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A study of some personality traits, adjustments, and educational aptitudes of 168 negro teachers in Aiken County, South Carolina

Justine Wilkinson Washington
Atlanta University

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A STUDY OF SOME PERSONALITY TRAITS, ADJUSTMENTS, AND EDUCATIONAL APTITUDES OF 168 NEGRO TEACHERS IN AIKEN COUNTY, SOUTH CAROLINA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY
JUSTINE WILKINSON WASHINGTON

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
JUNE, 1948
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CHAPTER I

INTRODUCTION

Statement of the Problem.— This is a study of some personality traits, adjustments, and educational aptitudes of 168 Negro teachers in Aiken County, South Carolina.

Purposes of the Study.— The purpose of this study may be stated in the following questions:

1. What are the personality traits of the teachers as measured by the Bernreuter Personality Inventory?
2. What are the values of the teachers as measured by the Allport-Vernon Study of Values?
3. What is the adjustment status of the teachers as measured by Bell's Adjustment Inventory?
4. What are the abilities of the teachers as measured by the Stanford Educational Aptitudes Test?
5. What does the Moss Teaching Aptitude Test show concerning the teachers' ability?
6. What is the relationship between the teaching and administration aptitude measured by the Stanford Educational Aptitudes Test and the aptitude measured by the Moss Teaching Aptitude Test?
7. What is the relationship between the personality traits and general teaching aptitude of the teachers?
8. What are the implications of this study for the education of teachers?
Method of Procedure and Nature of Subjects.— In order to achieve the purpose of this study, testing centers were set up in twelve schools as shown in Table 1, page 3 and the subjects reported to the most conveniently located center to take, at one sitting, the following tests which were chosen for use in this study and administered to them: the Bernreuter Personality Inventory,1 A Study of Values by Allport and Vernon,2 Bell's Adjustment Inventory,3 Stanford Educational Aptitudes Test,4 and the Moss Teaching Aptitude Test.5 A sample copy of each test may be found in the Appendix.

The tests were given and scored according to directions outlined in the manual accompanying each test. The data gathered were organized and with the aid of appropriate statistical techniques these data were interpreted in the light of the questions proposed in the statement of purposes of the study.

Supplementary data were secured through questionnaires, interviews, personal letters, and from records on file in the Aiken County Department of Education and the office of the Jeanes Teacher.

1Robert G. Bernreuter, The Personality Inventory (Stanford University, California, 1928).
2Hugh M. Bell, The Adjustment Inventory (Stanford University, California, 1938).
4Milton B. Jensen, Stanford Educational Aptitudes Test (Stanford University, California, 1928).
5F. A. Moss et al., Teaching Aptitude Test (Washington, D. C., 1927).
TABLE 1
LOCATION OF TESTING CENTERS, DATES, AND NUMBER OF
TEACHERS WHO TOOK THE FIVE TESTS AT ONE SITTING

<table>
<thead>
<tr>
<th>Testing Centers</th>
<th>Dates</th>
<th>Number of Teachers Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schofield</td>
<td>November 8, 1946</td>
<td>100</td>
</tr>
<tr>
<td>Central</td>
<td>November 11, 1946</td>
<td>6</td>
</tr>
<tr>
<td>Brinkley</td>
<td>November 13, 1946</td>
<td>10</td>
</tr>
<tr>
<td>Hammond Grove</td>
<td>November 22, 1946</td>
<td>4</td>
</tr>
<tr>
<td>Wagener</td>
<td>December 16, 1946</td>
<td>8</td>
</tr>
<tr>
<td>Ellenton</td>
<td>January 9, 1947</td>
<td>2</td>
</tr>
<tr>
<td>Beulah Grove</td>
<td>January 13, 1947</td>
<td>3</td>
</tr>
<tr>
<td>Aiken Graded</td>
<td>January 16, 1947</td>
<td>6</td>
</tr>
<tr>
<td>Clearwater</td>
<td>January 17, 1947</td>
<td>11</td>
</tr>
<tr>
<td>Aiken</td>
<td>January 22, 1947</td>
<td>3</td>
</tr>
<tr>
<td>Bettis</td>
<td>February 3, 1947</td>
<td>14</td>
</tr>
<tr>
<td>Giger-Jones</td>
<td>March 1, 1947</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>168</td>
</tr>
</tbody>
</table>
As stated previously, 168 Negro teachers were subjects in the study. Of this number 28 were men and 140 were women. There were 173 Negro teachers employed in the entire school system. Those not included in this study were eliminated because of incompleteness of answers to necessary questions or because of absence at the time when the tests were given.

