	19	3	1
24	I would like to be treated as an adult.	17	55	54	15	2	2
25	Parents are people who are very similar to myself.	22	48	44	17	0	1

TABLE 20A--Continued

		Section 3 - Self Rating Scale						
		Response - Definitely						
Item	Statement	LL	UL	LM	UM	LU	UU	
1	I am interested in the activities of my own group.	42	148	130	43	7	3	
3	I am influenced by persons besides my parents.	22	71	66	26	1	4	
3	The person I desire most to be like is one of my parents.	0	0	0	0	0	0	
4	The person I desire most to be like is an adult whom I have read about, heard about or have seen in the movies but have never met.	0	0	0	0	0	0	
5	The person I desire most to be like is an adult (other than one of my parents) whom I know personally.	0	0	0	0	0	0	
9	I dislike following rules which I did not help make.	11	24	21	3	0	0	
10	I like to be away from home occasionally for an overnight visit.	34	87	83	30	4	3	

13	My parents allow me enough personal freedom.	31	111	97	37	5	2
15	I get homesick when I am away from home over a weekend.	10	21	13	3	0	0
18	I am allowed to do my own shopping.	37	119	101	27	3	3
19	I am allowed to make my own decisions.	23	82	65	24	2	3
20	I find advise offered by parents and some other adult worthy of consideration.	44	38	130	43	6	4
21	I think of myself as an adult.	13	40	33	9	1	1
22	My parents treat me as if I were an adult.	15	37	34	11	2	1
23	My teachers treat me as if I were an adult.	15	43	32	12	2	1
24	I would like to be treated as an adult.	27	87	66	23	3	2
25	Parents are people who are similar to myself.	25	103	88	21	5	2

TABLE 21A

## LEARNING TO CARE FOR THE BODY EFFECTIVELY

Section 1 - <u>California Personality Test</u>						
Item	Number Checking Correct Responses					
	LL	UL	LM	UM	LU	UU
31	48	159	132	45	6	4
51	58	173	152	47	7	5
76	42	144	123	37	6	5
77	22	94	75	21	3	2
78	42	138	123	37	6	2
79	40	122	107	25	3	3
80	40	133	103	30	5	3
81	40	131	114	38	5	4
82	22	90	72	28	2	5
83	46	153	130	42	4	5
84	46	135	106	26	6	5
85	19	95	76	32	4	4
86	10	36	38	8	0	2
87	34	131	121	40	6	3
88	37	135	112	39	5	4
89	40	162	134	46	5	4
90	47	158	140	43	6	4
Total	633	2189	1858	584	79	64
Mean	8.9	10.8	11.0	11.4	11.3	12.8

Section 2 - SRA Youth Inventory

Number Listing Item as Problem						
12	38	83	59	18	2	1
71	37	78	79	23	4	1
72	27	85	76	20	3	0
73	39	96	75	20	3	1
74	38	81	62	20	3	2
75	14	34	22	8	1	1
81	18	24	28	3	1	0
87	9	26	25	6	2	0

TABLE 21A--Continued

Section 2 - <u>SRA Youth Inventory</u>						
Item	Number Listing Item as Problem					
	LL	UL	LM	UM	LU	UU
104	12	28	27	7	3	1
105	23	70	41	13	2	3
240	39	113	94	27	3	3
241	26	80	66	12	1	1
242	3	9	10	2	0	1
243	4	4	2	0	0	0
244	8	23	20	8	1	1
245	32	100	77	24	2	2
246	36	110	89	24	5	4
247	10	27	21	4	2	0
248	20	32	31	4	1	0
249	7	22	24	7	1	0
250	11	23	22	7	0	0
251	8	10	29	5	1	0
252	10	30	12	5	2	0
253	21	36	27	8	1	0
254	6	28	33	9	0	0
255	12	22	19	2	0	0
256	18	37	37	7	1	0
257	18	32	28	5	1	0
258	15	23	32	6	0	0
259	6	14	9	6	0	0
260	4	14	10	4	0	0
261	7	9	7	3	1	0
262	32	111	88	25	0	0
263	11	28	21	7	2	1
264	12	26	26	7	0	0
Total	631	1568	1328	356	51	23
Mean	8.9	7.7	7.9	7.0	7.2	4.6

TABLE 21A--Continued

## Section 3 - Self Rating Scale

Item	Statement	Response - No						
		LL	UL	LM	UM	LU	UU	
54	I know the types of food my body needs for good health.	17	15	15	3	0	0	
55	I eat the foods my body needs for good health without being made to do so.	12	25	20	4	0	0	
56	I brush my teeth twice a day without being reminded to do so.	12	23	23	6	0	0	
57	I get as many hours of sleep as my body needs to feel rested when I get up.	8	33	26	4	1	0	
58	My teeth are checked by a dentist twice a year.	41	105	81	12	0	2	
59	I have never been to a dentist.	35	119	95	44	6	4	
60	I remember to use good posture most of the time.	19	40	37	12	1	2	
61	My body gets a bath every day.	4	11	8	2	0	0	
62	I get some outdoor exercise every day.	5	15	10	1	0	0	
63	I drink 6-8 glasses of water daily.	13	27	21	5	2	0	
64	When I get ill I consult a doctor rather than trying one "remedy" after another.	17	18	20	3	0	0	

65	I feel tired most of the time.	30	117	100	32	5	3
66	When I read I sit up in a good light.	4	11	12	3	0	0
67	I eat three or more servings of vegetables each day.	22	42	30	5	2	0
68	I drink more than a pint of milk each day.	43	112	84	14	2	2
69	I drink as much as a quart of milk each day.	58	151	118	30	5	3
70	I drink a pint of milk each day.	34	100	72	16	3	2
72	I am overweight.	51	165	131	39	6	4
73	I am underweight.	41	129	105	33	6	4
74	I have to take something for a headache at least once a week.	48	61	130	44	5	5
75	I sleep in a well-ventilated room.	15	20	13	2	0	0
76	I get a physical examination at least once a year.	55	86	48	8	2	0
Response - Yes							
54	I know the types of food my body needs for good health.	52	183	153	48	7	5
55	I eat the foods my body needs for good health without being made to do so.	0	0	0	0	0	0
56	I brush my teeth twice a day without being reminded to do so.	0	0	0	0	0	0

TABLE 21A--Continued

		Section 3 - Self Rating Scale						
		Response - Yes						
Item	Statement	LL	UL	LM	UM	LU	UU	
57	I get as many hours of sleep as my body needs to feel rested when I get up.	0	0	0	0	0	0	
58	My teeth are checked by a dentist twice a year.	0	0	0	0	0	0	
59	I have never been to a dentist.	31	74	68	6	1	1	
60	I remember to use good posture most of the time.	50	56	122	39	6	3	
61	My body gets a bath every day.	0	0	0	0	0	0	
62	I get some outdoor exercise every day.	0	0	0	0	0	0	
63	I drink 6-8 glasses of water daily.	0	0	0	0	0	0	
64	When I get ill I consult a doctor rather than trying one "remedy" after another.	0	0	0	0	0	0	
65	I feel tired most of the time.	0	0	0	0	0	0	
66	When I read I sit up in a good light.	0	0	0	0	0	0	
67	I eat three or more servings of vegetables each day.	0	0	0	0	0	0	



68	I drink more than a pint of milk each day.	22	78	81	37	5	2
69	I drink as much as a quart of milk each day.	9	45	50	21	2	2
70	I drink a pint of milk each day.	30	93	91	32	4	3
72	I am overweight.	14	35	32	9	1	1
73	I am underweight.	24	59	54	13	1	1
74	I have to take something for a headache at least once a week.	20	37	34	6	2	0
75	I sleep in a well-ventilated room.	0	0	0	0	0	0
76	I get a physical examination at least once a year.	16	40	49	18	1	4
Response - Sometimes							
54	I know the types of food my body needs for good health.	0	0	0	0	0	0
55	I eat the foods my body needs for good health without being made to do so.	15	24	21	2	0	0
56	I brush my teeth twice a day without being reminded to do so.	5	21	10	4	1	0
57	I get as many hours of sleep as my body needs to feel rested when I get up.	10	28	28	7	0	0
58	My teeth are checked by a dentist twice a year.	8	25	17	7	2	1
59	I have never been to a dentist.	0	0	0	0	0	0



73	I am underweight.	0	0	0	0	0	0	0
74	I have to take something for a headache at least once a week.	0	0	0	0	0	0	0
75	I sleep in a well-ventilated room.	6	7	5	0	0	0	0
76	I get a physical examination at least once a year.	13	21	22	8	1	0	0
Response - Usually								
54	I know the types of foods my body needs for good health.	0	0	0	0	0	0	0
55	I eat the foods my body needs for good health without being made to do so.	25	91	74	28	5	4	4
56	I brush my teeth twice a day without being reminded to do so.	17	44	42	10	2	4	4
57	I get as many hours of sleep as my body needs to feel rested when I get up.	29	85	63	27	6	4	4
58	My teeth are checked by a dentist twice a year.	8	29	31	11	1	0	0
59	I have never been to a dentist.	0	0	0	0	0	0	0
60	I remember to use good posture most of the time.	0	0	0	0	0	0	0
61	My body gets a bath every day.	24	68	50	19	4	1	1
62	I get some outdoor exercise every day.	22	54	41	14	4	3	3

TABLE 21A--Continued

## Section 3 - Self Rating Scale

Item	Statement	Response - Usually						
		LL	UL	LM	UM	LU	UU	
63	I drink 6-8 glasses of water daily.	22	56	50	18	1	4	
64	When I get ill I consult a doctor rather than trying one "remedy" after another.	19	72	67	24	2	1	
65	I feel tired most of the time.	11	24	18	2	1	0	
66	When I read I sit up in a good light.	221	100	81	27	5	4	
67	I eat three or more servings of vegetables each day.	12	65	60	18	3	2	
68	I drink more than a pint of milk each day.	0	0	0	0	0	0	
69	I drink as much as a quart of milk each day.	0	0	0	0	0	0	
70	I drink a pint of milk each day.	0	0	0	0	0	0	
72	I am overweight.	0	0	0	0	0	0	
73	I am underweight.	0	0	0	0	0	0	
74	I have to take something for a headache at least once a week.	0	0	0	0	0	0	
75	I sleep in a well-ventilated room.	22	73	57	14	1	0	

	4	34	27	4	0	1
76	I get a physical examination at least once a year.					
54	I know the types of foods my body needs for good health.					
55	I eat the foods my body needs for good health without being made to do so.					
56	I brush my teeth twice a day without being reminded to do so.					
57	I get as many hours of sleep as my body needs to feel rested when I get up.					
58	My teeth are checked by a dentist twice a year.					
59	I have never been to a dentist.					
60	I remember to use good posture most of the time.					
61	My body gets a bath every day.					
62	I get some outdoor exercise every day.					
63	I drink 6-8 glasses of water daily.					
64	When I get ill I consult a doctor rather than trying one "remedy" after another.					
65	I feel tired most of the time.					
	Response - Regularly					
	0	0	0	0	0	0
	16	59	50	16	2	1
	34	110	93	30	4	1
	21	52	42	13	0	1
	11	37	40	19	4	2
	0	0	0	0	0	0
	0	0	0	0	0	0
	38	104	102	29	2	4
	33	112	102	31	1	1
	19	80	61	20	0	1
	13	68	55	23	3	4
	4	9	9	0	0	0

TABLE 21A--Continued

		Section 3 - Self Rating Scale	Response - Regularly						
			LL	UL	LM	UM	LU	UU	
Item	Statement	22	53	43	11	1	1	1	
66	When I read I sit up in a good light.	7	40	46	19	1	3	3	
67	I eat three or more servings of vegetables each day.	0	0	0	0	0	0	0	
68	I drink more than a pint of milk each day.	0	0	0	0	0	0	0	
69	I drink as much as a quart of milk each day.	0	0	0	0	0	0	0	
70	I drink a pint of milk each day.	0	0	0	0	0	0	0	
72	I am overweight.	0	0	0	0	0	0	0	
73	I am underweight.	0	0	0	0	0	0	0	
74	I have to take something for a headache at least once a week.	0	0	0	0	0	0	0	
75	I sleep in a well-ventilated room.	23	91	77	33	6	5	5	
76.	I get a physical examination at least once a year.	1	13	20	13	3	0	0	

TABLE 22A

ACHIEVING NEW AND MORE MATURE RELATIONS  
WITH AGE MATES OF BOTH SEXES

Section 1 - <u>California Personality Test</u>						
Item	Number Checking Correct Response					
	LL	UL	LM	UM	LU	UU
1	32	89	78	25	4	2
2	42	140	125	34	3	4
3	28	126	107	31	4	5
9	47	138	116	31	5	4
10	35	119	97	34	7	5
14	50	155	133	42	7	5
15	53	140	117	38	5	4
20	29	135	126	41	5	4
21	60	180	150	46	7	5
24	62	185	158	51	7	5
25	55	177	147	51	7	5
26	56	167	147	47	7	5
91	70	197	160	50	7	5
92	52	173	142	46	6	5
93	66	189	151	45	7	4
106	52	161	129	34	4	4
107	24	80	84	27	4	2
108	40	126	113	36	2	4
109	49	153	133	42	5	5
112	48	141	124	37	6	2
113	50	146	108	36	6	5
115	57	157	142	41	7	5
116	60	179	148	50	7	5
117	65	179	153	49	6	4
120	46	171	136	46	6	5
156	13	57	47	22	4	3
159	56	172	151	46	7	5
160	55	176	151	46	6	4
161	58	175	152	47	7	5
162	66	193	160	49	7	5
163	62	187	155	50	7	5
164	47	161	134	44	7	5
168	46	142	108	35	5	2
176	33	112	100	28	2	3
179	66	191	160	50	6	5
Total	1730	5369	4542	1426	199	150
Mean	24.3	26.4	27.0	28.0	28.4	30.0

TABLE 22A--Continued

Section 2 - <u>SRA Youth Inventory</u>						
Item	Number Listing Item as Problem					
	LL	UL	LM	UM	LU	UU
72	27	85	76	20	3	6
82	41	72	61	16	1	1
83	24	54	52	8	2	1
92	11	33	26	4	2	0
95	6	11	11	2	0	0
130	7	17	21	10	0	0
133	17	50	61	16	2	1
139	17	32	30	4	0	0
147	15	46	44	12	1	1
148	26	62	55	16	4	1
156	15	36	40	6	3	0
181	2	6	10	0	0	0
187	15	39	28	5	0	0
208	25	58	45	11	1	0
209	7	21	14	7	1	0
211	5	14	13	6	1	0
212	22	77	57	10	2	2
213	16	43	40	6	2	1
214	19	50	45	9	3	1
215	24	85	71	20	3	0
218	14	53	56	15	2	0
220	23	55	52	15	1	0
223	22	47	43	13	0	0
224	21	48	52	13	3	1
225	17	47	46	13	2	0
226	11	26	23	9	2	0
227	13	26	28	5	1	0
228	14	30	40	18	1	1
229	14	27	28	6	0	1
230	13	29	21	4	1	0
231	25	55	55	21	2	1
232	22	53	41	13	4	0
233	11	14	8	5	1	0
234	7	15	17	3	0	0
236	19	69	46	16	2	2
237	25	66	43	12	1	1
239	27	77	62	18	2	0
Total	639	1628	1459	387	56	16
Mean	9.0	8.0	8.6	7.6	8.0	3.2



TABLE 22A--Continued

## Section 3 - Self Rating Scale

Item	Statement	Response - No						
		LL	UL	LM	UM	LU	UU	
26	I have more than two mutual friends.	5A 1B 1C	8A 1D	2A	0	0	0	0
27	I feel that I am an accepted member of a teen-age group.	6	11	9	2	0	0	0
28	I enjoy dating.	8	20	11	3	1	0	0
29	I usually date once a week or more.	33	97	63	22	3	2	2
31	I have fewer than two dates a month.	47	128	121	36	3	4	4
32	My classmates elect me to fill responsible positions as often as they elect others in my age group.	47	119	73	16	3	3	3
33	I change "best friends" over twice a year.	67	165	153	49	7	5	5
34	My friendships are usually longer than one year in duration.	5	11	10	3	0	0	0
35	I spend most of my leisure time at school with one or more of my friends.	13	37	18	6	1	0	0

		Response - Yes						
62	194	167	50	7	5			
64	195	156	49	6	5			
40	143	129	38	3	5			
Response - Yes								
58A	171A	156A	49A	6A	5A			
3B	14B	8B	1B	1B				
2C	3C							
0	0	0	0	0	0			
9	0	0	0	0	00			
36	102	102	29	4	3			
13	43	29	11	2	1			
18	78	93	35	3	2			
4	16	15	2	0	0			
63	190	158	48	7	5			

36 I spend most of my leisure time at school by myself.

37 People of my own age are so uninteresting that I prefer to be alone or with older or younger persons.

38 I feel uncomfortable when I am around (boys, girls) the opposite sex.

26 I have more than two mutual friends.

27 I feel that I am an accepted member of a teen-age group.

28 I enjoy dating.

29 I usually date once a week or more.

31 I have fewer than two dates a month.

32 My classmates elect me to fill responsible positions as often as they elect others in my age group.

33 I change "best friends" over twice a year.

34 My friendships are usually longer than one year in duration.



32	My classmates elect me to fill responsible positions as often as they elect others in my age group.	0	0	0	0	0	0	0
33	I change "best friends" over twice a year.	0	0	0	0	0	0	0
34	My friendships are usually longer than one year in duration.	0	0	0	0	0	0	0
35	I spend most of my leisure time at school with one or more of my friends.	0	0	0	0	0	0	0
36	I spend most of my leisure time at school by myself.	0	0	0	0	0	0	0
37	People of my own age are so uninteresting that I prefer to be alone or with older or younger persons.	0	0	0	0	0	0	0
38	I feel uncomfortable when I am around (boys, girls) the opposite sex.	0	0	0	0	0	0	0
		19	38	25	7	2	0	0
		Response - Moderately						
26	I have more than two mutual friends.	0	0	0	0	0	0	0
27	I feel that I am an accepted member of a teen-age group.	17	41	33	7	0	0	0
28	I enjoy dating.	12	25	22	10	1	1	1
29	I usually date once a week or more.	0	0	0	0	0	0	0
31	I have fewer than two dates a month.	0	0	0	0	0	0	0

TABLE 22A--Continued

## Section 3 - Self Rating Scale

Item	Statement	Response - Moderately						
		LL	UL	LM	UM	LU	UU	
32	My classmates elect me to fill responsible positions as often as they elect others in my age group.	0	0	0	0	0	0	0
33	I change "best friends" over twice a year.	0	0	0	0	0	0	0
34	My friendships are usually longer than one year in duration.	0	0	0	0	0	0	0
35	I spend most of my leisure time at school with one or more of my friends.	0	0	0	0	0	0	0
36	I spend most of my leisure time at school by myself.	0	0	0	0	0	0	0
37	People of my own age are so uninteresting that I prefer to be alone or with older or younger persons.	0	0	0	0	0	0	0
38	I feel uncomfortable when I am around (boys, girls) the opposite sex.	4	11	9	5	2	0	0
		Response - Definitely						

26	I have more than two mutual friends.	0	0	0	0	0	0	0
27	I feel that I am an accepted member of a teen-age group.	36	28	117	41	7	5	0
28	I enjoy dating.	39	136	120	34	5	4	0
29	I usually date once a week or more.	0	0	0	0	0	0	0
31	I have fewer than two dates a month.	0	0	0	0	0	0	0
32	My classmates elect me to fill responsible positions as often as they elect others in my age group.	0	0	0	0	0	0	0
33	I change "best Friends" over twice a year.	0	0	0	0	0	0	0
34	My friendships are usually longer than one year in duration.	0	0	0	0	0	0	0
35	I spend most of my leisure time at school with one or more of my friends.	0	0	0	0	0	0	0
36	I spend most of my leisure time at school by myself.	0	0	0	0	0	0	0
37	People of my own age are so uninteresting that I prefer to be alone or with older or younger persons.	0	0	0	0	0	0	0
38	I feel uncomfortable when I am around (boys, girls) the opposite sex.	6	6	4	1	0	0	0

TABLE 23A

## SELF RATING SCALE RESPONSES BY CLASS GROUPS

Item	Response - No					
	LL	UL	LM	UM	LU	UU
1	3	2	1	0	0	0
2	15	27	8	0	0	0
3	44	102	83	30	4	3
4	52	52	139	44	6	4
5	51	115	90	36	5	4
6	42	120	111	47	5	4
7	55	168	140	42	7	5
8	52	117	105	29	4	3
9	36	92	90	28	2	2
10	8	14	8	1	0	0
11	47	42	115	34	4	2
12	20	52	41	13	0	3
13	9	17	7	1	0	0
14	23	50	34	8	1	1
15	46	136	112	39	4	5
16	5	4	4	0	0	0
17	9	10	6	2	0	0
18	8	11	10	1	0	0
19	16	15	10	0	0	0
20	5	6	7	1	0	0
21	18	48	38	11	3	0
22	23	45	27	6	2	0
23	17	35	38	7	1	1
24	12	32	19	4	0	0
25	8	22	15	3	2	0
26	5A 1B 1C	8A 1D	2A	0	0	0
27	6	11	9	2	0	0
28	8	20	11	3	1	0
29	33	97	63	22	3	2
30	42	143	129	36	4	4
31	47	128	121	36	3	4
32	47	119	73	16	3	3
33	67	165	153	49	8	5
34	5	11	10	3	0	0
35	13	37	18	6	1	0
36	62	194	167	50	7	5
37	64	195	156	49	6	5
38	40	143	129	38	3	5
39	3	15	13	6	0	0
40	28	106	101	29	5	5