The subjects of this study represented all the Negro schools in the Aiken County school system, including thirty one-teacher schools, twenty-seven two-teacher schools, nine three-teacher schools, and nine schools with four to eighteen teachers. Included in this last group were two high schools and a Junior College for the training of teachers. All other schools in which these teachers worked were elementary schools with first through the seventh or the eighth grade.

Sixty-seven of the subjects were born in various communities in Aiken County; sixty-four were born in neighboring counties in South Carolina. The remaining thirty-seven represented the following states: Georgia, Kentucky, Mississippi, North Carolina, Ohio, Pennsylvania, Texas, Virginia, and Washington, D. C.

The ages of the subjects ranged from twenty to sixty-one with a mean age of 32.98.

The experience of the subjects ranged from no previous experience to thirty-nine years of teaching. The largest number had had from one to fourteen years of experience.

None of these subjects held the Master's degree; however, of the fifty-six who held the Bachelor's degree, twenty had earned from six to twenty-eight hours of graduate credits; sixteen had completed three years of college work; sixty-eight were two-year college graduates; and twenty-eight had less
than two years of college training ranging from high school graduation to one and one-half years of college training.

The majority of the subjects received their training from the colleges in South Carolina. Seventy-five attended Bettis Junior College, which is located in Trenton, South Carolina, on the county line that divides Aiken County from Edgefield County. The data were collected during the school year of 1946-1947.

Pertinent Literature.— The literature that is presented in this section of the thesis will be discussed either as points of view of others or the results of research studies.

Shaffer\(^1\) states that there has been centuries of belief in the idea of separable types of personality which has had an effect on social tradition. Of the most influential of these ancient concepts of personality types was that of the four temperaments advanced by Hippocrates (400 B.C.) and modified by Galen, a Roman physician. It was believed that the four temperaments were due to one or another of the bodily fluids which were called blood, yellow bile, black bile and phlegm and that normal personality was due to a proper balance of all the temperaments. The persistence of this thinking has been a forecast of the more recent concept of integration.

William James held that personality types fall into two divisions, the rationalist or "tender-minded" person who is guided by principles and abstract ideas and tends to be idealistic and religious and the

empiricist or "tough-minded" person who is practical and influenced by facts and expediency.¹

Carl G. Jung's concept of personality types greatly influenced psychological discussions. He proposed two fundamental types of personalities which he called introvert and extrovert. These he sub-divided into four special "function types" called thinking, feeling, sensation, and expression.²

Floyd Henry Allport³ holds that human personality is composed of various traits which he groups into five classes: intelligence, motility, temperament, self-expression, and sociality. To these Dashiell added physique (size, strength, health, and beauty).

Eduard Spranger⁴ believes that men are best known through their evaluative attitudes, which he describes as "the ideally basic types of individuality." These types fall into six categories: the theoretical, economic, aesthetic, social, political, and religious.

Concerning the concept of "types", Shaffer had this to say:

The principal objection to all theories of personality types is to their contention, either implied or directly asserted, that all persons fit exactly in one or another of a small number of classifications .... Persons are alike rather than essentially different in kinds of traits that they possess, but differ in degree, most people showing the trait to an intermediate degree with decreasing numbers

²Ibid., p. 286.
which tend toward the extreme in either direction.¹

Many significant advances in the field of personality have been made through recent research studies. A careful investigation reveals that the same scales used by the writer have been used by other research workers in studying a variety of relationships. From this group eight extending over the period from 1933 to 1946 are selected for review.