TABLE 23A--Continued

Item	Response - No					
	LL	UL	LM	UM	LU	UU
41	13	25	21	6	1	3
42	43	114	103	25	3	2
43	43	111	95	25	2	1
44	62	173	146	47	6	5
45	60	182	138	46	6	5
46	65	170	161	49	6	5
47	65	184	151	46	5	5
48	32	98	81	31	5	3
49	65	179	156	47	7	5
50	20	49	43	12	0	0
51	6	10	12	1	0	0
52	2	19	14	4	1	0
53	4	9	4	1	0	0
54	17	15	15	3	0	0
55	12	25	20	4	0	0
56	12	23	23	6	0	0
57	8	33	26	4	1	0
58	41	105	81	12	0	2
59	35	119	95	44	6	3
60	19	40	37	12	1	2
61	4	11	8	2	0	0
62	5	15	10	1	0	0
63	13	27	21	5	2	0
64	17	18	20	3	0	0
65	30	117	100	32	5	3
66	4	11	12	3	0	0
67	22	42	30	5	2	0
68	43	112	84	14	2	2
69	58	151	118	30	5	3
70	34	100	72	16	3	2
71	28	77	57	14	2	0
72	51	165	131	39	6	4
73	41	129	105	33	6	4
74	48	61	130	44	5	4
75	15	20	13	2	0	0
76	35	86	48	8	2	0
	Response - Yes					
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	26	93	82	20	3	2
4	15	49	26	7	1	1
5	19	85	72	15	2	1
6	27	81	55	4	2	0



TABLE 23A--Continued

Item	Response - Yes					
	LL	UL	LM	UM	LU	UU
7	14	35	25	9	0	0
8	15	80	62	23	3	2
9	0	0	4	0	0	0
10	0	0	0	0	0	0
11	0	1	0	0	0	0
12	0	0	0	0	0	0
13	0	0	0	0	0	0
14	0	0	0	0	0	0
15	0	0	0	0	0	0
16	0	0	0	0	0	0
17	0	0	0	0	0	0
18	0	0	0	0	0	0
19	0	0	0	0	0	0
20	0	0	0	0	0	0
21	0	0	0	0	0	0
22	0	0	0	0	0	0
23	0	0	0	0	0	0
24	0	0	0	0	0	0
25	0	0	0	0	0	0
26	58A 3B 2C	171A 14B 3C	156A 8B	49A 1B	6A 1B	5A
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	36	102	102	29	4	3
30	25	53	37	15	2	1
31	13	43	29	11	2	1
32	18	78	93	35	3	2
33	4	16	15	2	0	0
34	163	190	159	48	7	5
35	57	164	149	45	6	5
36	7	5	2	0	0	0
37	6	6	13	2	0	0
38	0	0	0	0	0	0
39	0	0	0	0	0	0
40	0	0	0	0	0	0
41	0	0	0	0	0	0
42	0	0	0	0	0	0
43	0	0	0	0	0	0
44	0	0	0	0	0	0
45	0	0	0	0	0	0
46	0	0	0	0	0	0
47	0	0	0	0	0	0

TABLE 25A--Continued

Item	Response - Yes					
	LL	UL	LC	UN	LU	UU
48	37	103	86	20	2	2
49	5	20	10	4	0	0
50	0	0	0	0	0	0
51	0	0	0	0	0	0
52	0	0	0	0	0	0
53	0	0	0	0	0	0
54	52	183	153	48	7	5
55	0	0	0	0	0	0
56	0	0	0	0	0	0
57	0	0	0	0	0	0
58	0	0	0	0	0	0
59	31	74	63	6	1	1
60	50	55	122	39	6	3
61	0	0	0	0	0	0
62	0	0	0	0	0	0
63	0	0	0	0	0	0
64	0	0	0	0	0	0
65	0	0	0	0	0	0
66	0	0	0	0	0	0
67	0	0	0	0	0	0
68	22	73	51	37	5	2
69	9	45	50	21	2	2
70	30	83	91	32	4	3
71	41	118	109	36	5	5
72	14	35	32	9	1	1
73	24	59	54	13	1	1
74	20	37	34	6	2	0
75	0	0	0	0	0	0
76	16	40	49	18	1	4
	Response - Slightly					
1	7	15	7	1	0	0
2	16	46	36	6	1	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	2	0	0	0	0	0
9	17	56	33	15	4	1
10	10	38	18	5	1	0
11	5	26	24	16	1	1
12	27	43	40	12	1	2

TABLE 23A--Continued

Item	Response - Slightly					
	LL	UL	LM	UM	LU	UU
13	10	17	11	2	2	0
14	9	21	10	2	0	0
15	12	36	30	5	3	0
16	3	10	2	1	0	0
17	9	35	14	6	1	0
18	8	21	12	4	0	0
19	8	19	16	3	1	0
20	8	16	6	0	0	0
21	12	41	39	6	0	2
22	8	47	32	11	1	2
23	15	32	31	13	1	2
24	10	25	18	7	2	1
25	12	29	19	9	0	2
26	0	0	0	0	0	0
27	9	11	6	0	0	0
28	9	17	11	3	0	0
29	0	0	0	0	0	0
30	0	0	0	0	0	0
31	0	0	0	0	0	0
32	0	0	0	0	0	0
33	0	0	0	0	0	0
34	0	0	0	0	0	0
35	0	0	0	0	0	0
36	0	0	0	0	0	0
37	0	0	0	0	0	0
38	19	38	25	7	2	0
39	6	22	4	0	0	0
40	16	43	22	9	1	0
41	15	26	21	3	0	1
42	15	54	45	16	3	1
43	19	61	46	22	5	2
44	7	18	16	2	1	0
45	5	12	5	3	1	0
46	4	13	3	1	1	0
47	1	9	3	3	2	0
48	0	0	0	0	0	0
49	0	0	0	0	0	0
50	10	28	32	12	1	1
51	6	8	4	1	0	0
52	9	12	10	3	0	0
53	7	13	5	2	0	0
54	0	0	0	0	0	0
55	15	24	21	2	0	0

TABLE 23A--Continued

Item	Response - Slightly					
	LL	UL	LM	UM	LU	UU
56	5	21	10	4	1	0
57	10	28	28	7	0	0
58	8	25	17	7	2	0
59	0	0	0	0	0	0
60	0	0	0	0	0	0
61	4	13	6	1	1	0
62	10	18	12	4	2	0
63	12	31	26	7	3	0
64	20	40	22	1	1	0
65	24	48	40	16	1	2
66	19	29	29	8	1	0
67	27	47	27	7	0	0
68	0	0	0	0	0	0
69	0	0	0	0	0	0
70	0	0	0	0	0	0
71	0	0	0	0	0	0
72	0	0	0	0	0	0
73	0	0	0	0	0	0
74	0	0	0	0	0	0
75	6	7	5	0	0	0
76	13	21	22	8	1	0
	Response - Moderately					
	LL	UL	LM	UM	LU	UU
1	18	42	29	7	0	2
2	14	58	56	19	5	1
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	8	31	23	6	1	1
10	11	45	49	10	2	1
11	10	15	14	5	2	1
12	16	61	50	15	3	1
13	20	158	53	10	0	3
14	17	46	42	15	1	2
15	3	8	14	3	0	0
16	17	38	42	17	1	2
17	18	44	35	8	3	1
18	16	47	45	17	4	2
19	21	82	71	22	4	2

TABLE 23A--Continued

Item	Response - Moderately					
	LL	UL	LM	UM	LU	UU
20	14	40	25	6	1	1
21	25	73	56	25	2	2
22	22	71	77	22	1	2
23	22	84	62	19	3	1
24	17	55	54	15	2	2
25	22	48	44	17	0	1
26	0	0	0	0	0	0
27	17	41	33	7	0	0
28	12	25	22	10	1	1
29	0	0	0	0	0	0
30	0	0	0	0	0	0
31	0	0	0	0	0	0
32	0	0	0	0	0	0
33	0	0	0	0	0	0
34	0	0	0	0	0	0
35	0	0	0	0	0	0
36	0	0	0	0	0	0
37	0	0	0	0	0	0
38	4	11	9	5	2	0
39	12	37	41	12	3	2
40	10	28	32	11	1	0
41	7	46	37	8	1	0
42	8	16	10	5	1	0
43	4	13	20	3	0	0
44	0	2	3	0	0	0
45	1	1	1	1	0	0
46	0	3	3	1	0	0
47	0	2	2	2	0	0
48	0	0	0	0	0	0
49	0	0	0	0	0	0
50	25	66	62	18	5	3
51	14	41	36	13	2	1
52	6	20	16	2	0	0
53	19	65	68	23	4	1
54	0	0	0	0	0	0
55	25	91	74	28	5	4
56	17	44	42	10	2	3
57	29	85	69	27	6	4
58	8	29	31	11	1	0
59	0	0	0	0	0	0
60	0	0	0	0	0	0
61	24	68	50	19	4	1
62	22	54	41	14	4	3

TABLE 23A--Continued

Item	Response - Moderately					
	LL	UL	LM	UM	LU	UU
63	22	56	50	18	1	4
64	19	72	67	24	2	1
65	11	24	18	2	1	0
66	21	100	81	27	5	4
67	12	65	60	18	3	2
68	0	0	0	0	0	0
69	0	0	0	0	0	0
70	0	0	0	0	0	0
71	0	0	0	0	0	0
72	0	0	0	0	0	0
73	0	0	0	0	0	0
74	0	0	0	0	0	0
75	22	73	57	14	1	0
76	4	34	27	4	0	1
	Response - Definitely					
	LL	UL	LM	UM	LU	UU
1	42	148	130	43	7	3
2	22	71	66	26	1	4
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	11	24	17	3	0	0
10	34	87	83	30	4	3
11	6	17	14	0	0	0
12	8	49	35	10	3	1
13	31	111	97	37	5	2
14	21	79	79	25	4	1
15	10	21	13	3	0	0
16	38	41	114	31	6	2
17	37	114	110	35	3	4
18	37	119	101	27	3	3
19	23	82	65	24	2	3
20	44	38	132	43	6	4
21	13	40	33	9	1	1
22	15	37	34	11	2	1
23	15	45	32	12	2	1
24	27	87	66	23	3	2
25	25	103	88	21	5	2
26	0	0	0	0	0	0

TABLE 23A--Continued

Item	Response - Definitely					
	LL	UL	LM	UM	LU	UU
27	36	27	117	41	7	5
28	39	135	120	34	5	4
29	0	0	0	0	0	0
30	0	0	0	0	1	0
31	0	0	0	0	0	0
32	0	0	0	0	0	0
33	0	0	0	0	0	0
34	0	0	0	0	0	0
35	0	0	0	0	0	0
36	0	0	0	0	0	0
37	0	0	0	0	0	0
38	6	6	4	1	0	0
39	47	126	110	31	4	3
40	16	20	14	2	0	0
41	35	99	87	33	5	1
42	2	16	9	3	0	2
43	2	13	5	0	0	2
44	1	3	1	2	0	0
45	0	4	2	0	0	0
46	0	2	2	0	0	0
47	4	3	8	0	0	0
48	0	0	0	0	0	0
49	0	0	0	0	0	0
50	15	57	30	9	1	1
51	44	138	113	34	5	4
52	50	147	126	41	6	5
53	40	109	91	24	3	4
54	0	0	0	0	0	0
55	16	59	50	16	2	0
56	34	110	93	30	4	1
57	21	52	42	13	0	2
58	11	37	40	19	4	1
59	0	0	0	0	0	2
60	0	0	0	0	0	0
61	38	104	102	29	2	4
62	33	112	102	31	1	4
63	19	30	61	20	0	2
64	15	68	55	23	3	1
65	4	9	9	0	0	4
66	22	53	43	11	1	0
67	7	40	46	19	1	1
68	0	0	0	0	0	3
69	0	0	0	0	0	0

TABLE 23A--Continued

Item	Response - Definitely					
	LL	UL	LM	UM	LU	UU
70	0	0	0	0	0	0
71	0	0	0	0	0	0
72	0	0	0	0	0	0
73	0	0	0	0	0	0
74	0	0	0	0	0	0
75	23	91	77	33	6	5
76	1	18	20	13	3	0
Total Number Responses						
	No	Yes	Slightly	Moderately	Defi- nitely	Grand Total
1	6	0	28	98	373	505
2	50	0	107	153	190	500
3	266	226	0	0	0	492
4	298	99	0	0	0	397
5	301	194	0	0	0	495
6	329	169	0	0	0	498
7	417	83	0	0	0	500
8	310	185	2	0	0	497
9	250	4	126	71	55	505
10	32	0	82	118	241	473
11	244	1	71	47	37	400
12	129	0	124	146	106	505
13	34	0	42	144	283	503
14	117	0	42	123	209	491
15	342	0	86	28	47	503
16	13	0	17	117	232	379
17	27	0	65	109	299	500
18	30	0	45	131	290	496
19	41	0	47	202	199	489
20	19	0	30	87	267	403
21	118	0	100	183	97	498
22	103	0	101	195	100	499
23	99	0	94	191	107	491
24	67	0	63	145	208	483
25	50	0	71	132	244	497
26	15A 1B,1C	445A 27B				
	1D	5C	0	0	0	495
27	28	0	26	98	234	386
28	43	0	40	71	338	492



TABLE 23A--Continued

Item	Total Number Responses					Grand Total
	No	Yes	Slightly	Moderately	Definitely	
29	220	276	0	0	0	496
30	358	133	0	0	0	491
31	339	99	0	0	0	438
32	261	229	0	0	0	490
33	447	37	0	0	0	484
34	29	472	0	0	0	501
35	75	386	0	0	0	461
36	485	14	0	0	0	499
37	475	27	0	0	0	502
38	358	0	91	31	17	497
39	37	0	32	107	321	497
40	274	0	91	82	52	499
41	69	0	68	99	262	496
42	290	0	134	40	32	496
43	277	0	157	40	22	496
44	439	0	54	5	7	505
45	437	0	26	4	6	473
46	457	0	22	7	4	490
47	456	0	18	6	15	495
48	250	250	0	0	0	500
49	459	38	0	1	0	498
50	124	0	84	179	113	500
51	29	0	19	107	338	493
52	41	0	34	44	375	494
53	18	0	27	180	271	496
54	50	448	0	0	0	498
55	61	0	62	227	143	493
56	64	0	41	118	272	495
57	72	0	73	220	130	495
58	241	0	59	80	112	492
59	302	183	0	0	0	485
60	111	276	0	0	0	387
61	25	0	25	166	275	491
62	31	0	46	138	283	498
63	68	0	79	151	182	480
64	58	0	84	185	163	490
65	287	0	131	56	26	500
66	30	0	86	238	130	484
67	101	0	108	160	114	483
68	257	225	0	0	3	485
69	365	129	0	0	0	494

TABLE 23A--Continued

Item	Total Number Responses					Grand Total
	No	Yes	Slightly	Moderately	Definitely	
70	227	253	0	0	0	480
71	178	314	0	0	0	492
72	396	92	0	0	0	488
73	318	152	0	0	0	470
74	292	99	0	0	0	391
75	50	0	18	167	235	470
76	179	128	65	70	55	497

TABLE 24A

RESPONSES TO INDIVIDUAL ITEMS ON THE CALIFORNIA  
PERSONALITY TEST (BY CLASS GROUPS)

Item	Lower-Lower				Upper-Lower			
	Yes	No	?	Total	Yes	No	?	Total
1	32	38	1	71	89	114	0	203
2	42	28	1	71	140	63	0	203
3	42	28	1	71	77	126	0	203
4	49	21	1	71	124	79	0	203
5	58	12	1	71	166	37	0	203
6	53	17	1	71	120	83	0	203
7	42	28	1	71	90	113	0	203
8	55	15	1	71	152	51	0	203
9	23	47	1	71	65	138	0	203
10	35	35	1	71	84	119	0	203
11	52	18	1	71	122	81	0	203
12	49	21	1	71	142	61	0	203
13	46	24	1	71	116	87	0	203
14	20	50	1	71	48	155	0	203
15	17	53	1	71	63	140	0	203
16	29	41	1	71	107	96	0	203
17	22	48	1	71	51	152	0	203
18	60	10	1	71	175	28	0	203
19	30	40	1	71	55	148	0	203
20	29	41	1	71	135	68	0	203
21	60	10	1	71	180	23 <sup>o</sup>	0	203
22	57	13	1	71	173	30	0	203
23	63	7	1	71	176	26	1	203
24	62	8	1	71	185	17	1	203
25	55	15	1	71	177	26	0	203
26	56	14	1	71	167	36	0	203
27	13	57	1	71	30	173	0	203
28	47	23	1	71	148	53	2	203
29	55	15	1	71	173	30	0	203
30	19	51	1	71	41	157	5	203
31	48	22	1	71	159	44	0	203
32	23	47	1	71	55	148	0	203
33	49	21	1	71	133	70	0	203
34	47	23	1	71	151	52	0	203
35	24	46	1	71	69	134	0	203
36	49	21	1	71	162	41	0	203
37	56	14	1	71	176	27	0	203
38	63	7	1	71	185	18	0	203
39	13	57	1	71	41	162	0	203
40	14	56	1	71	36	167	0	203

TABLE 24A--Continued

Item	Lower-Lower				Upper-Lower			
	Yes	No	?	Total	Yes	No	?	Total
41	17	53	1	71	29	174	0	203
42	56	14	1	71	186	17	0	203
43	61	9	1	71	190	13	0	203
44	60	10	1	71	168	34	1	203
45	58	12	1	71	173	30	0	203
46	42	28	1	71	132	71	0	203
47	64	6	1	71	186	17	0	203
48	59	11	1	71	175	28	0	203
49	28	42	1	71	155	48	0	203
50	51	19	1	71	171	32	0	203
51	58	12	1	71	173	30	0	203
52	13	57	1	71	37	166	0	203
53	59	11	1	71	185	18	0	203
54	27	43	1	71	140	63	0	203
55	66	4	1	71	189	14	0	203
56	58	12	1	71	180	22	1	203
57	65	5	1	71	189	14	0	203
58	61	9	1	71	177	26	0	203
59	60	10	1	71	189	14	0	203
60	61	9	1	71	186	16	1	203
61	34	36	1	71	105	98	0	203
62	33	39	1	71	65	136	2	203
63	37	33	1	71	118	85	0	203
64	42	28	1	71	97	106	0	203
65	32	38	1	71	68	135	0	203
66	39	31	1	71	112	91	0	203
67	47	23	1	71	100	103	0	203
68	12	58	1	71	36	167	0	203
69	30	40	1	71	72	130	1	203
70	8	62	1	71	29	174	0	203
71	26	44	1	71	57	146	0	203
72	17	53	1	71	32	170	1	203
73	22	46	1	71	53	145	5	203
74	29	41	1	71	53	150	0	203
75	21	49	1	71	64	139	0	203
76	29	42	1	71	59	144	0	203
77	48	22	1	71	109	94	0	203
78	28	42	1	71	65	138	0	203
79	30	40	1	71	81	122	0	203
80	30	40	1	71	70	133	0	203
81	30	40	1	71	70	131	2	203
82	48	22	1	71	112	90	1	203
83	24	46	1	71	50	153	0	203

TABLE 24A--Continued

Item	Lower-Lower				Upper-Lower			
	Yes	No	?	Total	Yes	No	?	Total
84	24	46	1	71	68	135	0	203
85	51	19	1	71	108	95	0	203
86	60	10	1	71	167	36	0	203
87	36	34	1	71	72	131	0	203
88	33	37	1	71	68	135	0	203
89	30	40	1	71	41	162	0	203
90	23	47	1	71	45	158	0	203
91	0	70	1	71	6	197	0	203
92	18	52	1	71	29	173	1	203
93	66	4	1	71	189	14	0	203
94	12	58	1	71	30	173	0	203
95	66	4	1	71	186	17	0	203
96	59	11	1	71	180	23	0	203
97	8	62	1	71	10	193	0	203
98	5	65	1	71	42	161	0	203
99	6	65	0	71	9	194	0	203
100	4	66	1	71	7	196	0	203
101	4	66	1	71	5	198	0	203
102	60	10	1	71	175	28	0	203
103	6	64	1	71	29	174	0	203
104	63	7	1	71	180	23	0	203
105	59	11	1	71	187	16	0	203
106	52	18	1	71	161	41	1	203
107	46	24	1	71	122	80	1	203
108	40	30	1	71	126	77	0	203
109	21	49	1	71	49	153	1	203
110	28	42	1	71	116	86	1	203
111	51	19	1	71	141	59	3	203
112	48	21	2	71	141	62	0	203
113	20	50	1	71	55	146	2	203
114	10	60	1	71	34	167	2	203
115	57	12	2	71	157	44	2	203
116	60	10	1	71	179	22	2	203
117	65	5	1	71	179	22	2	203
118	47	23	1	71	142	59	2	203
119	24	46	1	71	37	164	2	203
120	24	46	1	71	30	171	2	203
121	11	59	1	71	43	157	3	203
122	60	10	1	71	156	44	3	203
123	44	25	2	71	112	88	3	203
124	11	59	1	71	15	185	3	203
125	14	56	1	71	37	163	3	203
126	12	58	1	71	38	162	3	203
127	2	68	1	71	12	188	3	203