In order to make a racial comparison of personality traits, Oran W. Eagleson gave the Bernreuter Personality Inventory to 100 white and 100 Negro college girls with an average age of 19.0 years and 18.9 years respectively. They were drawn from the sophomore and junior classes. Eagleson found that:

The only reliable difference in this study is a tendency for the Negro girls to be more self-sufficient than the white girls. The differences on the other scales are not reliable.²

Ross Stagner³ made a study investigating the validity and reliability of the Bernreuter Personality Inventory as a preliminary step before using the test in an extensive study of college freshman. Two hundred and thirty freshman at the University of Wisconsin took the Bernreuter test during "freshman week" and were invited to call at the experimenter's office to get their scores individually. Scores were given in percentiles and interpreted on the bases of total scores. In the majority of cases the student commented, "That fits me, all right" or words to the same effect.

Very few of the students objected to the description given, and most of these were in response to the introversion scale. The conclusions drawn by Stagner were that the validities of the scales of the Bernreuter Inventory are high, the internal reliabilities of the scales are probably satisfactory for group work, and the measures of central tendency and variability reported by Bernreuter are probably representative of college men in general.

Frances Willard Blake Wallace made a study of intelligence, some personality traits and adjustments of seventy Negro teachers of Panola County, Texas. Among the tests which she used in her study were the Personality Inventory by Robert G. Bernreuter and the Adult Form of the Adjustment Inventory by Hugh M. Bell. She found that the majority of the teachers were average in those traits of personality and adjustment considered, as of the year 1943. Many of those who scored below the norm, but not far enough from the norm to warrant psychiatric or medical attention, would profit by giving attention to their weaknesses. It seemed advisable that steps be taken to secure the cooperation of agencies which may be available for such purposes.

A study to measure neurotic tendency in 100 Negro students (eighty-one women and nineteen men) seeking degrees in the Howard University School of music was conducted by Luis Andres Wheatley and F. C. Sumner, of the Department of Psychology, Howard University. The Bernreuter Personality Inventory and the Allport-Vernon Study of Values were administered to these students. Results indicated that these music students were normal and the most neurotic of these students were more aesthetically minded than the

least neurotic of them. The order of importance of the six values for seventy-five of these music students was: religious, social, aesthetic, political, theoretic, economic. This order conforms more closely to the Allport-Vernon norm for white women.¹

Oran W. Eagleson and Eleanor S. Bell made a study of the values of 164 Negro women students of sophomore standing, at Spelman College, in Atlanta, Georgia to determine cultural differences. Most of the subjects were from the South and their mean age was eighteen years and four months. They found that:

The values for this group of Negro women ranked in the following order as determined by their mean scores: religious, social, political, theoretical, economic, and aesthetic. None of the means varied extremely above or below the average.

... the only agreement between the Negro women and Negro men was that they were most interested in the religious value and least interested in the aesthetic.

There was more agreement between the interest of the Negro women and white women than between the former and white men. The white and Negro women showed their greatest interest in the religious value. The aesthetic was second for the white women and sixth for the Negroes. The social, political, theoretical, and economic were third, fourth, and fifth respectively for the Negro women. Both the Negro women and white men were interested least in the aesthetic value. The latter group placed the religious value fifth and the political and economic were their highest value.

... the order of interest in the six values of the Allport-Vernon Study of Values is determined principally by cultural influences.²

The findings of the study, in which Annie Willie Young gave the Allport-Vernon Study of Values to 100 Morehouse freshman boys and 100 Spelman


²Oran W. Eagleson and Eleanor S. Bell, "The Values of Negro Women College Students," The Journal of Social Psychology, XXII (November, 1945), 149-54.
freshman girls, in Atlanta, Georgia, to determine the dominance of six basic motives in personality as set forth by Eduard Spranger in his book "Types of Men," were in agreement with those obtained from using white subjects. It was also revealed that:

1. The boys show dominance superior to that of the girls in the theoretical, economic, and political attitudes, thus indicating a difference between sex and attitude.
2. The girls show dominance superior to that of the boys in the aesthetic, social, and religious attitudes, also indicating a difference between sex and attitudes.