TABLE 24A--Continued

Item	Lower-Lower				Upper-Lower			
	Yes	No	?	Total	Yes	No	?	Total
128	5	64	2	71	15	186	2	203
129	9	60	2	71	12	188	3	203
130	11	50	1	71	22	178	3	203
131	16	53	2	71	27	173	3	203
132	18	52	1	71	34	166	3	203
133	15	55	1	71	33	165	5	203
134	13	57	1	71	29	171	3	203
135	6	63	2	71	6	193	4	203
136	11	59	1	71	21	180	2	203
137	58	12	1	71	170	31	2	203
138	18	52	1	71	56	146	1	203
139	32	38	1	71	117	86	0	203
140	27	43	1	71	67	135	1	203
141	27	43	1	71	57	144	2	203
142	18	52	1	71	31	171	1	203
143	36	34	1	71	71	131	1	203
144	58	11	2	71	167	34	2	203
145	18	53	1	71	46	156	1	203
146	28	42	1	71	55	146	2	203
147	16	54	1	71	33	169	1	203
148	9	61	1	71	26	176	1	203
149	56	14	1	71	160	40	3	203
150	20	50	1	71	40	162	1	203
151	31	39	1	71	59	142	2	203
152	55	15	1	71	165	36	2	203
153	49	21	1	71	128	73	2	203
154	17	54	1	71	30	172	1	203
155	31	39	1	71	89	112	2	203
156	52	13	2	71	144	57	2	203
157	13	56	2	71	48	153	2	203
158	17	52	2	71	52	149	2	203
159	56	13	2	71	172	29	2	203
160	55	14	2	71	176	25	2	203
161	11	58	2	71	26	175	2	203
162	66	3	2	71	193	8	2	203
163	62	5	2	71	187	15	1	203
164	22	47	2	71	40	161	2	203
165	10	59	2	71	33	169	1	203
166	12	57	2	71	48	152	3	203
167	39	30	2	71	140	61	2	203
168	46	22	3	71	142	59	2	203
169	21	48	2	71	63	134	6	203
170	40	29	2	71	116	85	2	203

TABLE 24A--Continued

Item	Lower-Lower				Upper-Lower			
	Yes	No	?	Total	Yes	No	?	Total
171	66	3	2	71	189	11	3	203
172	32	36	3	71	63	138	2	203
173	25	44	2	71	84	113	6	203
174	46	23	2	71	124	76	3	203
175	37	31	3	71	140	61	2	203
176	33	33	5	71	112	89	2	203
177	59	10	2	71	180	20	3	203
178	14	55	2	71	46	155	2	203
179	66	4	1	71	191	8	4	203
180	18	51	2	71	27	174	2	203
	Lower-Middle				Upper-Middle			
1	78	90	0	168	25	26	0	51
2	125	43	0	168	34	17	0	51
3	61	107	0	168	20	31	0	51
4	103	65	0	168	27	24	0	51
5	148	20	0	168	39	12	0	51
6	99	69	0	168	26	25	0	51
7	73	95	0	168	18	33	0	51
8	122	46	0	168	37	14	0	51
9	52	116	0	168	20	31	0	51
10	69	97	2	168	17	34	0	51
11	92	76	0	168	20	31	0	51
12	100	68	0	168	35	16	0	51
13	73	95	0	168	20	31	0	51
14	33	133	2	168	9	42	0	51
15	51	117	0	168	13	38	0	51
16	83	85	0	168	22	29	0	51
17	36	132	0	168	19	32	0	51
18	152	16	0	168	45	6	0	51
19	51	117	0	168	6	45	0	51
20	126	42	0	168	41	10	0	51
21	150	18	0	168	46	5	0	51
22	152	14	2	168	48	3	0	51
23	155	13	0	168	51	0	0	51
24	158	10	0	168	51	0	0	51
25	147	21	0	168	51	0	0	51
26	147	21	0	168	47	4	0	51
27	21	147	0	168	3	48	0	51
28	132	34	2	168	46	5	0	51
29	147	21	0	168	41	10	0	51

TABLE 24A--Continued

Item	Lower-Middle				Upper-Middle			
	Yes	No	?	Total	Yes	No	?	Total
30	26	142	0	168	11	40	0	51
31	132	36	0	168	45	6	0	51
32	56	109	3	168	18	33	0	51
33	95	73	0	168	26	25	0	51
34	140	27	1	168	46	5	0	51
35	55	113	0	168	13	38	0	51
36	145	23	0	168	49	2	0	51
37	158	10	0	168	46	5	0	51
38	158	10	0	168	50	1	0	51
39	25	143	0	168	5	46	0	51
40	30	138	0	168	6	45	0	51
41	27	141	0	168	5	46	0	51
42	149	19	0	168	49	2	0	51
43	159	9	0	168	51	0	0	51
44	149	19	0	168	50	1	0	51
45	146	22	0	168	49	2	0	51
46	112	56	0	168	37	14	0	51
47	152	16	0	168	41	9	1	51
48	155	13	0	168	49	1	1	51
49	30	138	0	168	7	44	0	51
50	141	27	0	168	47	4	0	51
51	152	16	0	168	47	4	0	51
52	31	136	2	168	8	43	0	51
53	148	18	2	168	49	2	0	51
54	32	136	0	168	9	42	0	51
55	147	21	0	168	50	1	0	51
56	154	14	0	168	49	2	0	51
57	158	10	0	168	51	0	0	51
58	152	16	0	168	46	5	0	51
59	157	11	0	168	49	2	0	51
60	155	13	0	168	48	3	0	51
61	78	90	0	168	23	28	0	51
62	60	108	0	168	20	31	0	51
63	99	69	0	168	22	29	0	51
64	82	86	0	168	16	35	0	51
65	40	128	0	168	10	41	0	51
66	85	83	0	168	25	26	0	51
67	79	89	0	168	20	31	0	51
68	21	147	0	168	5	46	0	51
69	60	108	0	168	10	41	0	51
70	26	142	0	168	9	42	0	51
71	46	122	0	168	19	32	0	51



TABLE 24A--Continued

Item	Lower-Middle				Upper-Middle			
	Yes	No	?	Total	Yes	No	?	Total
72	26	142	0	168	6	45	0	51
73	36	132	0	168	6	45	0	51
74	40	128	0	168	8	43	0	51
75	46	120	2	168	8	43	0	51
76	43	123	2	168	14	37	0	51
77	93	75	0	168	30	21	0	51
78	43	123	2	168	14	37	0	51
79	61	107	0	168	26	25	0	51
80	65	103	0	168	21	30	0	51
81	54	114	0	168	13	38	0	51
82	96	72	0	168	23	28	0	51
83	38	130	0	168	9	42	0	51
84	62	106	0	168	25	26	0	51
85	92	76	0	168	19	32	0	51
86	130	38	0	168	43	8	0	51
87	47	121	0	168	11	40	0	51
88	56	112	0	168	12	39	0	51
89	34	134	0	168	5	46	0	51
90	28	140	0	168	8	43	0	51
91	8	160	0	168	1	50	0	51
92	26	142	0	168	3	46	2	51
93	151	17	0	168	45	6	2	51
94	25	143	0	168	9	42	0	51
95	154	14	0	168	47	4	0	51
96	148	20	0	168	42	8	1	51
97	4	164	0	168	4	47	0	51
98	18	150	0	168	10	41	0	51
99	8	160	0	168	2	49	0	51
100	5	163	0	168	2	48	1	51
101	6	162	0	168	1	50	0	51
102	145	23	0	168	44	7	0	51
103	20	148	0	168	2	49	0	51
104	156	12	0	168	48	3	0	51
105	149	18	1	168	49	2	0	51
106	129	39	0	168	34	17	0	51
107	84	84	0	168	24	27	0	51
108	113	55	0	168	36	15	0	51
109	35	133	0	168	9	42	0	51
110	118	50	0	168	40	11	0	51
111	103	65	0	168	29	22	0	51
112	124	44	0	168	37	14	0	51
113	58	108	2	168	15	36	0	51
114	16	152	0	168	4	47	0	51

TABLE 24A--Continued

Item	Lower-Middle				Upper-Middle			
	Yes	No	?	Total	Yes	No	?	Total
115	142	26	0	168	41	10	0	51
116	148	20	0	168	50	1	0	51
117	153	15	0	168	48	3	0	51
118	122	46	0	168	36	15	0	51
119	43	125	0	168	12	39	0	51
120	32	136	0	168	5	46	0	51
121	34	133	1	168	13	38	0	51
122	127	41	0	168	34	17	0	51
123	81	87	0	168	19	32	0	51
124	19	149	0	168	5	46	0	51
125	24	144	0	168	7	44	0	51
126	39	127	2	168	12	39	0	51
127	7	160	1	168	3	48	0	51
128	11	156	1	168	2	49	0	51
129	10	157	1	168	1	50	0	51
130	24	144	0	168	8	43	0	51
131	18	148	2	168	8	43	0	51
132	32	136	0	168	5	46	0	51
133	22	146	0	168	2	49	0	51
134	27	141	0	168	6	45	0	51
135	7	159	2	168	1	50	0	51
136	20	146	2	168	6	45	0	51
137	148	19	1	168	43	8	0	51
138	39	128	1	168	16	35	0	51
139	70	97	1	168	26	25	0	51
140	31	137	0	168	5	46	0	51
141	47	121	0	168	11	40	0	51
142	24	144	0	168	6	45	0	51
143	62	106	1	168	16	35	0	51
144	137	31	0	168	46	5	0	51
145	36	132	0	168	15	36	0	51
146	59	109	0	168	18	33	0	51
147	24	144	0	168	5	46	0	51
148	22	146	0	168	4	47	0	51
149	141	27	0	168	47	4	0	51
150	39	129	0	168	4	47	0	51
151	36	132	0	168	12	39	0	51
152	126	42	0	168	41	10	0	51
153	122	46	0	168	36	15	0	51
154	29	139	0	168	10	41	0	51
155	92	76	0	168	29	22	0	51
156	119	47	2	168	29	22	0	51
157	39	127	2	168	16	35	0	51

TABLE 24A--Continued

Item	Lower-Middle				Upper-Middle			
	Yes	No	?	Total	Yes	No	?	Total
158	52	116	0	168	13	38	0	51
159	151	17	0	168	46	5	0	51
160	151	17	0	168	46	5	0	51
161	16	152	0	168	4	47	0	51
162	160	6	2	168	49	2	0	51
163	155	6	7	168	51	1	0	51
164	34	134	0	168	7	44	0	51
165	20	148	0	168	4	47	0	51
166	38	130	0	168	11	40	0	51
167	119	49	0	168	39	11	1	51
168	108	58	2	168	35	16	0	51
169	47	119	2	168	22	29	0	51
170	102	65	1	168	27	24	0	51
171	160	6	2	168	49	2	0	51
172	46	118	4	168	14	36	1	51
173	63	105	0	168	14	37	0	51
174	94	74	0	168	25	25	0	51
175	118	50	0	168	37	14	0	51
176	100	68	0	168	28	23	0	51
177	150	16	2	168	44	7	0	51
178	25	139	4	168	7	44	0	51
179	160	6	2	168	50	1	0	51
180	19	147	2	168	5	46	0	51
	Lower-Upper				Upper-Upper			
1	4	3	0	7	2	3	0	5
2	3	4	0	7	4	1	0	5
3	3	4	0	7	0	5	0	5
4	3	4	0	7	1	4	0	5
5	6	1	0	7	5	0	0	5
6	3	4	0	7	3	2	0	5
7	2	5	0	7	1	3	1	5
8	6	1	0	7	4	1	0	5
9	2	5	0	7	1	4	0	5
10	0	7	0	7	0	5	0	5
11	5	2	0	7	1	4	0	5
12	4	3	0	7	3	2	0	5
13	4	3	0	7	3	2	0	5
14	0	7	0	7	6	5	0	5
15	2	5	0	7	1	4	0	5
16	3	4	0	7	2	3	0	5

TABLE 24A--Continued

Item	Lower-Upper				Upper-Upper			
	Yes	No	?	Total	Yes	No	?	Total
17	0	7	0	7	1	4	0	5
18	6	1	0	7	4	1	0	5
19	1	6	0	7	0	5	0	5
20	5	2	0	7	4	1	0	5
21	7	0	0	7	5	0	0	5
22	7	0	0	7	5	0	0	5
23	7	0	0	7	5	0	0	5
24	7	0	0	7	5	0	0	5
25	7	0	0	7	5	0	0	5
26	7	0	0	7	5	0	0	5
27	1	6	0	7	0	5	0	5
28	7	0	0	7	5	0	0	5
29	7	0	0	7	4	1	0	5
30	7	0	0	7	0	5	0	5
31	6	1	0	7	4	1	0	5
32	3	4	0	7	1	4	0	5
33	3	4	0	7	1	4	0	5
34	3	0	0	7	5	0	0	5
35	1	6	0	7	0	5	0	5
36	6	1	0	7	4	1	0	5
37	7	0	0	7	5	0	0	5
38	7	0	0	7	5	0	0	5
39	0	7	0	7	0	5	0	5
40	1	6	0	7	1	4	0	5
41	1	6	0	7	0	5	0	5
42	7	0	0	7	5	0	0	5
43	6	1	0	7	5	0	0	5
44	4	3	0	7	5	0	0	5
45	7	0	0	7	5	0	0	5
46	6	1	0	7	2	3	0	5
47	7	0	0	7	5	0	0	5
48	7	0	0	7	5	0	0	5
49	0	7	0	7	1	4	0	5
50	6	1	0	7	5	0	0	5
51	7	0	0	7	5	0	0	5
52	2	5	0	7	1	4	0	5
53	7	0	0	7	5	0	0	5
54	1	6	0	7	5	0	0	5
55	7	0	0	7	5	0	0	5
56	7	0	0	7	5	0	0	5
57	6	1	0	7	5	0	0	5
58	7	0	0	7	5	0	0	5

TABLE 24A--Continued

Item	Lower-Upper				Upper-Upper			
	Yes	No	?	Total	Yes	No	?	Total
59	7	0	0	7	5	0	0	5
60	7	0	0	7	5	0	0	5
61	3	4	0	7	2	3	0	5
62	2	5	0	7	2	3	0	5
63	0	7	0	7	1	4	0	5
64	2	5	0	7	2	3	0	5
65	1	6	0	7	1	4	0	5
66	0	7	0	7	3	2	0	5
67	1	6	0	7	1	4	0	5
68	0	7	0	7	1	4	0	5
69	0	7	0	7	1	4	0	5
70	1	6	0	7	0	5	0	5
71	1	6	0	7	0	5	0	5
72	2	5	0	7	1	4	0	5
73	1	6	0	7	1	4	0	5
74	0	7	0	7	2	3	0	5
75	1	6	0	7	1	4	0	5
76	1	6	0	7	0	5	0	5
77	4	3	0	7	3	2	0	5
78	1	6	0	7	3	2	0	5
79	4	3	0	7	2	3	0	5
80	2	5	0	7	2	3	0	5
81	2	5	0	7	1	4	0	5
82	4	2	1	7	0	5	0	5
83	3	4	0	7	0	5	0	5
84	1	6	0	7	0	5	0	5
85	3	4	0	7	1	4	0	5
86	7	0	0	7	3	2	0	5
87	1	6	0	7	2	3	0	5
88	2	5	0	7	1	4	0	5
89	2	5	0	7	1	4	0	5
90	1	6	0	7	1	4	0	5
91	0	7	0	7	0	5	0	5
92	1	6	0	7	0	5	0	5
93	7	0	0	7	4	1	0	5
94	1	6	0	7	0	5	0	5
95	7	0	0	7	4	1	0	5
96	5	2	0	7	3	2	0	5
97	0	7	0	7	1	4	0	5
98	1	6	0	7	1	4	0	5
99	0	7	0	7	0	5	0	5
100	0	7	0	7	0	5	0	5
101	0	7	0	7	0	5	0	5

TABLE 24A--Continued

Item	Lower-Upper				Upper-Upper			
	Yes	No	?	Total	Yes	No	?	Total
102	7	0	0	7	3	2	0	5
103	0	7	0	7	0	5	0	5
104	7	0	0	7	4	1	0	5
105	6	1	0	7	5	0	0	5
106	4	3	0	7	4	1	0	5
107	3	4	0	7	3	2	0	5
108	2	5	0	7	4	1	0	5
109	2	5	0	7	1	5	0	5
110	6	1	0	7	2	3	0	5
111	5	2	0	7	2	3	0	5
112	6	1	0	7	2	3	0	5
113	1	6	0	7	0	5	0	5
114	0	7	0	7	0	5	0	5
115	7	0	0	7	5	0	0	5
116	7	0	0	7	5	0	0	5
117	6	1	0	7	4	1	0	5
118	7	0	0	7	4	1	0	5
119	1	6	0	7	1	4	0	5
120	1	6	0	7	0	5	0	5
121	2	5	0	7	1	4	0	5
122	5	2	0	7	5	0	0	5
123	1	6	0	7	1	4	0	5
124	1	6	0	7	0	5	0	5
125	0	7	0	7	1	4	0	5
126	1	6	0	7	2	3	0	5
127	0	7	0	7	0	5	0	5
128	1	6	0	7	0	5	0	5
129	0	7	0	7	0	5	0	5
130	0	7	0	7	1	4	0	5
131	0	7	0	7	1	4	0	5
132	0	7	0	7	0	5	0	5
133	1	6	0	7	0	5	0	5
134	0	7	0	7	0	5	0	5
135	0	7	0	7	0	5	0	5
136	1	6	0	7	0	5	0	5
137	6	1	0	7	4	1	0	5
138	2	5	0	7	1	4	0	5
139	3	4	0	7	3	2	0	5
140	0	7	0	7	1	4	0	5
141	0	7	0	7	0	5	0	5
142	0	7	0	7	0	5	0	5

TABLE 24A--Continued

Item	Lower-Upper				Upper-Upper			
	yes	No	?	Total	Yes	No	?	Total
143	2	5	0	7	0	5	0	5
144	6	1	0	7	4	1	0	5
145	1	6	0	7	0	5	0	5
146	3	4	0	7	2	3	0	5
147	0	7	0	7	0	5	0	5
148	0	7	0	7	0	5	0	5
149	7	0	0	7	4	1	0	5
150	0	7	0	7	2	3	0	5
151	0	7	0	7	0	6	0	5
152	5	2	0	7	5	0	0	5
153	4	3	0	7	4	1	0	5
154	1	6	0	7	0	5	0	5
155	2	5	0	7	2	3	0	5
156	3	4	0	7	2	3	0	5
157	0	7	0	7	3	2	0	5
158	0	7	0	7	2	3	0	5
159	7	0	0	7	5	0	0	5
160	6	1	0	7	4	1	0	5
161	0	7	0	7	0	5	0	5
162	7	0	0	7	5	0	0	5
163	7	0	0	7	5	0	0	5
164	0	7	0	7	0	5	0	5
165	0	7	0	7	0	5	0	5
166	2	5	0	7	2	3	0	5
167	5	2	0	7	3	2	0	5
168	5	2	0	7	2	3	0	5
169	1	6	0	7	3	2	0	5
170	3	4	0	7	3	2	0	5
171	7	0	0	7	5	0	0	5
172	0	7	0	7	1	4	0	5
173	2	4	1	7	0	5	0	5
174	5	1	1	7	3	2	0	5
175	3	3	1	7	3	2	0	5
176	2	4	1	7	3	2	0	5
177	4	2	1	7	5	0	0	5
178	1	5	1	7	2	3	0	5
179	6	0	1	7	5	0	0	5
180	0	6	1	7	1	4	0	5

TABLE 24A--Continued

Item	Total Responses			Total
	Yes	No	?	
1	230	274	1	505
2	348	156	1	505
3	203	301	1	505
4	307	197	1	505
5	422	82	1	505
6	304	200	1	505
7	226	277	2	505
8	376	128	1	505
9	163	341	1	505
10	205	297	3	505
11	292	212	1	505
12	333	171	1	505
13	262	242	1	505
14	110	392	3	505
15	147	357	1	505
16	246	258	1	505
17	129	375	1	505
18	442	62	1	505
19	143	361	1	505
20	340	164	1	505
21	448	56	1	505
22	442	60	3	505
23	457	46	2	505
24	468	35	2	505
25	442	62	1	505
26	429	75	1	505
27	68	436	1	505
28	385	115	5	505
29	427	77	1	505
30	104	395	6	505
31	394	110	1	505
32	156	345	4	505
33	307	197	1	505
34	396	107	2	505
35	162	342	1	505
36	415	89	1	505
37	448	56	1	505
38	468	36	1	505
39	84	420	1	505
40	88	416	1	505
41	79	425	1	505
42	452	52	1	505



TABLE 24A--Continued

Item	Total Responses			
	Yes	No	?	Total
43	472	32	1	505
44	436	67	2	505
45	438	66	1	505
46	331	173	1	505
47	455	48	2	505
48	450	55	2	505
49	221	283	1	505
50	421	83	1	505
51	442	62	1	505
52	92	410	3	505
53	453	49	3	505
54	209	295	1	505
55	464	40	1	505
56	453	50	2	505
57	474	30	1	505
58	448	56	1	505
59	467	37	1	505
60	462	41	2	505
61	245	259	1	505
62	182	320	3	505
63	277	227	1	505
64	241	263	1	505
65	152	352	1	505
66	264	240	1	505
67	248	256	1	505
68	75	429	1	505
69	173	330	2	505
70	73	431	1	505
71	149	355	1	505
72	84	419	2	505
73	119	380	6	505
74	132	372	1	505
75	141	361	3	505
76	146	356	3	505
77	287	217	1	505
78	154	348	3	505
79	204	300	1	505
80	190	314	1	505
81	172	332	1	505
82	283	219	3	505
83	129	375	1	505
84	180	324	1	505

TABLE 24A--Continued

Item	Total Responses			
	Yes	No	?	Total
85	274	230	1	505
86	410	94	1	505
87	169	335	1	505
88	172	332	1	505
89	113	391	1	505
90	106	398	1	505
91	204	300	1	505
92	77	424	4	505
93	462	42	1	505
94	77	427	1	505
95	464	40	1	505
96	437	66	2	505
97	27	477	1	505
98	77	427	1	505
99	25	480	0	505
100	18	485	2	505
101	16	488	1	505
102	434	70	1	505
103	57	447	1	505
104	458	46	1	505
105	455	48	2	505
106	384	119	2	505
107	282	221	2	505
108	321	183	1	505
109	116	387	2	505
110	310	193	2	505
111	331	170	4	505
112	358	145	2	505
113	149	351	5	505
114	64	438	3	505
115	409	92	4	505
116	449	53	3	505
117	455	47	3	505
118	358	144	3	505
119	118	384	3	505
120	92	410	3	505
121	104	396	5	505
122	387	114	4	505
123	258	242	5	505
124	51	450	4	505
125	83	418	4	505

TABLE 24--Continued

Item	Total Responses			
	Yes	No	?	Total
126	104	395	6	505
127	24	476	5	505
128	34	466	5	505
129	32	467	6	505
130	66	435	4	505
131	70	428	7	505
132	89	412	4	505
133	73	426	6	505
134	75	426	4	505
135	20	477	8	505
136	59	441	5	505
137	429	82	4	505
138	132	370	3	505
139	251	252	2	505
140	131	371	3	505
141	142	360	3	505
142	79	424	2	505
143	187	315	3	505
144	418	83	4	505
145	116	388	1	505
146	165	337	3	505
147	78	425	2	505
148	61	442	2	505
149	415	86	4	505
150	105	398	2	505
151	138	364	3	505
152	397	105	3	505
153	343	159	3	505
154	87	417	1	505
155	245	257	3	505
156	353	146	6	505
157	119	380	6	505
158	136	365	4	505
159	437	64	4	505
160	438	63	4	505
161	57	444	4	505
162	480	19	6	505
163	468	27	10	505
164	103	398	4	505
165	67	435	3	505
166	113	387	5	505

TABLE 24A--Continued

Item	Total Responses			
	Yes	No	?	Total
167	345	155	5	505
168	338	160	7	505
169	157	338	10	505
170	291	209	5	505
171	476	22	7	505
172	156	339	10	505
173	188	308	9	505
174	298	201	6	505
175	338	161	6	505
176	278	219	8	505
177	442	55	8	505
178	95	401	9	505
179	478	19	8	505
180	70	428	7	505

TABLE 25A

## AMERICAN HOME SCALE SCORES AND ASSIGNED CLASS

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
1	9	5	7	5	26	UL
2	14	7	9	9	39	LM
3	13	6	11	6	36	LM
4	17	6	13	13	49	UM
5	3	5	7	5	20	LL
6	8	4	10	0	26	UL
7	5	5	10	7	27	UL
8	5	5	7	2	19	LL
9	18	5	13	5	41	LM
10	7	3	8	6	24	LL
11	2	1	6	4	13	LL
12	10	7	13	7	37	LM
13	7	5	8	5	25	LL
14	25	5	12	11	53	UM
15	7	3	6	1	17	LL
16	8	6	11	2	27	UL
17	2	2	6	2	12	LL
18	7	3	10	3	23	LL
19	8	5	9	7	29	LL
20	7	6	5	8	26	LL
21	6	4	7	2	19	LL
22	3	4	8	2	17	LL
23	8	4	9	2	23	LL
24	12	5	12	8	37	LM
25	7	4	7	2	20	LL
26	13	4	10	7	34	UL
27	6	7	8	4	25	UL
28	7	2	8	1	18	LL
29	10	4	8	4	26	UL
30	12	7	10	5	34	UL
31	10	7	8	5	30	UL
32	6	3	10	3	22	LL
33	5	6	7	2	20	LL
34	8	5	11	4	28	UL
35	6	4	6	4	20	LL
36	12	7	10	3	32	UL
37	7	2	8	2	19	LL
38	6	2	5	4	17	LL
39	2	3	11	2	18	LL
40	2	4	6	4	16	LL

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
41	12	7	10	5	34	UL
42	7	5	10	7	29	UL
43	5	5	8	3	21	LL
44	14	8	11	11	44	LM
45	6	8	10	6	30	UL
46	7	5	9	5	26	UL
47	12	5	8	4	29	UL
48	2	5	10	2	19	LL
49	8	5	9	4	26	UL
50	4	6	5	3	18	LL
51	7	3	12	8	30	UL
52	3	3	8	3	17	LL
53	7	7	10	2	26	UL
54	3	2	8	3	16	LL
55	10	6	10	4	30	UL
56	5	6	4	4	19	LL
57	6	4	8	4	20	LL
58	12	6	13	8	39	LM
59	13	6	14	11	44	EM
60	4	6	12	5	27	UL
61	9	2	4	7	22	LL
62	0	0	3	1	4	LL
63	14	4	6	4	28	UL
64	12	5	12	6	35	LM
65	17	6	9	8	40	LM
66	11	4	11	7	33	UL
67	7	5	11	7	30	UL
68	8	3	10	6	27	UL
69	5	6	13	3	27	UL
70	9	6	12	5	32	UL
71	10	4	11	5	30	UL
72	8	6	6	9	29	UL
73	17	6	9	9	41	LM
74	15	6	12	11	44	LM
75	10	3	7	4	24	LL
76	7	5	13	5	30	UL
77	16	5	12	6	39	LM
78	14	7	12	7	40	LM
79	10	6	9	6	31	UL
80	10	7	6	10	33	UL
81	6	6	13	5	30	UL

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
82	16	6	13	5	40	LM
83	11	7	11	9	38	UL
84	19	7	14	11	51	UM
85	9	6	12	5	32	UL
86	11	7	11	7	36	LM
87	13	4	15	13	45	LM
88	11	5	11	3	30	UL
89	18	6	13	11	48	UM
90	15	6	11	7	39	LM
91	8	6	11	5	30	UL
92	12	6	11	8	37	LM
93	8	4	8	8	28	UL
94	14	4	11	8	37	LM
95	19	6	12	9	46	UM
96	10	5	13	6	34	UL
97	16	6	12	10	44	LM
98	12	5	12	8	37	LM
99	20	5	13	9	47	UM
100	13	6	12	6	37	LM
101	9	5	7	5	26	UL
102	18	5	12	13	48	UM
103	10	6	11	4	31	UL
104	17	7	10	12	46	UM
105	21	7	8	13	49	UM
106	12	5	13	10	40	UL
107	12	6	13	10	41	LM
108	14	6	8	7	35	LM
109	0	4	4	8	16	LL
110	15	4	9	5	33	UL
111	5	4	9	3	21	LL
112	8	6	9	5	28	UL
113	15	6	11	11	43	LM
114	13	6	9	3	31	UL
115	15	5	13	7	40	LM
116	24	8	13	9	54	UM
117	19	4	11	6	40	EM
118	13	7	6	7	33	UL
119	14	6	10	6	36	LM
120	19	5	9	10	43	LM
121	11	6	8	5	28	UL
122	15	5	10	7	37	LM

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
123	9	4	11	4	28	UL
124	12	5	11	7	35	LM
125	15	6	13	7	41	LM
126	3	3	9	5	20	LL
127	11	5	11	8	35	LM
128	12	5	11	6	34	UL
129	13	6	8	2	29	UL
130	12	5	10	4	31	UL
131	18	4	12	9	43	LM
132	16	4	12	8	40	LM
133	16	7	14	11	48	UM
134	14	6	11	6	37	LM
135	11	7	13	5	36	LM
136	9	6	11	8	34	UL
137	11	6	7	7	31	UL
138	5	5	9	3	22	LL
139	6	8	8	3	25	LL
140	10	4	2	5	21	LL
141	11	7	11	6	35	LM
142	12	6	10	6	34	UL
143	19	7	14	12	52	UM
144	15	6	9	10	40	LM
145	15	6	12	10	43	LM
146	6	4	9	7	26	UL
147	16	7	12	8	42	LM
148	13	6	11	8	38	LM
149	21	6	13	9	49	UM
150	11	5	13	5	34	UL
151	17	7	11	7	42	LM
152	12	5	8	6	31	UL
153	8	5	10	3	26	UL
154	17	7	12	14	50	UM
155	8	2	11	8	39	LM
156	16	6	10	7	39	LM
157	20	7	12	8	47	UM
158	17	6	13	7	43	LM
159	16	5	10	7	38	LM
160	18	6	13	7	44	LM
161	9	8	11	5	31	UL
162	20	6	12	7	45	LM
163	10	6	8	7	31	UL



TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
164	15	7	9	7	38	LM
165	11	5	13	6	35	LM
166	11	5	11	8	35	LM
167	9	5	10	4	28	UL
168	6	7	12	5	30	UL
169	14	6	12	7	39	LM
170	8	7	11	5	31	UL
171	6	5	9	4	24	LL
172	7	6	11	5	29	UL
173	7	5	9	4	25	LL
174	12	6	11	8	37	LM
175	12	4	6	4	26	UL
176	5	3	6	3	17	LL
177	14	6	13	11	44	LM
178	9	6	9	3	27	UL
179	20	5	13	9	47	UM
180	8	6	9	4	27	UL
181	10	5	12	9	36	UL
182	7	4	8	4	23	LL
183	19	7	10	9	45	LM
184	9	3	9	5	26	LL
185	17	6	12	10	45	LM
186	10	5	8	8	31	UL
187	10	7	9	6	32	UL
188	22	6	13	14	55	UM
189	12	6	6	4	28	UL
190	12	5	14	7	38	LM
191	11	7	10	6	34	UL
192	19	7	9	11	53	UM
193	9	5	9	8	31	UL
194	11	7	8	9	35	LM
195	22	6	14	14	56	LU
196	16	6	9	9	40	LM
197	11	3	12	5	31	UL
198	14	6	12	9	41	LM
199	8	6	10	6	30	UL
200	19	6	12	11	48	UM
201	11	4	11	7	33	UL
202	11	5	11	6	33	UL
203	10	6	11	8	35	LM
204	3	5	5	6	19	LL

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
205	9	6	10	4	29	UL
206	11	2	8	5	26	UL
207	10	6	8	8	32	UL
208	10	5	9	7	31	UL
209	13	4	11	10	38	LM
210	19	6	12	8	45	LM
211	15	3	13	6	37	LM
212	18	6	13	9	46	UM
213	10	4	11	3	28	UL
214	16	5	12	11	44	LM
215	9	4	13	8	34	UL
216	11	7	9	13	40	LM
217	12	2	11	6	31	UL
218	8	5	9	8	30	UL
219	7	3	10	3	23	LL
220	23	8	15	16	62	UU
221	10	4	12	7	33	UL
222	18	5	13	11	47	UM
223	9	4	10	4	27	UL
224	10	6	5	5	26	UL
225	7	6	5	8	26	UL
226	20	6	14	11	51	UM
227	10	5	6	8	29	UL
228	19	7	12	0	38	LM
229	7	5	5	3	20	LL
230	16	6	13	9	44	LM
231	8	4	10	3	25	LL
232	21	3	15	7	46	UM
233	7	7	7	5	26	UL
234	25	6	13	13	57	LU
235	8	4	8	3	23	LL
236	9	5	9	2	25	LL
237	15	7	11	9	42	LM
238	10	5	9	9	33	UL
239	4	5	6	6	21	LL
240	8	6	9	4	27	UL
241	14	7	3	7	31	UL
242	7	2	7	4	20	LL
243	12	6	13	6	36	LM
244	23	5	13	14	55	UM
245	10	5	7	4	26	UL
246	14	4	12	5	35	LM

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
247	13	6	13	6	38	LM
248	18	6	12	6	42	LM
249	25	7	14	16	62	UU
250	13	5	11	7	36	LM
251	5	5	5	2	17	LL
252	8	5	12	6	31	UL
253	13	5	12	10	40	LM
254	17	7	14	11	49	UM
255	18	8	14	7	47	UM
256	21	7	13	12	53	UM
257	21	5	13	11	50	UM
258	6	6	6	3	21	LL
259	6	5	8	7	26	UL
260	13	6	10	4	33	UL
261	23	5	13	9	50	UM
262	8	4	9	11	29	UL
263	7	6	10	6	29	UL
264	23	4	11	9	47	UM
265	8	6	9	7	30	UL
266	4	6	7	5	22	LL
267	13	6	7	6	32	UL
268	11	6	10	4	31	UL
269	10	6	7	3	26	UL
270	16	6	13	8	43	LM
271	11	7	12	2	32	UL
272	26	7	12	11	63	UU
273	18	7	14	8	47	UM
274	23	7	12	8	50	UM
275	26	5	12	5	48	UM
276	16	6	11	6	39	LM
277	9	7	12	3	31	UL
278	10	7	12	5	34	UL
279	19	6	9	9	43	LM
280	20	6	11	6	43	LM
281	13	7	9	7	36	LM
282	8	5	11	5	29	UL
283	12	7	12	4	35	LM
284	6	6	12	4	28	UL
285	13	6	6	10	35	LM
286	9	7	12	6	34	UL
287	7	7	8	4	26	UL
288	9	5	11	5	30	UL

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
289	8	5	7	6	26	UL
290	7	5	9	4	25	LL
291	13	5	10	9	37	LM
292	17	4	12	7	40	LM
293	9	6	8	9	32	UL
294	10	6	9	3	28	UL
295	7	7	10	8	36	LM
296	3	4	13	4	24	LL
297	13	6	7	8	34	UL
298	13	7	8	10	38	LM
299	7	3	10	7	27	UL
300	12	4	11	4	31	UL
301	12	7	9	7	35	LM
302	13	7	11	6	37	LM
303	12	7	11	6	36	LM
304	9	7	9	5	30	UL
305	9	5	10	3	27	UL
306	10	7	6	4	27	UL
307	12	7	8	8	35	LM
308	13	7	13	6	39	LM
309	15	7	13	11	46	UM
310	15	7	13	8	43	LM
311	10	4	10	4	28	UL
312	8	4	11	3	26	UL
313	11	5	13	4	33	UL
314	10	6	13	7	36	LM
315	12	5	8	7	32	UL
316	15	5	11	6	37	LM
317	17	4	11	8	40	LM
318	15	5	13	8	41	LM
319	11	4	9	3	27	UL
320	8	4	12	12	36	LM
321	7	3	9	8	27	UL
322	9	5	13	7	34	UL
323	18	6	12	10	46	UM
324	16	7	13	10	46	UM
325	27	8	14	13	62	UU
326	13	6	10	7	36	LM
327	9	6	14	8	47	UM
328	11	6	7	5	29	UL
329	14	7	11	13	45	LM

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
330	23	7	12	14	56	LU
331	6	5	14	5	30	UL
332	13	4	13	5	35	LM
333	18	8	12	10	48	UM
334	13	7	10	7	37	LM
335	7	5	8	5	25	LL
336	6	2	13	5	26	UL
337	12	6	13	8	39	LM
338	11	5	12	9	37	LM
339	11	7	9	8	35	LM
340	17	7	11	10	45	LM
341	12	5	11	8	36	LM
342	13	6	11	7	37	LM
343	15	6	13	7	41	LM
344	11	6	10	9	36	LM
345	15	7	9	6	37	LM
346	7	6	10	6	29	UL
347	14	4	10	7	35	LM
348	24	6	13	14	57	LM
349	17	8	12	7	44	LM
350	9	4	11	5	29	UL
351	8	6	13	7	34	UL
352	12	7	12	6	37	LM
353	8	6	10	4	28	UL
354	6	5	11	5	27	UL
355	15	6	14	11	46	UM
356	8	6	6	5	25	LL
357	12	4	13	6	35	LM
358	25	4	14	14	57	LU
359	14	5	12	5	36	LM
360	10	6	12	8	36	LM
361	8	4	12	4	28	UL
362	18	3	9	7	37	LM
363	12	5	11	2	30	UL
364	12	3	10	3	28	UL
365	10	4	12	7	33	UL
366	22	7	14	8	51	UM
367	13	4	10	3	31	UL
368	9	6	9	6	30	UL
369	17	3	12	12	44	LM
370	10	5	12	4	31	UL

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
371	17	4	12	7	40	LM
372	13	7	8	12	40	LM
373	8	3	12	5	28	UL
374	12	7	10	5	34	UL
375	12	5	9	4	30	UL
376	15	7	10	11	43	LM
377	14	14	10	11	49	UM
378	16	6	12	11	45	LM
379	9	5	10	8	32	UL
380	6	6	11	5	28	UL
381	23	7	13	14	57	LU
382	10	6	12	5	33	UL
383	13	3	11	7	34	UL
384	19	4	12	7	42	LM
385	10	7	9	8	34	UL
386	12	6	11	13	42	LM
387	10	5	13	14	42	LM
388	22	5	15	11	53	UM
389	14	5	13	9	41	LM
390	12	8	12	9	41	LM
391	10	3	12	5	30	UL
392	8	5	10	7	30	UL
393	16	5	14	10	45	LM
394	7	5	10	7	29	UL
395	18	5	14	15	52	UM
396	7	3	9	2	21	LL
397	13	6	10	5	34	UL
398	5	5	7	4	21	LL
399	16	5	10	10	41	LM
400	10	4	11	6	31	UL
401	13	6	11	6	36	LM
402	23	4	13	14	54	UM
403	19	4	13	9	45	LM
404	13	6	12	9	40	LM
405	12	5	12	6	35	LM
406	13	6	12	7	38	LM
407	23	5	14	14	56	LU
408	24	6	13	11	54	UM
409	12	5	13	7	37	LM
410	10	6	10	4	30	UL

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
411	9	6	12	4	31	UL
412	18	5	9	6	38	LM
413	22	8	12	11	53	UM
414	10	4	10	7	31	UL
415	15	2	11	7	35	LM
416	6	7	9	3	25	LL
417	8	6	11	5	30	UL
418	11	5	9	5	30	UL
419	7	7	11	3	28	UL
420	7	7	10	7	31	UL
421	11	6	10	8	35	LM
422	10	6	11	4	31	UL
423	11	4	10	6	31	UL
424	9	5	10	6	30	UL
425	5	5	11	3	24	LL
426	2	6	10	3	21	LL
427	16	3	13	9	41	LM
428	18	4	12	8	42	LM
429	4	2	9	3	18	LL
430	5	4	10	3	22	LL
431	10	7	9	4	30	UL
432	10	4	10	3	27	UL
433	7	6	10	5	28	UL
434	8	5	11	4	28	UL
435	14	4	12	7	37	LM
436	7	4	11	3	25	LL
437	10	6	9	8	33	UL
438	9	4	10	9	32	UL
439	5	6	10	4	25	LL
440	11	5	10	3	29	UL
441	10	7	11	5	33	UL
442	5	3	7	5	20	LL
443	5	3	7	5	20	LL
444	20	6	13	12	51	UM
445	10	6	10	7	33	UL
446	13	6	10	6	35	LM
447	10	5	10	4	29	UL
448	10	8	11	10	39	LM
449	14	4	7	4	29	UL
450	8	3	9	6	26	UL

TABLE 25A--Continued

Code Number	American Home Scale				Total Score	Social Class
	1	2	3	4		
451	8	6	10	6	30	UL
452	7	6	9	4	26	UL
453	11	5	9	9	34	UL
454	15	6	10	10	41	LM
455	8	5	8	3	24	LL
456	6	7	9	6	28	UL
457	22	6	13	10	51	UM
458	15	7	13	9	44	LM
459	5	6	12	3	26	UL
460	9	5	9	7	30	UL
461	8	6	11	3	28	UL
462	22	7	14	12	55	UM
463	13	7	10	4	34	UL
464	9	5	10	8	32	UL
465	20	6	11	8	45	LM
466	14	4	9	3	30	UL
467	12	6	10	18	46	UM
468	7	5	10	7	29	UL
469	9	5	9	3	26	UL
470	11	6	12	8	37	LM
471	10	7	14	8	39	LM
472	14	6	11	8	39	LM
473	24	7	11	14	56	LU
474	11	6	13	5	35	LM
475	4	5	7	5	21	LL
476	13	8	8	10	39	LM
477	15	8	9	9	41	LM
478	15	7	13	10	45	LM
479	5	6	10	5	26	UL
480	12	5	12	10	39	LM
481	12	6	13	8	39	LM
482	12	4	11	4	31	UL
483	14	8	10	7	39	LM
484	9	4	12	5	30	UL
485	11	4	8	6	29	UL
486	11	6	12	5	32	UL
487	19	7	11	3	39	LM
488	12	5	11	7	35	LM
489	15	7	10	10	42	LM
490	19	6	12	7	44	LM