Charles L. Stone gave the Allport-Vernon Study of Values to 279 Dartmouth College sophomores, of the elementary course in psychology. After completing the tests the students were asked to indicate their vocational intention. Results showed that the teachers-to-be were notable for the high negative economic score, strong aesthetic tendencies, and rather noticeable religious feeling. However, the expected absorption in theory was not manifested in the group.

Acting upon the thesis that there are marked trait differences between teachers, research workers, and administrators, Milton B. Jensen, of Stanford University, attempted to determine them by objective measurement of 307 subjects with the Stanford Educational Aptitudes Test. Concerning this experiment he stated that differences in abilities are continuous and graduated, rather than categorical. Jensen further stated that in view of

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1 Annie Willie Young, "A Study of the Dominance of Six Basic Motives in Personality as Set Forth by Eduard Spranger in His Book "Types of Men,"

evidences from his data one would seem justified in concluding that the Stanford Educational Aptitudes Test measures actual differences between actual abilities and may safely be used for diagnostic and prognostic purposes. In regard to most of the traits studied, the school administrators as a group tended to one extreme, and research workers to the other, while teachers occupied the intermediate position.¹

In summary, it may be said that the points of view and results of studies which have been presented in this section indicate that among the earliest activities within the field of psychology has been the study of personality from many varying angles which resulted in numerous theories. The earlier concept was that persons fit into exact classifications called "types," while the more recent concept is that personality is an integrated whole and persons are alike in the kinds of traits they possess, but differ in the degree to which they show these traits, values, attitudes, or interests.

The Eagleson study in which he made a racial comparison of personality traits revealed that the only reliable difference is that Negro girls were shown to be more self-sufficient than the white girls. From Stagner's study of the validity and reliability of the Bernreuter Inventory it was found that the validity of the scales of this Inventory are high and the reliability is satisfactory for group work. This is the same scale used by Eagleson. In other studies the religious value was found to be the most dominant among white and Negro women and Negro men. The aesthetic

value is least dominant among Negro men and women except for students or teachers of music. In this group the aesthetic value is high. The expected absorption in theory was not manifested in the teachers-to-be in Stone's study. In Jensen's study of trait differences between three groups of educational workers, teachers occupied the intermediate position, while the school administrators as a group tended to one extreme and research workers to the other.
CHAPTER II

ANALYSIS AND INTERPRETATION OF DATA

The data obtained will be analyzed and interpreted in this chapter so as to answer the questions proposed in the statement of the purpose of this study. The interpretation will be assisted by the utilization of appropriate statistical techniques and presented in the order in which the questions were stated.

Personality Traits of the Teachers as Measured by the Bernreuter Personality Inventory.— The Bernreuter Personality Inventory, which was administered to the total group of 168 teachers, has six scales designated by symbols and is designed to measure the following six personality traits through 125 questions: B1-N, neurotic tendency; B2-S, self-sufficiency; B3-I, introversion-extroversion; B4-D, dominance-submission; P1-C, confidence in oneself; and F2-S, sociability. See Appendix.

The range of scores for the six personality traits of the teachers is presented in Table 2, page 14. The inclusive range for the trait of confidence in oneself is 393, which is the highest range of the traits. Its lowest score is -189 and its highest is 203. The trait of sociability has the smallest range, which is 235. Its lowest score is -162 and its highest score is 72. The sizes of the ranges for each of the other four traits are as follows: introversion-extroversion -238, self-sufficiency -240, dominance-submission -278, and neurotic tendency -342.