TABLE 25A--Continued

Code Number	American Home Scale					Total Score	Social Class
	1	2	3	4			
491	14	5	9	7		35	LM
492	8	7	11	5		31	UL
493	12	8	12	8		40	LM
494	7	7	12	4		30	UL
495	12	6	11	5		34	UL
496	8	7	11	6		32	UL
497	9	5	10	8		32	UL
498	13	3	9	7		32	UL
499	6	6	11	4		28	UL
500	13	6	12	11		42	LM
501	23	9	14	15		61	UU
502	11	7	12	6		36	LM
503	13	6	12	7		38	LM
504	12	6	11	12		41	LM
505	22	7	13	11		53	UM

TABLE 26A

 STATUS OF CONTROL AND EXPERIMENTAL  
 GROUPS IN SEPTEMBER, 1952

Case	Age		Sex	
	E*	C*	E	C
1	14	14	F	F
2	14	14	F	F
3	14	15	F	F
4	14	14	F	F
5	14	14	F	F
6	15	15	F	F
7	15	14	F	F
8	14	15	F	F
9	15	15	F	F
10	14	15	F	F
11	14	15	F	F
12	16	16	F	F
13	15	16	F	F
14	15	16	F	F
15	14	15	F	F
16	16	15	F	F
17	15	15	F	F
18	15	16	F	F
19	14	16	F	F
20	14	15	M	M
21	15	16	M	M
22	15	16	M	M
23	16	15	M	M
24	17	16	F	F
25	17	17	F	F
26	17	17	F	F
27	17	16	F	F
28	17	17	F	F
29	16	16	F	F
30	17	16	M	M
31	17	17	F	F
32	18	17	F	F
33	18	18	F	F
34	17	17	M	M
35	17	16	M	M
36	16	18	M	M
37	17	17	M	M
38	18	18	M	M



TABLE 26A--Continued

Case	I.Q. Control Group			I.Q. Experimental Group		
	Score	D	D <sup>2</sup>	Score	D	D <sup>2</sup>
23	100	.63	.39	90	8.33	96.36
24	97	2.37	5.61	93	5.33	22.40
25	99	.37	.13	96	2.33	5.42
26	90	9.37	87.79	93	5.33	22.40
27	86	13.37	178.75	87	11.33	128.36
28	102	2.63	6.91	97	1.33	1.76
29	99	.37	1.13	97	1.33	1.76
30	97	2.37	5.61	97	1.33	1.76
31	85	14.37	206.69	81	17.33	300.32
32	94	5.37	28.83	96	2.33	5.42
33	92	7.37	54.31	95	3.33	11.08
34	89	10.37	107.53	99	.67	.44
35	94	5.37	28.83	105	6.67	44.48
36	99	.37	.13	100	1.67	2.78
37	101	1.63	2.65	94	4.33	19.17
38	87	12.37	153.01	92	6.33	40.06
39	97	2.37	5.61	99	.87	.44
40	85	14.37	206.49	63	35.33	1248.20
41	95	4.37	19.09	96	2.33	5.42
42	113	13.63	185.77	109	10.67	113.84
43	102	2.63	6.91	89	9.33	87.04
44	110	10.63	112.99	111	12.67	160.52
45	90	9.37	87.79	91	7.33	53.72
46	96	3.37	11.35	91	7.33	53.72

Total 4571

3080.60

3367.12

Mean = 99.37

Mean = 98.33

SD = 8.185

SD = 8.544

SE = 1.06

SE = 1.26

D = 1.04

C.R. = A63 - No significant difference.

TABLE 26A--Continued

American Home Scale						
Case	Control Group			Experimental Group		
	Score	D	D <sup>2</sup>	Score	D	D <sup>2</sup>
1	35	5.18	26.83	19	10.50	111.51
2	31	1.18	1.39	36	6.44	41.47
3	35	5.18	26.83	26	3.56	12.67
4	34	4.18	17.47	26	3.56	12.67
5	49	19.18	367.87	53	23.44	549.43
6	41	11.18	124.99	41	11.44	130.87
7	29	.82	.67	29	.56	.31
8	37	7.18	51.55	19	10.56	111.51
9	34	4.18	17.47	37	7.44	55.35
10	28	1.82	3.31	27	2.56	6.55
11	30	.18	.03	49	20.44	417.79
12	26	3.82	14.59	28	1.56	2.43
13	34	4.18	17.47	20	9.56	91.39
14	33	3.18	10.11	25	4.56	20.79
15	34	4.18	17.47	22	9.56	91.39
16	35	5.18	26.83	23	4.44	19.71
17	25	4.82	23.23	27	2.56	6.55
18	33	3.18	10.11	20	9.56	91.39
19	30	.18	.03	23	6.56	43.03
20	26	3.82	14.59	23	6.56	43.03
21	35	5.18	26.83	34	4.44	19.71
22	40	10.18	12.01	26	3.56	12.67
23	33	3.18	10.11	30	.44	.19
24	29	.82	.67	30	.44	.19
25	22	7.82	61.15	44	14.44	208.51
26	34	4.82	23.23	33	3.44	11.83
27	21	8.82	77.79	26	3.56	12.67
28	21	8.82	77.79	26	3.56	12.67
29	30	.18	.03	29	.56	.31
30	30	.18	.03	30	.44	.19
31	27	2.82	7.95	19	10.56	111.51
32	20	9.82	96.43	18	11.56	133.63
33	27	2.82	7.95	26	3.56	12.67
34	30	.18	.03	39	9.44	89.11
35	37	7.18	51.55	28	1.56	2.43
36	24	5.82	33.87	40	10.44	108.99
37	28	1.82	3.31	27	2.56	6.55
38	21	8.82	77.79	44	14.44	208.51

TABLE 26A--Continued

American Home Scale						
Case	Control Group			Experimental Group		
	Score	D	D <sup>2</sup>	Score	D	D <sup>2</sup>
39	23	6.82	46.51	20	9.56	91.39
40	27	2.82	7.95	30	4.44	19.71
41	20	9.82	96.43	37	7.44	55.35
42	39	9.18	84.37	34	4.44	19.71
43	21	8.82	77.79	32	2.44	9.95
44	31	1.18	1.39	26	3.56	12.67
45	26	3.82	14.59	29	1.56	2.43
46	17	12.82	164.35	19	10.56	111.51
Totals	1372		1834.24	1360		3109.80
Mean =	29.82			Mean =	29.65	
S.D. =	6.325			S.D. =	8.2	
S.E. =	.935			S.E. =	1.2	

D = 0.26

C.R. = 0.17 - No significant difference

California Personality Test - Percentile  
Rank in Total Adjustment

	Experimental Group			Control Group		
	Score	D	D <sup>2</sup>	Score	D	D <sup>2</sup>
1	15	15.78	249.00	95	51.31	2632.71
2	55	14.22	202.20	65	21.31	454.11
3	40	9.22	85.00	30	13.69	187.41
4	70	39.22	1538.20	70	26.31	692.21
5	35	4.22	17.80	85	41.31	1706.51
6	70	39.22	1538.20	40	3.69	13.61
7	80	49.22	2422.60	40	3.69	13.61
8	5	25.87	664.80	35	8.69	75.51
9	50	19.22	369.40	95	51.31	2632.17
10	20	10.78	116.20	80	36.31	1318.41
11	35	4.22	17.80	60	16.31	226.01

TABLE 26A--Continued

California Personality Test - Percentile Rank in Total Adjustment						
Case	Experimental Group			Control Group		
	Score	D	D <sup>2</sup>	Score	D	D <sup>2</sup>
12	50	19.22	369.40	60	16.31	226.01
13	25	5.78	33.40	25	18.69	349.31
14	45	14.22	202.20	35	8.69	75.51
15	1	29.78	886.84	50	.31	.09
16	10	20.78	431.80	30	13.69	187.41
17	35	4.22	17.80	15	28.69	823.11
18	15	15.78	249.00	65	21.31	454.11
19	50	19.22	369.40	20	23.69	461.21
20	10	20.78	431.80	80	36.31	1318.41
21	10	20.78	431.80	20	23.69	461.21
22	5	25.78	664.60	30	13.69	187.41
23	15	15.78	249.00	20	23.69	461.21
24	50	19.22	369.40	40	3.69	13.61
25	70	39.22	1538.20	45	1.31	1.71
26	10	20.78	431.80	15	28.69	823.11
27	30	0.78	0.60	10	33.69	1135.01
28	35	4.22	17.80	25	18.69	349.31
29	60	29.22	853.80	60	16.31	226.01
30	10	20.78	431.80	15	28.69	823.11
31	5	25.78	664.60	40	3.69	13.61
32	10	20.78	431.80	45	1.31	1.71
33	50	19.22	369.40	75	31.31	980.31
34	30	.22	.04	65	21.31	454.11
35	5	25.78	664.60	5	38.69	1496.91
36	20	10.78	116.20	45	1.31	1.71
37	30	.78	.60	30	13.69	187.41
38	30	.78	.60	20	23.69	461.21
39	35	4.22	17.80	30	13.69	187.41
40	50	19.22	369.40	20	23.69	461.21
41	15	15.78	249.00	60	16.31	226.01
42	5	25.78	664.60	85	41.31	1706.51
43	15	15.78	249.00	50	6.31	39.81
44	55	13.22	202.20	40	3.31	10.96
45	20	10.78	116.20	25	18.69	349.31
46	30	.78	.60	20	23.69	461.21
Totals	1416		19498.08	2010		25368.51
M =	30.78			M =	43.69	

CR = 2.6

S.E. = 3.44

TABLE 26A--Continued

Average Percentile Rank on <u>SRA Youth Inventory</u>						
Case	Experimental Group			Control Group		
	Score	D	D <sup>2</sup>	Score	D	D <sup>2</sup>
1	73.50	13.11	171.87	17.00	-46.97	2206.18
2	83.87	23.48	551.31	52.35	-11.72	137.35
3	53.87	-6.52	42.51	26.00	-39.97	1597.60
4	68.00	7.63	58.21	31.62	-32.35	1046.52
5	73.25	12.88	165.89	38.16	-25.81	666.15
6	58.87	-1.52	2.31	88.37	24.40	595.36
7	56.75	-3.64	13.24	38.37	-25.60	735.66
8	62.37	1.98	3.92	93.00	29.03	842.74
9	37.25	-23.14	535.45	66.37	2.60	6.76
10	77.62	17.23	296.87	18.87	-45.10	2034.01
11	84.87	24.48	599.19	51.75	-12.22	149.32
12	64.00	3.61	13.03	47.87	-16.10	259.21
13	86.50	26.11	681.73	51.62	-12.35	152.52
14	45.87	14.52	210.83	65.25	1.28	1.63
15	76.25	15.86	251.53	48.37	-15.60	243.36
16	64.85	4.46	19.89	64.75	.78	.60
17	79.00	18.61	346.33	77.50	13.53	183.06
18	73.00	12.61	159.01	64.50	.53	.28
19	46.12	14.27	202.77	73.50	9.53	90.82
20	37.62	-32.77	1073.87	80.00	16.03	256.96
21	45.75	-14.64	214.32	81.12	17.15	294.12
22	22.12	-38.27	1464.59	62.25	-1.72	2.95
23	71.75	11.36	129.04	84.00	20.03	401.20
24	27.00	-33.39	1114.89	70.00	6.03	36.36
25	39.50	-20.89	436.39	94.62	30.65	939.42
26	32.50	-27.89	777.85	62.12	-1.85	3.42
27	71.37	10.98	120.56	87.50	23.53	553.66
28	55.12	-5.27	27.77	81.62	17.65	311.62
29	58.37	-2.02	4.08	58.37	-5.60	31.36
30	92.25	31.86	1015.05	75.50	11.53	132.94
31	68.75	2.36	5.56	52.37	-11.60	134.56
32	55.87	-4.52	20.43	75.25	11.28	127.23
33	72.12	11.73	137.59	73.87	9.90	98.01
34	64.62	4.23	17.89	48.87	-15.10	228.01
35	78.25	17.86	318.97	94.75	30.78	947.40
36	48.50	-21.89	479.17	74.62	10.65	113.42
37	75.87	15.48	239.63	64.50	.53	.28
38	77.50	17.11	292.75	79.00	15.03	225.90
39	47.25	-23.14	535.45	29.25	-34.72	1205.47



TABLE 26A--Continued

Average Percentile Rank on <u>SRA Youth Inventory</u>						
Case	Experimental Group			Control Group		
	Score	D	D <sup>2</sup>	Score	D	D <sup>2</sup>
40	42.50	-17.89	320.05	78.75	14.78	218.44
41	12.62	-47.77	2281.97	72.87	8.90	79.21
42	24.75	-35.64	1270.20	68.12	4.15	17.22
43	58.87	-1.52	2.31	72.00	8.03	64.48
44	97.12	36.73	1329.09	82.37	18.76	351.93
45	86.87	26.48	701.19	51.12	-12.85	165.22
46	53.37	-7.02	49.28	72.75	8.78	77.08
Total	2777.99		18705.53	2942.68		17967.00
Mean	60.39			63.97		
			CR = .86			

TABLE 27A

DATA RELATED TO EXPERIMENTAL AND CONTROL GROUPS

Experimental Group Measurements					Mental Maturity Test			
Number in sample	Code number	Age in months	Sex	Grade	V.	N.V.	M.A.	I.Q.
1	8	167	F	9	109	93	171	102
2	3	169	F	9	100	110	178	106
3	6	172	F	9	94	88	157	91
4	20	167	F	9	104	95	168	100
5	14	170	F	9	114	90	178	104
6	9	177	F	9	109	94	184	103
7	19	175	F	9	105	98	178	101
8	21	171	F	9	110	100	182	106
9	12	187	F	9	78	108	180	101
10	16	172	F	9	95	101	170	98
11	4	166	F	9	115	107	183	113
12	34	191	F	10	97	104	191	100
13	33	182	F	10	113	101	198	108
14	13	176	F	9	109	104	189	107
15	32	172	F	10	101	99	173	100
16	41	190	F	10	101	98	189	99
17	7	183	F	9	108	103	184	106
18	35	183	F	10	103	102	188	102
19	18	169	F	9	110	105	183	108
20	23	170	M	9	108	112	170	110
21	30	175	M	9	99	102	177	101
22	27	175	M	9	94	102	171	97
23	31	168	M	9	93	88	173	90
24	51	182	F	11	91	96	179	93
25	44	192	F	12	103	86	184	96
26	0	192	F	11	101	81	179	93
27	53	192	F	11	87	86	167	87
28	46	192	F	11	101	91	187	97
29	47	192	F	11	95	99	186	97
30	55	200	M	11	99	93	186	97
31	48	204	F	11	89	73	156	81
32	50	204	F	12	93	99	184	96
33	49	204	F	12	91	99	182	95
34	58	204	M	11	110	84	191	99
35	63	204	M	11	106	104	201	106
36	65	192	M	11	104	96	192	100
37	60	204	M	12	97	89	189	94

TABLE 27A--Continued

Experimental Group Measurements								
Number in sample	Code Number	Age in Months	Sex	Grade	Mental Maturity Test			
					V.	N.V.	M.A.	I.Q.
50	59	216	M	12	97	84	177	92
39	57	226	M	12	101	96	190	90
40	45	216	F	12	78	55	121	63
41	24	170	M	9	96	94	170	96
42	26	175	M	9	109	112	192	109
43	36	183	F	10	92	65	163	89
44	1	169	F	9	113	110	189	111
45	42	189	F	10	99	81	172	91
46	37	189	F	10	92	68	172	91

American Home Scale						
No.	1	2	3	4	Total Score	Social Class
1	5	5	7	2	19	73.50 37.00
2	13	6	11	6	36	83.87 14.37
3	8	4	10	4	26	53.87 11.87
4	7	6	5	8	26	68.00 21.12
5	25	5	12	11	53	73.25 49.25
6	18	5	13	6	41	58.87 17.62
7	8	5	9	7	29	56.75 67.62
8	6	4	7	2	19	62.37 64.37

TABLE 27A--Continued

Experimental Group Measurements							
Number in Sample	American Home Scale					Total Score	Social Class
	1	2	3	4			
9	10	7	13	7	37	37.35 10.12	
10	8	6	11	2	27	77.62 20.75	
11	17	6	13	13	49	64.87 21.12	
12	8	5	11	4	28	64.00 9.50	
13	5	6	7	2	20	86.50 16.37	
14	7	6	8	5	26	45.87 22.12	
15	6	3	10	3	22	76.25 1.50	
16	12	7	10	5	34	64.85 51.62	
17	5	5	10	7	27	79.00 71.87	
18	6	4	6	4	20	73.00 16.87	
19	7	3	10	3	23	46.12 51.00	
20	8	4	9	2	23	37.62 10.87	
21	6	4	9	3	22	45.75 20.37	
22	6	7	8	4	25	22.12 21.87	

TABLE 27--Continued

Experimental Group Measurements						
Number in Sample	American Home Scale				Total Score	Social Class
	1	2	3	4		
23	10	7	8	5	30	71.75 10.00
24	7	3	12	8	30	27.00 16.37
25	14	8	11	11	44	39.50 8.00
26	15	4	11	3	33	52.50 7.37
27	7	7	10	2	26	71.37 7.25
28	7	5	9	5	26	55.12 8.62
29	12	5	6	4	29	27.12 7.37
30	10	6	10	4	30	92.25 20.50
31	2	5	10	2	19	62.75 8.75
32	4	6	5	3	18	55.87 19.62
33	8	5	9	4	26	72.12 9.25
34	12	6	13	8	39	64.62 25.25
35	14	4	6	4	28	73.25 18.25
36	17	6	9	8	40	68.50 43.75

TABLE 27A--Continued

Experimental Group Measurements											
Number in Sample	American Home Scale								Total Score	Social Class	
	1	2	3	4	5	6	7	8			
37	4	6	12	5						27	75.87 23.62
38	13	6	14	11						44	77.50 32.57
39	6	4	6	4						20	47.25 9.26
40	6	8	10	6						30	42.50 12.87
41	12	5	12	6						37	12.62 8.87
42	13	4	10	7						34	24.75 24.75
43	12	7	10	3						32	58.87 0.50
44	9	5	7	5						26	97.12 35.21
45	7	5	10	7						29	86.87 40.37
46	7	2	8	2						19	53.87 5.00
Number in Sample	SRA Youth Inventory										
	1	2	3	4	5	6	7	8	S.D.		
1	66	99	64	89	61	71	94	54	88		
	7	33	8	17	4	7	8	4			
	15	19	40	60	61	19	68	14	30		
	2	4	6	9	4	1	4	0	6		

## TABLE 27A--Continued

Number in Sample	SRA Youth Inventory								P.D.
	1	2	3	4	5	6	7	8	
2	86	92	54	92	88	93	98	88	104
	7	21	8	19	12	14	11	12	29
	6	5	5	10	47	8	10	24	6
	1	1	1	2	2	0	0	1	1
3	35	86	40	54	57	29	56	24	51
	10	18	6	8	3	2	3	1	10
	2	2	10	2	17	38	10	14	5
	0	0	2	0	0	3	0	0	1
4	81	92	70	86	73	18	56	68	13
	9	21	11	16	6	1	3	6	15
	15	25	5	10	47	29	13	19	16
	2	5	1	2	2	2	1	1	2
5	40	70	89	69	92	64	28	83	78
	5	13	17	11	14	6	6	6	23
	46	13	65	23	47	71	68	61	40
	5	3	10	4	2	7	4	5	6
6	45	86	24	72	69	84	56	54	57
	5	18	4	12	5	6	3	4	7
	6	13	2	5	69	8	24	14	11
	1	3	0	1	5	0	1	0	0
7	46	97	60	69	16	56	56	54	62
	5	26	9	11	0	5	3	4	15
	25	25	70	89	97	91	56	88	89
	3	5	11	17	25	13	3	12	13
8	85	94	88	97	82	29	10	14	63
	10	22	16	24	9	2	0	0	25
	73	61	60	81	81	98	42	19	79
	6	11	9	14	8	19	2	1	6
9	36	57	44	32	16	38	42	34	33
	4	10	7	6	0	3	2	2	12
	6	9	2	2	16	8	24	14	4
	1	2	0	0	0	0	1	0	0
10	90	74	89	91	47	88	88	54	94
	11	14	17	18	2	12	6	4	32
	35	2	24	32	16	28	10	10	16
	4	0	4	5	0	2	0	1	4