The mean scores for the six personality traits are shown in Table 3, page 16. As the reader may see dominance-submission has the highest mean score and self-sufficiency, sociability, introversion-extroversion,
TABLE 2
THE RANGE OF SCORES, TOTAL RANGE, AND MEDIAN FOR EACH OF THE SIX TRAITS MEASURED BY THE BERNHEUTER PERSONALITY INVENTORY ADMINISTERED TO 168 NEGRO TEACHERS

<table>
<thead>
<tr>
<th>PERSONALITY TRAITS</th>
<th>RANGE OF SCORES</th>
<th>Total Range</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From</td>
<td>To</td>
<td></td>
</tr>
<tr>
<td>Confidence in onself</td>
<td>-189</td>
<td>203</td>
<td>393</td>
</tr>
<tr>
<td>Neurotic tendency</td>
<td>-206</td>
<td>135</td>
<td>342</td>
</tr>
<tr>
<td>Dominance-submission</td>
<td>-116</td>
<td>161</td>
<td>278</td>
</tr>
<tr>
<td>Self-sufficiency</td>
<td>-132</td>
<td>107</td>
<td>240</td>
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<tr>
<td>Introversion-extroversion</td>
<td>-166</td>
<td>71</td>
<td>238</td>
</tr>
<tr>
<td>Sociability</td>
<td>-162</td>
<td>72</td>
<td>235</td>
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</tbody>
</table>
confidence in oneself, and neurotic tendency follow in the order named. High scores on the test indicate that the trait is possessed to an unfavorable degree while the low scores indicate that the trait is possessed to a favorable degree. The high mean score for the trait of dominance-submission indicates that the group has a tendency to dominate others in "face-to-face situations." The low mean score for self-sufficiency shows that the group dislikes solitude and often seeks advice and encouragement. The group tends to be sociable and gregarious as indicated by the low score for the trait of sociability. The low score for introversion-extroversion suggests that this group of teachers rarely worry, seldom suffer emotional upsets, and rarely substitute day dreaming for action. The low mean score for the trait of confidence in oneself shows that the teacher group tends to be wholesomely self-confident and to be very well adjusted to its environment. The low mean score for the trait of neurotic tendency indicates that the group of teachers tends to be well balanced emotionally. Figure 1, page 17 gives a further illustration of these data.

The differences between the means were considered and the data were interpreted for the critical ratio in order to determine significant differences.

The mean for the trait of dominance-submission is 64.38, while the mean for the trait of self-sufficiency is 6.95. The difference between these two is 57.43. Computation of reliability of this difference yields a critical ratio of 13.45, which means that this difference is very significant. "A statistically significant difference may be defined as one whose "significance ratio" is three or more, the significance ratio being
TABLE 3

THE MEAN OF THE RAW SCORES AND STANDARD DEVIATIONS FOR EACH OF THE SIX TRAITS MEASURED BY THE BERNREUTER PERSONALITY INVENTORY ADMINISTERED TO 168 TEACHERS AND FOR TWO GROUPS DIVIDED ACCORDING TO SEX

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Number</th>
<th>PERSONALITY TRAITS</th>
<th>B4-D</th>
<th>B2-S</th>
<th>F2-S</th>
<th>B3-1</th>
<th>F1-C</th>
<th>B1-N</th>
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</thead>
<tbody>
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<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Teachers</td>
<td>168</td>
<td>64.38</td>
<td>47.50</td>
<td>6.95</td>
<td>30.00</td>
<td>48.00</td>
<td>-57.70</td>
<td>35.00</td>
</tr>
<tr>
<td>Teachers Women</td>
<td>28</td>
<td>55.21</td>
<td>46.62</td>
<td>-8.36</td>
<td>42.12</td>
<td>-47.64</td>
<td>39.59</td>
<td>37.35</td>
</tr>
<tr>
<td>Teachers Men</td>
<td>28</td>
<td>98.07</td>
<td>34.55</td>
<td>14.68</td>
<td>40.56</td>
<td>-36.93</td>
<td>37.52</td>
<td>-59.96</td>
</tr>
</tbody>
</table>
Fig. 1.- Comparison of the six personality traits for the teachers in Aiken County, South Carolina to whom the Bernreuter Personality Inventory was administered.
the ratio between the obtained difference and its standard error.\textsuperscript{1}

The trait of sociability ranks third with a mean of -48.00, which is 54.95 lower than the mean for the trait of self-sufficiency. The critical ratio of this difference is 16.91, which indicates that these two traits are separated reliably.