TABLE 27A--Continued

Experimental Group Measurements									
Number in Sample	SRA Youth Inventory								B.D.
	1	2	3	4	5	6	7	8	
11	35	92	91	7	97	99	99	98	131
	14	21	18	24	23	26	15	19	52
	2	5	5	2	47	38	56	14	10
	0	1	1	0	2	3	3	0	1
12	66	70	84	78	56	56	73	24	62
	7	13	15	13	3	5	5	1	22
	2	5	2	5	16	8	24	14	3
	0	1	0	1	0	8	1	0	0
13	84	86	89	91	68	99	98	77	120
	11	18	17	18	12	25	11	8	38
	14	19	24	10	16	8	42	14	14
	2	4	4	2	0	0	2	0	3
14	55	88	44	60	16	56	24	24	48
	8	19	7	9	0	5	1	1	14
	18	13	10	16	47	38	24	14	16
	2	3	2	3	2	3	1	0	2
15	97	98	99	99	99	84	42	14	146
	16	24	28	28	42	6	2	0	58
	2	5	2	2	16	19	24	14	3
	0	1	0	0	0	1	1	0	0
16	35	25	64	66	67	86	98	78	82
	4	5	10	10	23	11	11	8	25
	25	13	5	16	36	65	79	24	22
	3	3	1	3	1	6	5	1	1
17	85	99	93	99	61	8	90	97	116
	8	30	19	30	4	0	7	18	29
	46	36	89	86	75	99	90	54	77
	5	7	17	16	7	21	7	4	15
18	65	81	87	97	47	75	97	45	85
	6	16	16	24	2	8	10	3	28
	15	5	2	5	36	8	58	24	9
	2	1	0	1	1	0	3	1	1



TABLE 27A--Continued

Experimental Group Measurements									
Number in Sample	SEA Youth Inventory								B.A.
	1	2	3	4	5	6	7	8	
19	35	69	45	16	47	47	97	14	45
	4	12	7	4	2	4	10	0	10
	6	66	60	60	57	8	90	61	48
	1	12	9	9	3	0	7	8	4
20	35	35	30	16	72	28	42	45	31
	4	6	5	3	6	2	2	5	10
	15	9	2	2	17	8	10	24	8
	2	2	0	0	0	0	0	1	1
21	34	21	29	48	32	59	30	13	59
	11	5	3	5	9	5	1	0	11
	5	2	11	7	45	39	30	24	12
	1	2	1	1	2	3	1	1	2
22	51	0	18	6	16	31	45	13	12
	6	0	2	0	0	2	2	0	6
	5	0	29	19	57	8	13	44	12
	1	0	3	3	3	0	0	2	2
23	70	50	66	53	94	79	90	72	71
	8	10	8	7	17	8	6	7	2
	2	4	4	3	16	8	30	13	2
	0	1	0	0	0	0	1	0	0
24	25	36	30	5	16	47	42	14	22
	3	7	6	1	0	4	2	0	8
	15	9	5	2	35	8	42	14	8
	2	2	1	0	1	0	2	0	1
25	25	38	24	16	61	74	56	24	33
	3	7	4	3	4	8	3	1	8
	6	2	10	2	2	8	10	24	4
	1	0	2	0	0	0	0	1	1
26	6	26	30	60	69	46	10	14	29
	1	5	6	9	5	4	0	0	12
	2	2	2	5	16	8	10	14	1
	0	0	0	1	0	0	0	0	1

TABLE 27A--Continued

Experimental Group Measurements									
Number in Sample	<u>SRA Youth Inventory</u>								D.S.
	1	2	3	4	5	6	7	8	
27	85	61	93	60	72	64	78	58	70
	10	11	19	9	6	6	5	4	28
	2	5	2	2	16	2	10	13	1
	0	1	0	0	0	0	0	0	0
28	46	74	40	89	68	74	66	14	52
	5	14	6	11	5	8	3	0	17
	2	9	5	5	16	8	10	14	4
	0	2	1	1	0	0	0	0	1
29	25	25	44	10	48	18	24	24	22
	3	5	7	2	2	1	1	1	10
	2	2	5	2	16	8	10	14	1
	0	0	1	0	0	0	0	0	1
30	99	83	95	84	93	78	93	97	126
	22	18	21	18	13	8	10	16	44
	21	21	18	12	33	18	13	28	15
	3	5	2	2	1	1	0	1	2
31	94	68	89	60	68	38	42	45	64
	13	12	17	9	5	3	2	5	28
	2	2	16	2	16	8	10	14	3
	0	0	3	0	0	0	0	0	1
32	46	19	54	60	82	73	68	45	49
	5	4	0	9	9	7	4	3	18
	2	25	16	10	43	10	24	14	14
	0	5	3	2	2	1	1	0	1
33	55	78	84	91	48	93	94	34	80
	6	15	15	19	2	14	8	2	25
	6	2	16	2	16	8	10	14	4
	1	0	3	0	0	0	0	0	2
34	42	45	80	75	73	59	84	72	55
	5	9	7	11	6	5	5	7	21
	12	21	18	7	16	12	45	65	18
	2	5	2	1	0	1	2	5	1

TABLE 27A--Continued

EXPERIMENTAL Group Measurements									
Number in Sample	SBA Youth Inventory								N.S.
	1	2	3	4	5	6	7	8	
35	99	80	45	25	97	68	99	93	137
	27	17	19	19	20	11	12	12	40
	12	45	4	3	16	3	45	13	13
	2	9	0	0	0	0	2	0	0
36	98	92	93	53	84	97	94	68	100
	17	22	17	7	8	17	7	5	27
	21	9	37	39	65	59	94	28	31
	3	2	4	5	4	5	7	1	3
37	75	92	90	71	71	72	98	38	79
	9	22	15	10	5	7	9	2	24
	51	38	37	3	16	18	13	13	19
	6	3	4	0	0	1	0	0	3
38	80	65	70	82	33	90	99	81	90
	10	19	9	13	1	12	18	8	24
	75	8	75	19	16	8	30	20	25
	9	2	10	3	0	0	1	1	6
39	70	65	70	38	33	39	30	13	46
	9	19	9	5	1	3	1	0	15
	2	4	4	2	16	13	13	13	2
	0	1	0	0	0	1	0	0	0
40	69	98	79	19	36	18	10	14	63
	7	27	13	4	1	1	0	0	18
	25	5	10	5	16	18	10	14	8
	3	1	2	1	0	1	0	0	1
41	5	0	11	3	18	3	45	13	4
	1	0	1	0	0	0	2	0	3
	2	12	4	3	16	8	13	13	3
	0	3	0	0	0	0	0	0	0
42	42	16	42	23	36	8	13	13	16
	5	4	4	4	1	0	0	0	10
	21	0	11	12	45	19	45	45	14
	3	0	1	2	2	1	2	3	2

TABLE 27A--Continued

Experimental Group Measurements									
Number in Sample	SRA Youth Inventory								S.D.
	1	2	3	4	5	6	7	8	
43	2	44	24	69	94	99	73	61	70
	0	3	4	11	17	20	5	5	16
	6	9	2	2	13	13	10	14	4
	1	2	0	0	0	1	0	0	0
44	95	99	70	96	72	99	90	61	121
	13	31	11	23	6	23	9	3	25
	2	2	10	33	56	29	24	34	14
	0	0	2	4	3	2	1	2	1
45	81	83	93	61	93	83	65	61	110
	9	19	24	13	12	14	9	5	44
	25	73	54	5	36	33	73	14	33
	3	14	3	1	1	3	3	0	3
46	81	86	33	73	15	23	90	14	54
	9	13	6	13	0	2	7	0	16
	6	2	2	2	16	3	10	14	1
	1	0	0	0	0	0	0	0	0
California Personality Test									
Number in Sample	a	b	c	d	e	f	Self Adjust- ment Score		
1	5				1	5	41		
	5	7	10	10	3	3			
	25	10	13	13	1	3			
2	35				15	30	67		
	6	13	13	15	9	9			
	90	15	15	14	35	35			
3	13				13	14	86		
	25	12	13	14	35	15			
	7				11	3			
3	60	14	15	15	30	65	85		
	10				14	12			

TABLE 27A--Continued

Experimental Group Measurements							
Number in Sample	California Personality Test						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
4	70				50	55	74
	11	11	15	14	12	11	
	70				75	45	
	11	13	15	13	13	10	
5	15				10	10	58
	8	12	11	14	8	7	
	8				50	10	
	5	12	12	13	12	7	
6	45				80	30	70
	9	12	14	12	14	9	
	80				80	65	
	10	13	11	12	14	12	
7	70				35	45	74
	11	14	14	14	11	10	
	80				65	95	
	12	15	14	14	13	15	
8	25				1	15	61
	7	6	8	9	3	8	
	25				10	45	
	7	13	11	13	8	10	
9	60				25	15	68
	10	13	15	12	10	8	
	70				95	15	
	11	15	14	14	15	8	
10	35				1	1	54
	8	14	11	13	5	3	
	8				60	30	
	5	12	15	14	12	9	
11	60				25		64
	10	12	13	13	10	6	
	70				15		
	11	14	10	15	9	11	

TABLE 27A--Continued

Experimental Group Measurements							
California Personality Test							
Number in Sample	1 a	1 b	1 c	1 d	1 e	1 f	Self Adjust- ment Score
12	35				28		
	8	14	13	15	10	7	67
	80				95		
13	12	15	15	15	15	11	83
	15				55		
	6	10	12	11	11	3	55
14	80				95		
	12	14	14	15	15	15	86
	15				15		
15	6	12	14	14	9	11	66
	6	14	13	15	12	12	72
	15				1		
16	5	6	6	3	4	4	28
	90				95		
	13	15	15	15	15	13	86
17	35				1		
	8	9	4	11	5	9	41
	80				95		
18	12	14	15	15	15	13	64
	15				10		
	6	12	15	12	8	8	61
19	60				65		
	10	13	14	14	13	15	79
	35				1		
20	6	8	13	10	4	3	46
	95				95		
	14	13	14	15	15	13	84
21	80				25		
	12	14	13	14	10	7	70
	35				65		
22	8	12	15	14	15	D	72

TABLE 27A--Continued

Experimental Group Measurements							
Number in Sample	California Personality Test						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
20	65				1		
	9	10	9	13	5	7	52
	60				25		
21	10	12	14	14	10	12	72
	60				5		
	10	8	11	10	7	6	52
22	90				25		
	13	12	13	13	13	14	80
	60				5		
23	10	10	10	6	7	5	48
	45				80		
	9	6	4	9	14	15	61
24	60				10		
	10	7	12	15	3	9	51
	70				95		
25	11	12	15	15	15	15	83
	80				65		
	12	14	14	14	13	9	76
26	80				95		
	12	14	14	14	13	9	76
	12	14	13	14	15	8	76
27	80				95		
	12	13	15	15	15	5	75
	90				80		
28	13	15	15	15	14	14	86
	15				15		
	6	10	13	10	9	9	57
29	45				80		
	9	15	13	13	14	14	76
	25				5		
30	7	12	12	13	6	7	57
	25				95		
	7	15	15	14	15	8	74

TABLE 27A--Continued

		Experimental Group Measurements						
		California Personality Test						
Number in Sample		1 a	1 b	1 c	1 d	1 e	1 f	Self Adjust- ment Score
28	1					25		59
	4	10	13	13	10	9		
	1				65			
	4	15	15	14	13	10		
29	80					15		63
	12	15	6	14	9	12		
	70					35		
	11	15	6	14	11	13		
30	5					1		42
	5	6	11	11	3	6		
	8				1			
	5	9	15	14	5	4		
31	25					10		44
	7	7	9	8	8	5		
	15				15			
	6	14	9	9	9	6		
32	25					1		48
	7	10	10	10	5	5		
	35				5			
	6	12	13	8	7	12		
33	70					25		69
	11	15	14	13	10	6		
	99				25			
	15	15	14	15	10	11		
34	35					65		60
	8	6	14	12	13	5		
	60				65			
	10	14	13	14	13	8		
35	70					1		37
	11	8	6	4	2	6		
	90					95		
	13	13	15	15	15	13		



TABLE 27A--Continued

Experimental Group Measurements							
Number in Sample	California Personality Test						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
36	15				65		57
	8	8	11	11	13	8	
	15	13	12	15	35	3	
37	6				10		65
	25	13	14	12	10	9	
	7	14	15	14	8	10	
38	15				10		61
	6	12	14	13	6	8	
	25	14	14	12	35	10	
39	7				11		62
	45	11	13	12	11	6	
	9	14	15	14	65	14	
40	30	14	15	14	13		62
	12				5		
	95	11	11	14	7	9	
41	14	15	15	15	30	15	63
	95				14		
	14				10		
42	15	12	14	15	3	9	64
	6	14	15	13	10	7	
	8				8		
43	15				1		45
	6	10	9	10	5	5	
	25	13	11	12	15	13	
44	7				9		65
	30	9	4	9	9	10	
	12	15	14	14	35	13	
45	99				15		53
	15				9		
	15				15		

TABLE 27A--Continued

Experimental Group Measurements								
Number in Sample	California Personality Test							Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f		
44	15				35			65
	8	12	13	14	11	9		
60	10	13	10	15	95	12		75
	10				15			
45	35				5			51
	8	9	11	11	7	5		
60	10	14	12	14	50	9		71
	10				12			
46	60				60			75
	10	11	13	13	14	13		
60	12	15	15	14	95	15		88
	12				15			
Number in Sample	Percent- tile Rank	2 a	2 b	2 c	2 d	2 e	2 f	Social Adjust- ment Score
1		90		20				70
	5	15	10	10	8	12	14	
15		90		99				82
	15	15	14	15	15	13	15	
2		90		90				79
	40	13	12	14	13	12	13	
96		90		99				84
	96	15	12	15	15	12	15	
3		45		70				75
	35	13	13	13	12	12	12	
70		70		99				82
	65	14	14	15	15	11	15	
4		70		70				78
	55	14	14	13	12	11	14	
90		90		99				82
	70	15	13	15	12	12	15	

TABLE 27A--Continued

Experimental Group Measurements								
California Personality Test								
Number in Sample	Percentile Rank	a	b	c	d	e	f	Social Adjustment Score
5	20	90 15	14	90 14	9	9	14	75
	25	90 15	12	90 14	14	12	15	82
6	45	90 15	13	99 15	11	14	14	82
	55	90 15	13	99 15	15	12	15	85
7	55	90 15	14	50 12	13	14	14	82
	65	90 15	14	99 15	13	14	15	86
8	5	10 11	2	5 6	6	9	6	40
	55	90 15	12	90 14	14	14	13	82
9	40	90 15	12	90 14	11	13	12	77
	80	90 15	15	99 15	15	15	15	90
10	90	45 13	9	30 11	14	8	10	65
	15	90 15	14	99 15	14	14	15	87
11	50	45 13	12	50 12	10	12	12	71
	45	90 15	12	50 12	15	12	14	80
12	40	70 14	10	70 13	14	15	13	77
	95	90 15	12	99 15	15	13	15	85

TABLE 27A--Continued

Experimental Group Measurements								
Number in Sample	California Personality Test							Social Adjustment Score
	Person-tile Rank	2 a	2 b	2 c	2 d	2 e	2 f	
13		70		70				
	15	14	11	13	9	11	14	72
14		90		70				
	95	15	13	13	14	15	15	85
14		90		70				
	35	15	14	13	11	11	12	75
15		90		90				
	55	15	12	14	14	13	14	82
15		70		5				
	1	14	5	6	1	6	6	38
15		45		90				
	95	15	15	15	13	13	14	83
15		45		70				
	5	15	11	15	2	13	11	65
16		90		90				
	95	15	13	14	15	14	13	84
17		70		10				
	25	14	14	9	12	10	14	73
17		90		90				
	85	15	15	14	14	14	13	87
18		70		30				
	10	14	11	11	11	11	12	70
18		90		90				
	95	15	13	15	15	13	15	86
19		85		70				
	55	12	11	13	15	12	12	75
19		70		90				
	55	14	10	14	15	12	14	80
20		25		5				
	10	12	10	5	8	5	8	51
20		25		70				
	55	12	12	13	14	13	15	79

TABLE 27A—Continued

Experimental Group Measurements								
Number in Sample	California Personality Test							Social Adjustment Score
	Percentile Rank	a	b	c	d	e	f	
21	10	1	9	5				
	65	9	9	7	3	11	9	48
22	10	25		90				
	25	12	9	14	13	10	9	68
23	10	1		20				
	25	6	7	10	7	9	7	48
24	25	1		50				
	65	6	7	12	7	8	6	46
25	25	1		30				
	65	8	11	11	10	3	6	51
26	70	25		90				
	75	12	8	14	15	12	13	74
27	70	14	9	13	15	11	7	69
	75	90		90				
28	75	15	12	14	13	11	12	77
	70	90		99				
29	70	15	10	15	13	12	13	70
	95	25	13	16	15	12	14	81
30	20	5		5				
	45	10	7	7	10	7	8	49
31	80	45		70				
	80	13	15	13	14	11	13	77
32	25	25		70				
	20	12	14	13	11	9	12	71
33	65	70		99				
	65	14	13	15	13	13	13	61
34	45			70				
	25	13	9	13	15	13	11	74
35	90			90				
	50	15	13	14	14	13	11	80

TABLE 27A--Continued

Experimental Group Measurements								
California Personality Test								
Number in Sample	Percent- tile Rank	2 a	2 b	2 c	2 d	2 e	2 f	social adjust- ment score
29	40	90		70				
		15	14	13	11	14	13	80
30	45	90		90				
		15	12	14	12	13	13	79
30	5	25		10				
		12	12	9	8	8	13	62
31	10	70		50				
		14	11	12	12	7	13	69
31	5	1		50				
		9	6	12	6	7	7	47
32	10	45		90				
		13	12	14	13	12	12	76
32	10	45		50				
		13	10	11	8	9	8	56
33	25	90		90				
		15	12	14	11	11	8	71
33	45	70		90				
		14	13	14	13	12	9	75
34	35	90		99				
		15	13	15	15	12	13	83
34	25	70		70				
		14	10	13	11	11	12	71
35	55	70		90				
		14	11	14	14	13	14	80
35	5	25		5				
		12	4	6	4	5	7	30
36	95	70		99				
		14	15	15	15	13	15	87
36	20	45		10				
		13	13	9	7	9	14	65
36	25	90		99				
		15	14	15	15	8	15	80

TABLE 27A--Continued

Experimental Group Measurements								
Number in Sample	California Personality Test							Social Adjust- ment Score
	Percent- tile Rank	a	b	c	d	e	f	
37	35	23		30				
		12	12	11	10	12	7	64
38	40	10		90				
		11	13	12	13	12	8	69
39	25	11	9	14	13	12	12	71
		45		99				
40	40	13	12	15	14	12	13	79
		45		70				
41	30	13	8	13	14	13	12	73
		90		90				
42	90	15	13	14	15	14	14	85
		70		50				
43	35	14	14	12	15	12	12	79
		90		90				
44	95	15	15	14	14	13	15	86
		1		5				
45	30	5	8	6	10	7	12	48
		10		10				
46	30	11	11	9	12	10	12	55
		1		5				
47	5	9	6	6	7	9	9	46
		1		50				
48	35	9	4	12	10	7	11	53
		45		50				
49	15	13	13	12	4	12	9	63
		45		90				
50	95	13	15	14	14	13	14	83
		90		99				
51	35	15	12	15	13	13	13	61
		90		99				
52	70	15	14	15	15	13	15	85

TABLE 27A--Continued

Experimental Group Measurements								
<u>California Personality Test</u>								
Number in Sample	Percentile Rank	2	3	4	5	6	7	Social Adjustment Score
45	10	90		50				67
	50	15	10	12	9	12	9	
46	50	15	12	15	12	12	10	76
	70	45		90				55
	95	13	6	14	11	3	3	
		13	14	14	15	12	15	83

Number in Sample	Percentile Rank	Total Score	Percentile Rank	Number in Sample	Percentile Rank	Total Score	Percentile Rank
1	35	111	15	8	5	81	5
	90	137	40		90	154	78
2	75	148	55	9	65	145	60
	95	140	40		99	167	95
3	55	140	40	10	25	119	20
	90	162	90		95	154	75
4	70	152	70	11	40	135	35
	90	157	80		80	150	65
5	55	133	35	12	65	144	50
	90	143	45		95	163	95
6	90	152	70	13	40	125	25
	95	157	80		95	170	95
7	90	156	80	14	60	142	45
	95	169	95		90	154	75



TABLE 27A--Continued

Experimental Group Measurements							
Number in Sample	California Personality Test						
	Percentile Rank	Total Score	Percentile Rank	Number in Sample	Percentile Rank	Total Score	Percentile Rank
15	1	66	1	28	50	133	35
	90	169	95		60	151	65
16	20	104	10	29	50	148	60
	95	168	95		75	149	60
17	45	134	35	30	20	104	10
	95	168	95		35	121	20
18	35	116	15	31	5	91	5
	95	170	95		60	128	30
19	55	145	50	32	10	104	10
	80	152	70		40	131	30
20	5	103	10	33	55	144	50
	75	151	65		90	163	90
21	5	100	10	34	40	131	30
	30	147	55		60	152	70
22	5	94	5	35	1	75	5
	5	107	10		95	171	95
23	5	112	15	36	25	122	20
	50	157	80		80	139	40
24	35	145	50	37	20	129	30
	65	153	70		35	136	35
25	70	153	70	38	40	132	30
	85	167	95		75	147	55
26	5	106	10	39	45	135	35
	65	155	75		95	167	95
27	40	126	30	40	75	145	50
	95	155	75		95	174	95

TABLE 27A--Continued

Experimental Group Measurements							
Number in Sample	California Personality Test						
	Percentile Rank	Total Score	Percentile Rank	Number in Sample	Percentile Rank	Total Score	Percentile Rank
41	5	112	15	44	85	146	55
	10	117	20		95	160	85
42	5	91	5	45	30	118	20
	5	118	20		60	147	55
43	20	116	15	46	10	130	30
	90	169	95		90	169	95

Control Group Measurements

Number in Sample	Code Number	Age in Months	Sex	Grade	Mental Maturity Test			
					V.	N.V.	M.A.	I.Q.
1	283	168	F	9	98	103	171	106
2	130	172	F	9	107	107	184	107
3	285	178	F	9	81	106	168	94
4	286	168	F	9	90	90	156	90
5	105	168	F	9	119	119	201	119
6	107	179	F	9	107	95	184	103
7	282	169	F	9	92	108	170	100
8	98	175	F	9	114	102	190	109
9	96	178	F	9	103	96	179	100
10	284	175	F	9	84	97	161	92
11	288	176	F	10	115	113	201	114
12	287	189	F	10	97	85	174	92
13	128	191	F	11	113	83	191	100
14	80	191	F	10	106	97	196	102
15	142	186	F	10	103	96	187	100
16	00	182	F	10	116	109	207	113
17	290	182	F	10	113	102	199	109
18	66	192	F	11	107	100	200	104
19	88	194	F	10	105	95	192	100

TABLE 27A--Continued

Control Group Measurements								
Number in Sample	Code Number	Age in Months	Sex	Grade	Mental Maturity Test			
					V.	N.V.	M.A.	I.Q.
20	101	180	M	10	117	109	204	113
21	141	180	M	10	108	105	191	107
22	117	190	M	10	100	94	186	98
23	118	181	M	10	109	87	182	100
24	72	198	F	11	99	93	186	97
25	138	209	F	12	114	80	190	99
26	136	202	F	11	95	83	172	90
27	000	193	F	10	91	80	165	86
28	140	199	F	11	105	99	196	102
29	76	197	F	11	100	97	190	99
30	81	193	M	10	95	98	186	97
31	306	206	F	12	84	86	163	85
32	242	204	F	12	90	99	180	94
33	69	213	F	12	91	93	177	92
34	71	199	M	11	84	95	171	89
35	134	198	M	10	94	94	186	94
36	75	212	M	12	104	95	191	99
37	123	209	M	12	107	93	194	101
38	258	216	M	12	89	84	167	87
39	235	204	M	12	95	100	187	97
40	68	215	F	12	89	81	163	85
41	126	213	M	12	91	99	182	95
42	77	207	M	12	114	111	217	113
43	111	208	F	12	107	95	195	102
44	79	191	F	11	113	105	211	110
45	269	204	F	12	98	79	172	90
46	251	204	F	12	91	102	184	96
American Home Scale								
Number in Sample	1	2	3	4	Total Score	Social Class		
1	12	7	12	4	35	17.00 10.75		
2	12	5	10	4	31	52.25 51.50		
3	13	6	6	10	35	26.00 9.37		

TABLE 27A--Continued

Control Group Measurements						
Number in Sample	American Home Scale				Total Score	Social Class
	1	2	3	4		
4	9	7	12	6	34	31.62 19.75
5	21	7	8	13	49	38.16 20.37
6	12	6	13	10	41	88.37 67.00
7	8	5	11	5	29	38.37 36.25
8	12	5	12	8	37	93.00 77.75
9	10	5	13	6	34	66.37 33.75
10	6	6	12	4	28	18.87 17.75
11	9	5	11	5	30	51.75 62.37
12	7	7	8	4	26	47.87 46.50
13	12	5	11	6	34	51.62 59.25
14	10	7	6	10	33	65.25 88.12
15	12	6	10	6	34	48.37 54.37
16	14	6	11	4	35	64.75 53.50
17	7	5	9	4	25	77.50 72.12

TABLE 27A--Continued

Control Group Measurements						
Number in Sample	American Home Scale				Total Score	Social Class
	1	2	3	4		
18	11	4	11	7	33	64.50 55.87
19	11	5	11	3	30	73.50 92.50
20	9	5	7	5	26	80.00 71.12
21	11	7	11	6	35	81.12 38.12
22	19	4	11	6	40	62.25 61.00
23	13	7	6	7	33	84.00 88.87
24	8	6	6	9	29	70.00 12.00
25	5	5	9	3	22	94.62 95.87
26	9	6	11	8	34	62.12 83.37
27	5	5	9	2	21	87.50 84.25
28	10	4	2	5	21	81.62 93.37
29	7	5	13	5	30	58.37 30.87
30	6	6	13	5	30	75.50 61.12
31	10	7	6	4	27	52.37 34.87

TABLE 27A--Continued

Control Group Measurements							
Number in Sample	American Home Scale					Total Score	Social Class
	1	2	3	4			
32	7	2	7	4		20	75.25 70.00
33	5	6	13	3		27	73.87 40.62
34	10	4	11	5		30	48.87 69.75
35	14	6	11	6		37	94.75 95.37
36	10	3	7	4		24	74.62 52.00
37	9	4	11	4		28	64.50 63.75
38	6	6	6	3		21	79.00 95.87
39	8	4	8	3		23	29.25 11.12
40	8	3	10	6		27	78.75 58.25
41	3	3	9	5		20	72.87 27.75
42	16	5	12	6		39	68.12 53.00
43	5	4	9	3		21	72.00 85.75
44	10	6	9	6		31	82.37 64.50
45	10	6	7	3		26	51.12 17.25
46	5	5	5	2		17	72.75 65.37

TABLE 27A-Continued

Control Group Measurements									
Number in Sample	SRA Youth Inventory								B.D.
	1	2	3	4	5	6	7	8	
1	12	9	10	10	11	8	56	14	11
	2	2	2	2	0	0	3	0	4
	6	2	5	10	17	8	24	14	5
	1	0	1	2	0	0	1	0	
2	66	74	24	54	47	75	24	54	48
	7	14	4	8	2	8	1	4	12
	73	94	30	16	68	38	10	63	57
	8	23	5	3	5	3	0	10	5
3	66	5	5	10	17	18	42	45	11
	7	1	1	2	0	1	2	3	4
	6	2	2	16	17	8	10	14	4
	1	0	0	3	0	0	0	0	
4	90	73	30	10	17	8	11	14	32
	11	14	5	2	0	0	0	0	9
	25	25	24	5	36	18	11	14	15
	3	5	4	1	1	1	0	0	
5	46	64	30	16	36	18	42	45	127
	5	17	5	3	1	1	2	3	9
	15	19	2	10	61	18	19	19	15
	2	4	0	2	4	1	1	1	0
6	66	96	87	93	81	99	97	88	117
	7	24	16	20	8	20	10	12	27
	81	66	60	66	61	80	68	54	60
	9	12	9	10	4	8	4	4	9
7	73	50	54	32	47	18	19	14	34
	8	9	8	5	2	1	1	0	9
	15	57	39	10	51	56	42	14	30
	2	10	6	2	3	5	2	0	
8	81	99	93	91	94	99	99	88	140
	9	29	19	18	17	21	15	12	40
	66	91	84	60	57	99	88	77	91
	7	20	15	9	3	23	6	8	10

TABLE 27A--Continued

Control Group Measurements									
Number in Sample	SRA Youth Inventory								
	1	2	3	4	5	6	7	8	B.D.
9	46	61	60	78	47	71	87	61	63
	5	16	9	13	2	7	6	5	14
	35	78	17	24	16	47	19	34	33
	4	15	3	4	0	4	1	2	2
10	25	19	10	16	17	8	42	14	14
	3	4	2	3	0	0	2	0	4
	35	25	17	16	17	8	10	14	15
	4	5	3	3	0	0	0	0	
11	73	36	74	60	17	88	42	24	51
	8	7	12	9	0	12	2	1	21
	73	57	80	72	36	80	56	45	60
	8	10	14	12	1	9	3	3	
12	73	50	70	32	17	56	24	61	44
	8	9	11	5	0	5	1	5	18
	85	36	39	16	47	80	24	45	41
	10	7	6	3	2	9	1	3	
13	35	50	17	23	92	37	87	72	50
	4	9	3	4	14	3	6	7	16
	55	66	30	45	86	47	68	77	57
	6	12	5	7	11	4	4	8	5
14	46	61	65	60	86	64	68	72	63
	5	11	10	9	11	6	4	7	23
	95	94	84	86	98	88	88	72	117
	14	22	15	16	25	12	6	7	
15	66	57	40	69	17	37	56	45	43
	7	10	6	11	0	3	3	3	10
	85	73	54	54	61	28	56	24	50
	10	14	8	8	4	2	3	1	5
16	55	50	60	93	61	64	90	45	64
	6	9	9	20	4	6	7	3	20
	55	86	5	72	47	71	68	24	51
	6	18	1	12	2	7	4	1	



TABLE 27A--Continued

Control Group Measurements									
Number in sample	<u>SRA Youth Inventory</u>								E.D.
	1	2	3	4	5	6	7	8	
17	95	94	60	92	67	88	56	68	90
	14	22	9	19	5	12	3	6	16
	92	96	74	86	61	46	68	54	76
	12	24	12	16	4	4	4	4	
18	78	45	84	60	35	86	56	72	62
	8	8	15	9	1	11	3	7	20
	82	9	80	73	36	71	43	54	51
	9	2	14	12	1	7	2	4	
19	98	74	95	94	87	71	24	45	95
	11	14	21	21	11	7	1	3	35
	99	99	91	98	61	99	99	94	147
	21	30	18	25	4	22	12	15	
20	70	98	90	92	84	68	90	48	88
	8	29	15	13	8	6	6	3	25
	88	92	80	46	88	82	45	48	74
	12	22	11	6	9	9	2	3	8
21	60	57	94	98	96	82	97	57	96
	7	11	18	23	16	9	8	4	35
	51	33	29	28	55	18	63	28	28
	6	7	3	4	3	1	3	1	3
22	80	50	80	61	75	59	45	48	55
	10	10	11	8	6	5	2	3	21
	51	60	70	28	75	88	45	71	56
	6	12	9	4	6	11	2	6	6
23	93	90	90	88	54	72	99	86	96
	14	21	15	15	3	7	12	9	29
	99	80	93	94	75	79	98	93	106
	19	17	17	18	6	8	9	12	15
24	81	88	60	54	47	91	78	61	70
	9	19	9	8	2	13	5	5	14
	24	19	2	2	17	8	10	14	7
	3	4	0	0	0	0	0	0	

TABLE 27A--Continued

Control Group Measurements									
Number in Sample	<u>SRA Youth Inventory</u>								B.D.
	1	2	3	4	5	6	7	8	
25	92	99	96	94	81	99	99	97	157
	12	34	22	21	8	24	17	19	44
	92	98	97	99	84	99	99	99	166
	12	27	23	31	10	24	14	25	21
26	73	66	30	78	57	91	68	34	60
	8	12	5	13	3	13	4	2	16
	92	99	93	83	47	95	68	90	108
	12	28	19	15	2	15	4	13	14
27	96	65	97	95	81	98	88	80	113
	15	12	23	22	8	18	6	9	49
	96	91	88	89	36	97	90	87	121
	15	20	16	17	1	17	7	11	
28	90	91	70	38	81	91	94	97	95
	11	20	11	6	8	13	8	18	30
	81	99	99	72	99	99	99	99	172
	9	30	30	12	28	20	18	25	26
29	46	86	2	78	82	95	24	54	65
	5	18	0	13	9	15	1	4	10
	6	13	2	32	72	37	24	61	24
	1	3	0	5	6	3	1	5	
30	84	87	80	88	88	49	90	38	78
	11	20	11	15	9	4	6	2	20
	88	57	75	53	85	19	84	28	57
	12	13	10	7	8	1	5	1	
31	46	13	87	23	57	75	94	24	48
	5	3	16	4	3	8	8	1	25
	35	13	45	38	17	29	78	24	28
	4	3	7	6	0	2	5	1	
32	55	91	98	94	57	75	87	45	92
	6	20	25	21	3	8	6	3	37
	47	73	94	81	47	37	98	83	79
	5	14	20	14	2	3	11	10	

TABLE 27A--Continued

Control Group Measurements									
Number in Sample	<u>SRA Youth Inventory</u>								B.D.
	1	2	3	4	5	6	7	8	
33	74	73	77	73	47	86	87	72	81
	9	22	13	12	2	11	6	7	21
	66	83	45	24	16	8	24	24	35
	7	15	7	4	0	0	1	1	
34	70	57	11	45	33	82	45	48	41
	8	11	1	6	1	9	2	3	7
	51	80	37	45	89	82	96	78	67
	6	17	4	6	10	9	8	7	
35	88	83	99	99	99	97	98	95	163
	12	18	33	34	26	17	9	14	62
	99	70	99	99	99	99	99	99	185
	21	14	34	33	35	26	21	31	35
36	80	60	28	86	75	90	84	94	75
	10	12	3	14	6	12	5	13	14
	42	37	75	65	65	49	45	38	44
	5	8	10	9	4	4	2	2	
37	60	99	29	71	65	90	45	57	73
	7	31	3	10	4	12	2	4	9
	95	94	29	12	55	68	76	81	65
	15	24	3	2	3	6	4	8	4
38	84	98	98	66	71	68	99	48	98
	11	26	23	9	5	6	15	3	33
	80	98	99	99	96	98	99	98	169
	10	26	29	29	16	20	21	18	
39	42	5	18	38	16	39	63	13	19
	5	1	2	5	0	3	3	0	4
	12	5	4	3	16	8	13	28	4
	2	1	0	0	0	0	0	1	
40	81	36	87	83	82	86	95	80	85
	9	7	16	15	9	11	9	9	27
	66	13	70	38	81	80	94	24	53
	7	3	11	6	8	9	8	1	

TABLE 27A--Continued

Control Group Measurements									
Number in Sample	<u>SRA Youth Inventory</u>								B.D.
	1	2	3	4	5	6	7	8	
41	93	94	98	7	88	31	74	98	118
	14	24	22	22	9	2	7	18	42
	32	27	11	7	45	39	13	48	20
	4	6	1	1	2	3	0	3	2
42	43	73	37	60	70	90	94	78	63
	5	15	4	8	5	12	7	7	14
	51	60	4	28	91	49	84	57	46
	6	12	0	4	11	4	5	4	
43	92	88	70	60	36	56	97	77	75
	12	19	11	9	1	5	10	8	20
	94	96	65	78	36	80	97	97	98
	13	24	10	13	1	9	10	18	9
44	55	97	45	96	84	97	90	96	112
	6	25	7	22	10	18	7	17	23
	85	98	24	80	81	46	78	24	72
	10	26	4	14	8	4	5	1	
45	73	9	80	72	36	8	77	54	46
	8	2	14	12	1	0	5	4	20
	35	2	10	10	16	8	43	14	10
	4	0	2	2	0	0	2	0	
46	73	25	95	91	61	75	94	68	77
	8	5	21	17	4	8	8	6	36
	67	25	94	86	75	37	94	45	69
	7	5	20	16	7	3	8	3	

TABLE 27A--Continued

Control Group Measurements							
Number in Sample	California Personality Test						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
1	35	15	13	15	95	15	81
	8				15		
	15	15	14	15	80	13	77
	6				14		
2	45	15	12	15	35	12	74
	9				11		
	45	14	13	15	35	12	74
	9				11		
3	25	13	11	12	35	9	63
	7				11		
	45	14	14	14	95	13	79
	9				15		
4	5	14	14	15	35	11	70
	5				11		
	25	15	14	15	10	11	70
	7				8		
5	45	15	14	15	80	11	78
	9				14		
	95	15	15	15	80	14	87
	14				14		
6	15	13	11	15	65	8	66
	6				13		
	15	13	14	15	65	11	72
	6				13		
7	35	14	11	14	15	12	68
	8				9		
	90	15	13	14	25	11	76
	13				10		
8	5	15	12	15	5	4	57
	5				6		
	60	15	14	14	45	7	70
	10				10		

TABLE 27A--Continued

Control Group Measurements							
Number in Sample	<u>California Personality Test</u>						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
9	70				80		78
	11	12	15	15	14	11	
	80				95		
10	12	14	14	15	15	13	83
	25				65		
	7	14	13	13	13	14	
11	35	15	15	15	80	15	82
	8				14		
	45	14	13	15	25	9	
12	9	14	13	15	10	7	70
	45	14	13	15	50	7	
	9				12		
13	70				65		75
	11	15	15	15	13	6	
	35	15	12	15	10	6	
14	8				8		64
	35	11	8	12	80	7	
	8				14		
15	80	15	10	15	80	10	76
	12				14		
	60	13	10	13	15	8	
16	10	12	10	11	9	12	61
	60				5		
	10				6		
17	25	14	13	13	50	9	68
	7	13	12	14	12	10	
	35				35		
18	8				11		68
	45	8	12	11	15	13	
	9				9		
19	60	12	12	13	35	13	71
	10				11		

TABLE 27A--Continued

Control Group Measurements							
Number in Sample	<u>California Personality Test</u>						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
17	35				65		72
	8	13	13	15	13	10	
	5 5	12	12	15	95 15	11	
18	45				50		74
	9	13	14	13	12	13	
	70 11	13	12	14	25 10	10	
19	60				1		52
	10	8	11	7	3	13	
	45 9	13	14	10	5 7	11	
20	90				35		77
	13	13	15	14	11	11	
	60				50		
	10	13	14	13	12	11	
21	5				5		59
	5	8	6	14	6	10	
	60				50		
	10	14	12	15	12	13	
22	60				35		66
	10	11	14	12	11	8	
	80				80		
	12	13	15	13	14	7	
23	45				45		64
	9	9	15	10	10	11	
	45 9	13	15	7	5 7	12	
24	25				5		61
	7	14	11	11	7	11	
	90				80		
	13	13	12	15	14	14	

TABLE 27A--Continued

Control Group Measurements							
Number in Sample	California Personality Test						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
25	35	10	15	14	65	8	68
	8				13		
	45	14	13	15	95	7	73
	9				15		
26	15	12	10	10	1	6	49
	6				5		
	35	13	15	14	5	7	63
	8				6		
27	5	7	11	10	1	6	43
	5				4		
	1	11	11	10	10	9	53
	4				8		
28	45	12	5	14	5	8	55
	9				7		
	45	11	6	13	10	3	50
	9				8		
29	80	14	15	14	80	14	83
	12				14		
	80	15	15	15	50	12	81
	12				12		
30	45	8	9	11	35	7	55
	9				11		
	45	10	10	11	5	8	54
	9				6		
31	80	10	13	14	25	8	67
	12				10		
	90	15	14	14	95	8	79
	13				15		
32	60	13	14	15	25	8	70
	10				10		
	60	15	14	14	25	3	66
	10				10		



TABLE 27A--Continued

Control Group Measurements							
Number in Sample	<u>California Personality Test</u>						Self Adjust- ment Score
	1 a	1 b	1 c	1 d	1 e	1 f	
33	60				60		77
	10	13	15	15	14	10	
	65 9	15	14	14	80 14	12	
34	35				95		69
	8	5	14	14	15	12	
	70 11	14	15	14	80 14	15	
35	25				1		44
	7	11	5	8	4	9	
	35 8	12	9	13	5 7	8	
36	90				65		76
	13	14	14	13	13	9	
	80 12	13	13	11	50 12	10	
37	25				10		67
	7	14	14	15	8	9	
	70 11	15	15	15	65 13	9	
38	25				10		51
	7	11	12	12	8	1	
	5 5	7	10	12	5 6	2	
39	80				25		65
	12	11	13	11	10	8	
	95 14	14	13	14	95 15	12	
40	1				5		52
	4	9	11	12	7	9	
	45 9	11	11	15	10 8	10	

TABLE 27A--Continued

Control Group Measurements								
Number in Sample	California Personality Test						Self Adjust-ment Score	
	1 a	1 b	1 c	1 d	1 e	1 f		
41	45	12	14	15	65	9	72	
	9				13			
42	45	14	14	15	80	15	81	
	9				14			
43	95	13	13	14	65	15	82	
	14				13			
	90				80			
44	13	14	10	14	14	14	79	
	15				35			
	6				11			
45	15	14	15	15	50	5	67	
	6				12			
	15				50			
46	80	14	14	15	12	5	66	
	12				12			
	15				12			
47	70	11	11	8	65	13	67	
	11				13			
	90				65			
48	13	12	13	14	13	15	78	
	15				1			
	6				5			
49	80	10	13	13	50	8	55	
	12				12			
	12				12			
50	15	10	14	14	12	14	76	
	6				1			
	6				3			
51	6	12	13	13	1	4	51	
	6				1			
	6				5			
52	6	12	13	13	5	5	53	
	6							
	6							
Number in Sample	Percentile Rank	2 a	2 b	2 c	2 d	2 e	2 f	Social Adjust-ment Score
	90	90	14	90	15	15	13	86
	90	15	13	15	15	15	14	87

TABLE 27A--Continued

Control Group Measurements								
Number in Sample	California Personality Test							Social Adjustment Score
	Percentile Rank	2 a	2 b	2 c	2 d	2 e	2 f	
2		70		50				
	65	14	14	12	14	11	12	77
		45		90				
3	65	13	11	14	14	12	14	78
		25		70				
	30	12	10	13	10	11	12	68
4		1		1				
	85	8	6	1	0	2	2	19
		70		70				
5	45	14	12	13	15	14	14	82
		25		50				
	45	12	13	12	15	11	6	69
6		90		70				
	80	15	15	13	13	15	11	82
		90		90				
7	95	15	15	14	14	14	15	87
		90		70				
	35	15	10	13	14	12	10	74
8		90		90				
	40	15	10	14	15	13	9	76
		75		50				
9	40	13	14	12	9	14	8	70
		10		70				
	75	11	12	13	13	14	5	68
8		90		70				
	20	15	12	13	13	12	11	76
		90		90				
9	45	15	15	14	13	12	13	82
		90		99				
	80	15	15	15	15	15	13	88
9		90		99				
	90	15	15	15	15	14	14	88