The fourth highest trait is introversion-extroversion. Its mean is -57.70, which is 9.70 lower than the mean for the trait of sociability. The difference between these two is not significant, since its critical ratio is 2.74.

The trait of confidence in oneself ranks fifth, with a mean score of -67.46. This mean is -9.76 lower than the mean for introversion-extroversion. Computation of the reliability of this difference yields a critical ratio of -1.63, which is usually interpreted as being too small to indicate reliability.

The lowest mean of -92.08 was for neurotic tendency. This mean is 24.62 lower than the mean for the trait of confidence in oneself. The critical ratio of this difference is 3.44, which is regarded as large enough to be significant. These data are presented in Table 4, page 19.

In the further treatment of data, two groups taken from the total group of 168 teachers and equated on the basis of age and training were considered. Twenty-eight men were in one group and twenty-eight women in the other.

According to the size of the mean scores as shown in Table 3, page 16 the six personality traits of the men rank in the same order as for the

\textsuperscript{1}Everet Franklin Lindquist, \textit{A First Course in Statistics} (New York, 1938), p. 122.
TABLE 4

THE SIGNIFICANCE RATIO OF THE DIFFERENCE BETWEEN THE MEANS
FOR THE SIX PERSONALITY TRAITS OF THE BERNEUTER PERSONALITY INVENTORY ADMINISTERED TO 168 TEACHERS

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>B4-D</th>
<th>B2-S</th>
<th>B2-S</th>
<th>F2-S</th>
<th>F2-S</th>
<th>B3-I</th>
<th>B3-I</th>
<th>F1-C</th>
<th>F1-C</th>
<th>B1-N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
</tr>
<tr>
<td>Mean</td>
<td>64.38</td>
<td>6.95</td>
<td>6.95</td>
<td>48.00</td>
<td>48.00</td>
<td>57.70</td>
<td>57.70</td>
<td>57.46</td>
<td>67.46</td>
<td>92.08</td>
</tr>
<tr>
<td>Dm</td>
<td>57.43</td>
<td>54.95</td>
<td>9.70</td>
<td>9.76</td>
<td>24.62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEdm</td>
<td>4.27</td>
<td>3.25</td>
<td>3.54</td>
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<td>7.15</td>
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</tr>
<tr>
<td>CR</td>
<td>13.45</td>
<td>16.91</td>
<td>2.74</td>
<td>1.63</td>
<td>3.44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
total group. However, in case of the women group the same order follow with two exceptions. Introversion-extroversion has the third highest mean, while this trait has the fourth highest for the men. The trait of sociability has the fourth highest mean for the women, while it is the third highest for men.

The mean score of dominance-submission for the men is 98.07, while the mean of this trait for the women is 55.21. The difference between these two is 42.86. Computation of the reliability of this difference yields a critical ratio of 0.67, which is too small to make the difference significant. This means that although the trait of dominance-submission for the men has a higher mean score than for the women, the two are not significantly different for the subjects of these groups. The very high mean scores of this trait for both groups are indicative that they have a tendency to dominate others in face-to-face situations.

The trait of self-sufficiency for men has a mean score of 14.68, while the mean of this trait for the women is -8.36. The difference between these two is 23.04. This difference is not large enough to be considered reliable, for its critical ratio of 2.04 is too small. The mean scores for both groups show that they tend to dislike solitude and often seek advice and encouragement.

The mean score for sociability for men is -36.93. This same trait for the women has a mean of -47.64, which is -10.71 lower than that of the men. The critical ratio of this difference is -1.02 which is usually interpreted as being too small to indicate reliability. These two groups tend to be sociable and gregarious as indicated by their mean scores.