TABLE 27A--Continued

Control Group Measurements								
Number in Sample	<u>California Personality Test</u>							Social Adjust- ment Score
	Per- cent- tile Rank	a	b	c	d	e	f	
10	65	90 15	11	90 14	15	15	13	83
	90	70 14	11	50 12	15	15	13	80
11	45	70 14	11	70 13	13	14	14	79
	45	25 12	13	90 14	14	15	13	81
12	70	70 14	13	90 14	15	15	13	74
	30	90 15	10	20 10	11	14	10	70
13	25	70 14	7	50 12	9	14	7	63
	75	90 15	11	90 14	11	11	10	72
14	30	45 13	14	30 11	11	10	13	72
	25	45 13	12	20 10	2	11	14	62
15	40	90 15	10	99 15	14	13	9	76
	40	70 14	12	99 15	12	9	8	70
16	30	70 14	10	70 13	13	9	11	70
	50	10 11	10	70 13	14	5	7	60
17	55	70 14	10	70 13	12	13	10	72
	45	70 14	11	50 12	11	14	12	74

TABLE 27A--Continued

<u>Control Group Measurements</u>								
Number in Sample	<u>California Personality Test</u>							Social Adjust-ment Score
	Percent- tile Rank	2 a	2 b	2 c	2 d	2 e	2 f	
18		90		50				
	65	15	9	12	15	12	14	77
		90		99				
	45	15	10	15	15	12	10	77
19		45		30				
	10	13	9	11	13	10	10	66
		25		99				
	30	12	9	15	14	9	4	63
20		70		70				
	80	14	15	13	12	13	12	79
		70		90				
	60	14	10	14	10	12	13	73
21		70		20				
	25	14	12	10	7	10	10	63
		70		70				
	75	14	12	13	13	11	10	73
22		1		50				
	35	9	11	12	12	11	10	65
		10		70				
	65	11	14	13	9	10	13	70
23		70		5				
	30	14	9	7	6	10	10	56
		90		10				
	30	15	9	9	7	10	8	58
24		45		70				
	25	13	11	13	14	12	14	77
		90		99				
	90	15	14	15	13	12	14	83
25		25		70				
	40	12	14	13	12	12	12	75
		90		70				
	60	15	9	13	12	13	14	76

TABLE 27A--Continued

Control Group Measurements								
Number in Sample	<u>California Personality Test</u>							Social Adjust- ment Score
	Per- centile Rank	2 a	2 b	2 c	2 d	2 e	2 f	
26		25		20				
	10	12	10	10	13	8	14	67
		25		20				
	30	12	12	10	14	11	13	72
27		45		5				
	5	13	12	8	12	8	11	64
		10		70				
	15	11	11	13	11	9	8	65
28		70		99				
	15	14	13	15	6	11	9	68
		90		90				
	10	15	14	14	6	14	6	74
29		25		30				
	95	12	13	11	9	10	10	65
		90		90				
	90	15	14	14	12	9	13	77
30		5		5				
	15	10	11	8	7	9	15	60
		1		5				
	15	6	7	7	5	6	7	38
31		90		70				
	40	15	12	13	10	13	9	72
		90		70				
	75	15	14	13	15	14	12	83
32		90		50				
	45	15	12	12	12	11	9	71
		90		70				
	35	15	12	13	14	14	13	81
33		90		90				
	80	15	10	14	15	11	12	77
		70		99				
	80	14	11	15	15	13	14	82

TABLE 27A--Continued

Control Group Measurements								
Number in Sample	California Personality Test							Social Adjust-ment Score
	Per- cent- tile Rank	2 a	2 b	2 c	2 d	2 e	2 f	
34		70		70				
	40	14	13	13	14	13	15	82
	90			1				
35	95	15	13	5	4	7	8	52
		1		5				
	5	9	9	8	12	7	5	50
36		10		5				
	20	11	7	7	8	7	13	53
		70		70				
37	75	14	11	13	11	10	8	67
		45		70				
	50	13	12	13	10	10	8	66
38		45		20				
	40	13	8	10	12	11	8	62
		45		50				
39	80	13	10	12	12	13	10	70
		70		5				
	10	14	12	7	12	12	10	67
40		5		5				
	5	10	8	6	9	5	13	51
		90		30				
41	35	15	5	11	13	12	10	66
		25		99				
	90	12	11	15	14	14	11	77
42		70		20				
	10	14	10	10	12	9	10	65
		90		30				
43	30	15	13	11	13	9	12	73
		90		90				
	55	15	13	14	11	13	10	76
44		90		99				
	90	15	14	15	15	13	15	87

TABLE 27A--Continued

Control Group Measurements								
California Personality Test								
Number in Sample	Percentile Rank	2	2	2	2	2	2	Social Adjustment Score
42	90	70		90				79
		14	14	14	15	9	13	
43	85	70		90				80
		14	15	14	14	10	13	
44	40	90		70				77
		15	11	13	13	14	11	
45	35	90		70				79
		15	11	13	14	15	11	
46	40	90		90				72
		15	15	14	7	11	10	
47	80	90		90				71
		15	14	14	8	9	11	
48	10	70		70				68
		14	10	13	10	13	9	
49	75	90		90				74
		15	9	14	15	9	12	
50	10	70		50				71
		14	14	12	13	11	7	
51	75	75		10				65
	15	13	12	9	11	10	10	
Number in Sample	Percentile Rank	Total Score	Percentile Rank	Number in Sample	Percentile Rank	Total Score	Percentile Rank	
								Total Score
1	95	167	95	4	90	152	70	
	95	164	90		35	139	40	
2	65	151	65	5	90	160	85	
	70	152	70		95	174	95	
3	30	131	30	6	50	140	40	
	1	98	5		60	148	60	



TABLE 27A--Continued

Control Group Measurements							
Number in Sample	<u>California Personality Test</u>						
	Percentile Rank	Total Score	Percentile Rank	Number in Sample	Percentile Rank	Total Score	Percentile Rank
7	35	138	40	19	25	118	20
	30	144	50		20	127	25
8	60	113	35	20	75	156	80
	90	152	70		45	146	55
9	95	166	95	21	20	122	20
	95	171	95		45	149	60
10	90	157	80	22	25	131	30
	80	162	90		35	144	50
11	75	149	60	23	10	120	20
	85	151	65		15	121	20
12	50	149	60	24	65	138	40
	35	134	35		90	164	90
13	20	123	25	25	55	143	45
	40	148	60		60	149	60
14	40	135	35	26	30	116	15
	20	123	25		40	135	35
15	60	144	50	27	20	107	10
	35	138	40		20	116	15
16	35	132	30	28	30	123	25
	15	131	30		50	124	25
17	40	114	15	29	25	148	60
	50	144	50		65	158	80
18	65	151	65	30	15	115	15
	65	147	55		5	92	5

TABLE 27A--Continued

Control Group Measurements							
Number in Sample	<u>California Personality Test</u>						
	Per- cent- tile Rank	Total Score	Per- cent- tile Rank	Number in Sample	Per- cent- tile Rank	Total Score	Per- cent- tile Rank
31	40	139	40	39	25	131	30
	90	162	90		65	159	85
32	40	141	45	40	25	117	20
	85	147	55		45	137	40
33	65	154	75	41	60	148	60
	90	160	85		95	168	95
34	90	150	65	42	75	161	85
	5	135	35		80	159	85
35	5	94	5	43	65	144	50
	5	110	15		75	145	50
36	30	143	45	44	40	139	40
	25	137	40		40	149	60
37	20	129	30	45	30	123	25
	35	148	60		50	150	65
38	30	118	20	46	40	122	20
	5	93	5		25	118	20

APPENDIX B

Name \_\_\_\_\_  
 Age \_\_\_\_\_ Sex \_\_\_\_\_  
 Grade in School \_\_\_\_\_

A SELF RATING SCALE FOR SOME DEVELOPMENTAL TASKS

Instructions: Please read each statement and check the response which most nearly expresses the way you feel about the item. Please check one of the blank spaces in each instance - not a space where there is already an X.

Section I.

Item	Response				
	No	Yes	Only Slightly	Moderately	Definitely
1. I am interested in the activities of my own age group.	_____	<u>X</u>	_____	_____	_____
2. I am influenced by persons besides my parents.	_____	<u>X</u>	_____	_____	_____
3. The person I desire most to be like is one of my parents.	_____	_____	<u>X</u>	<u>X</u>	<u>X</u>
4. The person I desire most to be like is an adult whom I have read about, heard about, or have seen in the movies but have never met.	_____	_____	<u>X</u>	<u>X</u>	<u>X</u>
5. The person I desire most to be like is an adult (other than one of my parents) whom I know personally.	_____	_____	<u>X</u>	<u>X</u>	<u>X</u>

## APPENDIX B--Continued

Item	Response				
	No	Yes	Only Slightly	Moderately	Definitely
6. The person I desire most to be like is between 18 and 25 years of age.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
7. The person I desire most to be like is under 18 years of age.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
8. The person I desire most to be like is over 25 years of age.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
9. I dislike following rules which I did not help make.	___	<u>X</u>	___	___	___
10. I like to be away from home occasionally for an overnight visit.	___	<u>X</u>	___	___	___
11. I like to be away from home as much as possible unless I have friends visiting me.	___	<u>X</u>	___	___	___
12. I enjoy receiving gestures of affection from my parents (kisses, hugs, etc.).	___	<u>X</u>	___	___	___
13. My parents allow me enough personal freedom.	___	<u>X</u>	___	___	___
14. My allowance is enough to provide for my needs.	___	<u>X</u>	___	___	___
15. I get homesick when I am away from home over a weekend.	___	<u>X</u>	___	___	___
16. I enjoy being with my parents.	___	___	___	___	___
17. Some of the rules imposed by others are valuable aids to my own well-being.	___	<u>X</u>	___	___	___

## APPENDIX B--Continued

Item	Response				
	No	Yes	Only Slightly	Moderately	Definitely
18. I am allowed to do my own shopping.	---	<u>X</u>	---	---	---
19. I am allowed to make my own decisions.	---	<u>X</u>	---	---	---
20. I find advice offered by parents and some other adults worthy of consideration.	---	<u>X</u>	---	---	---
21. I think of myself as an adult.	---	<u>X</u>	---	---	---
22. My parents treat me as if I were an adult.	---	<u>X</u>	---	---	---
23. My teachers treat me as if I were an adult.	---	---	---	---	---
24. I would like to be treated as an adult.	---	<u>X</u>	---	---	---
25. Parents are people who are very similar to myself.	---	<u>X</u>	---	---	---
Section II.					
26. (Check only one of A, B, C, or D.)					
A. I have more than two mutual friends (people whom I like who like me too) in my own age group.	---	---	<u>X</u>	<u>X</u>	<u>X</u>
B. I have as many as two mutual friends in my own age group.	---	---	<u>X</u>	<u>X</u>	<u>X</u>
C. I have less than two mutual friends in my age group.	---	---	<u>X</u>	<u>X</u>	<u>X</u>
D. I have no mutual friends in my age group.	---	---	<u>X</u>	<u>X</u>	<u>X</u>

## APPENDIX B--Continued

Item	Response				
	No	Yes	Only Slightly	Moderately	Definitely
27. I feel that I am an accepted member of a teenage group.	___	<u>X</u>	___	___	___
28. I enjoy dating.	___	<u>X</u>	___	___	___
29. I usually date once a week or more.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
30. I seldom have over two dates a month.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
31. I have fewer than two dates a month.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
32. My classmates elect me to fill responsible positions as often as they elect others in my age group.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
33. I change "best friends" over twice a year.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
34. My friendships are usually longer than one year in duration.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
35. I spend most of my leisure time at school with one or more friends.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
36. I spend most of my leisure time at school by myself.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
37. I feel uncomfortable when I am around (boys, girls) the opposite sex.	___	<u>X</u>	___	___	___
38. People of my own age are so uninteresting that I prefer older or younger persons.	___	___	<u>X</u>	<u>X</u>	<u>X</u>

## APPENDIX B--Continued

Item	Response				
	No	Yes	Only Slightly	Moderately	Definitely
Section III.					
39. I obey the rules of the game even when the umpire is not looking.	___	<u>X</u>	___	___	___
40. My behavior is corrected or commented on unfavorably by teachers and other adults outside the home.	___	<u>X</u>	___	___	___
41. My parents try to improve my behavior.	___	<u>X</u>	___	___	___
42. I quarrel with boys my own age.	___	<u>X</u>	___	___	___
43. I quarrel with girls my own age.	___	<u>X</u>	___	___	___
44. I fight with boys my own age.	___	<u>X</u>	___	___	___
45. I fight with girls my own age.	___	<u>X</u>	___	___	___
46. My classmates accuse me of not playing by the rules of the game.	___	<u>X</u>	___	___	___
47. I only obey rules when some larger or older person is there to enforce them.	___	<u>X</u>	___	___	___
48. If I found a \$10.00 bill on the floor in the grocery store it would not be necessary for me to tell the grocer.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
49. Cheating on a test is all right if you don't get caught.	___	___	<u>X</u>	<u>X</u>	<u>X</u>

APPENDIX B--Continued

Item	Response				
	No	Yes	Sometimes	Usually	Regularly
50. I behave the same way when the teacher is in the room as I do when she is out.	___	<u>X</u>	___	___	___
51. I am considered an honest person.	___	<u>X</u>	___	___	___
52. I feel guilty when I cheat on a test, in a game, etc.	___	<u>X</u>	___	___	___
53. I am considered to be a responsible person.	___	<u>X</u>	___	___	___
54. I know the types of foods my body needs for good health.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
55. I eat the foods my body needs for good health without being made to do so.	___	<u>X</u>	___	___	___
56. I brush my teeth twice a day without being reminded to do so.	___	<u>X</u>	___	___	___
57. I get as many hours of sleep as my body needs to feel rested when I get up.	___	<u>X</u>	___	___	___
58. My teeth are checked by a dentist twice a year.	___	<u>X</u>	___	___	___
59. I have never been to a dentist.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
60. I remember to use good posture most of the time.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
61. My body gets a bath every day.	___	<u>X</u>	___	___	___



APPENDIX B--Continued

Item	Response				
	No	Yes	Sometimes	Usually	Regularly
62. I get some outdoor exercise every day.	___	<u>X</u>	___	___	___
63. I drink 6-8 glasses of water daily.	___	<u>X</u>	___	___	___
64. When I get ill I consult a doctor rather than trying one "remedy" after another.	___	<u>X</u>	___	___	___
65. I feel tired most of the time.	___	<u>X</u>	___	___	___
66. When I read I sit up in a good light.	___	<u>X</u>	___	___	___
67. I eat three or more servings of vegetables each day.	___	<u>X</u>	___	___	___
68. I drink more than a pint of milk each day.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
69. I drink as much as a quart of milk each day.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
70. I drink a pint of milk each day.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
71. I drink at least a half pint of milk each day.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
72. I am overweight.	___	___	<u>X</u>	<u>X</u>	<u>X</u>
73. I am underweight.	___	___	<u>X</u>	<u>X</u>	<u>X</u>

APPENDIX B--Continued

Item	Response				
	No	Yes	Sometimes	Usually	Regularly
74. I have to take something for a headache at least once a week.	_____	_____	<u>  X  </u>	<u>  X  </u>	<u>  X  </u>
75. I sleep in a well-ventilated room.	_____	<u>  X  </u>	_____	_____	_____
76. I get a physical examination at least once a year.	_____	_____	_____	_____	_____

## BIBLIOGRAPHY

### Books

- Baber, R. E., Marriage and the Family, New York, McGraw Book Company, 1939.
- Bartlett, F. C., Remembering, London, Cambridge University Press, 1932.
- Bogardus, E. S., Fundamentals of Social Psychology, New York, Century Company, 1924.
- Boynton, F. L., Intelligence, New York, D. Appleton and Co., 1933.
- Bugelski, B. R., A First Course in Experimental Psychology, New York, Henry Holt and Co., 1951.
- Burt, C., The Subnormal Mind, London, Oxford University Press, 1935.
- Cantor, N., The Dynamics of Learning, New York, Foster and Stewart, 1946.
- Cuber, J. F., Sociology, A Synopsis of Principles, New York, Appleton-Century-Crofts, Inc., 1951.
- Dale, Edgar, Audio-Visual Methods in Teaching, New York, The Dryden Press, 1960.
- Davis, Allison, Social Class Influence Upon Learning, Cambridge, Mass., Harvard University Press, 1951.
- Davis, Allison, and Dillard, John, Children of Bondage, American Council on Education, Washington, D.C., 1940.
- Davis, W. A., and Havighurst, R. J., Father of the Man, Boston, Houghton-Mifflin and Company, 1947.
- Dewey, John, How We Think, Boston, D. C. Heath, 1933.
- Freeman, F. N., How Children Learn, New York, Houghton-Mifflin and Company, 1917.
- Freeman, F. S., Individual Differences, New York, Holt and Company, 1934.

- Good, Carter V., Dictionary of Education, New York, McGraw-Hill Book Company, 1945.
- Havighurst, R. J., Developmental Tasks and Education, New York, Longmans, Green and Company, 1951.
- Havighurst, R. J., Human Development and Education, New York, Longmans, Green and Company, 1953.
- Herriot, M. E., Attitudes as a Factor of Scholastic Success, University of Illinois, Urbana, 1929.
- Hollingshead, A. B., Elmtown's Youth, New York, John Wiley and Sons, Inc., 1949.
- Landis, Paul H., Rural Life in Process, New York, McGraw-Hill Book Company, Inc., 1948.
- Lewin, Kurt, Readings in Social Psychology, New York, Henry Holt Company, 1947.
- Lindquist, E. F., Statistical Analysis in Educational Research, Boston, Houghton-Mifflin Company, 1940.
- Murphy, Gardner, Personality, a Biosocial Approach to Origins and Structures, New York, Harper Brothers, 1947.
- Ohman, O. A., Study of Causes of Scholastic Deficiencies in Engineering by the Individual Case Method, University of Iowa Studies in Education, Vol. 3, No. 7, 1927.
- Redl, F., and Wattenberg, W. W., Mental Hygiene in Teaching, New York, Harcourt, Brace and Company, 1951.
- Smith, W. R., Principles of Educational Psychology, New York, Houghton-Mifflin Company, 1928.
- Smith, B. O., Stanley, W. O., and Shores, J. H., Curriculum Development, New York, World Book Company, 1950.
- Stratemeyer, F. B., Forkner, H. L., and McKim, M. G., Developing a Curriculum, New York, Bureau of Publications, Teachers College, Columbia University, 1947.
- Tuttle, H. S., Social Basis of Education, New York, Thomas Y. Crowell Company, 1934.
- Vizetelly, F. H., The Practical Standard Dictionary of the English Language, New York, Funk and Wagnalls Company, 1928.

- Warner, W. L., Democracy in Jonesville, New York, Harper Brothers, 1949.
- Warner, W. L., Havighurst, R. J., and Loeb, M.B., Who Shall Be Educated?, New York, Harper Brothers, 1944.
- Warner, W. L., Meeker, M., and Eells, K., Social Class in America, Chicago, Science Research Associates, 1947.
- Wiles, K., Supervision for Better Schools, New York, Prentice Hall, 1950.

#### Public Documents

- Texas Education Agency, Homemaking Education in Today's World, Bulletin No. 526, November, 1951, p. 26.

#### Reports

- Brownell and Hendrickson, Learning and Instruction, "How Children Learn," National Society for the Study of Education, 49th Yearbook, Part I, 1950.
- Davis, Allison, "Socio-Economic Influences on Children's Learning," Proceedings of the Mid-Century White House Conference on Youth and Children, Health Publications Institute, Raleigh, N. C., 1951, pp. 77-88.
- Frank, L. K., "Fundamental Needs of Children," National Committee for Mental Hygiene (bulletin), 1950.
- Home Economics in the Secondary Schools (bulletin), National Association of Secondary School Principals, October, 1953, Vol. 37, No. 196, p. 52.
- Kerr, W. A., Manual of Instruction, American Home Scale, Psychometric Affiliates, Chicago.

#### Articles

- Davis, Allison, and Hess, R. D., "How Fair Is An I.Q. Test?" Science Digest, XXIX (March, 1951), 43-47.
- Kilpatrick, W. H., "We Learn What We Live," Childhood Education, Vol. 25 (October, 1948), 53-56.
- Komarovsky, Mirra, "The Voluntary Association of Urban Dwellers," American Sociological Review, XI (1946), 686-698.
- Levine, and Murphy, "Learning and Forgetting Controversial Material," Journal Abnormal and Social Psychology, Vol. 38 (1943), 507-517.

Magaret, Ann, and Sherriffs, Alex C., "Personal Factors Influencing the Learning of the First Course in Psychology," Journal of Genetic Psychology, Vol. 37 (1947), 67-77.

Tyler, Ralph W., "Educability and the Schools," Elementary School Journal, XXXIX (December, 1948), 200-212.

Watson, W. S., and Hartman, "Rigidity of Basic Attitudinal Frames," Journal Abnormal and Social Psychology, Vol. 34 (1939), 313-335.