The trait of confidence in oneself for men has a mean score of -86.21, while this same trait for women has a mean of -49.78. Computation of the
reliability of the difference between these means which is -36.43 yields a critical ratio of -1.81. This means that although the mean of this trait for men is lower than for the women, the trait is not significantly different for the subjects of these groups. Both groups tend to be self-confident and to be very well adjusted to their environment.

The mean of the introversion-extroversion trait for the men is -59.96, while this same trait for the women has a mean of -32.88. The difference between this trait for both groups is significant, since its critical ratio is 3.04. These groups tend to be extroverted as indicated by their mean scores.

Neurotic tendency for the men has a mean score of -124.28 and for the women, the mean is -78.93. The difference between these two is -45.32. The critical ratio of this difference is 2.67, which is too small to indicate reliability. The mean scores show that the women are balanced emotionally while the men are very well balanced emotionally. These data for each of the six personality traits for both groups are presented in Table 5.

The findings show that according to the mean scores for the total group of teachers, the trait of dominance-submission ranks first and self-sufficiency, sociability, introversion-extroversion, confidence in oneself, and neurotic tendency follow in the order named. The high score for dominance-submission indicates that the teachers have a tendency to dominate others in face-to-face situations. The low mean score for self-sufficiency shows that the group tends to dislike solitude and often seeks advice and encouragement. The group has a tendency to be extroverted which means it tends to be sociable and gregarious. The group does not seem to have feelings
### TABLE 5

The significance ratio of the difference between the means for the six personality traits of the Bernreuter Personality Inventory administered to 28 women teachers and 28 men teachers equated according to age and training.

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>B4-D</th>
<th>B2-S</th>
<th>F2-S</th>
<th>B3-I</th>
<th>F1-C</th>
<th>B1-N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
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<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>55.21</td>
<td>98.07</td>
<td>-8.36</td>
<td>14.68</td>
<td>-47.64</td>
<td>-36.93</td>
</tr>
<tr>
<td><strong>Dm</strong></td>
<td>42.86</td>
<td>23.04</td>
<td>-10.71</td>
<td>-27.08</td>
<td>-36.43</td>
<td>45.32</td>
</tr>
<tr>
<td><strong>SEdm</strong></td>
<td>63.36</td>
<td>11.27</td>
<td>10.51</td>
<td>8.91</td>
<td>20.10</td>
<td>16.99</td>
</tr>
<tr>
<td><strong>CR</strong></td>
<td>0.67</td>
<td>2.04</td>
<td>-1.02</td>
<td>3.04</td>
<td>-1.81</td>
<td>-3.04</td>
</tr>
</tbody>
</table>
of inferiority, instead, it shows a tendency to be wholesomely self-confident and very well adjusted to its environment. The low mean score for the trait of neurotic tendency shows that the group tends to be well balanced emotionally. The men group and women group fall into the same category as the total group of teachers. The only significant sex difference is in the trait of introversion-extroversion which is in favor of the men.

The Values of the Teachers as Measured by the Allport-Vernon Study of Values.— A Study of Values which was given to the total group of 168 teachers purports to measure the relative prominence of six dominant interest or generalized traits of personality based upon Spranger's "Types of Men": the theoretical, economic, aesthetic, social, political, and religious.\(^1\)

See the Appendix.

In Table 6, page 24, may be seen the ranges for the scores of each of the six values for the total group of teachers on the Study of Values. The inclusive range for the aesthetic value is 38, which is the highest. Its lowest score is 11 and its highest is 48. The social value has the smallest range, which is 25. Its lowest score is 22 and its highest is 46. The sizes of the ranges for each of the other four values are as follows: theoretical—27, political—29.5, economic—32, and religious—33.

The test was constructed to make 30 the average score for each of the six values. In view of this fact, the mean scores for each of these values for the group of teachers were considered. Table 7, page 26 shows that in the order of size of the means the values of the teachers are the religious, social, theoretical, economic, political, and aesthetic. The religious,

TABLE 6

THE RANGE OF SCORES, TOTAL RANGE, AND MEDIAN FOR EACH OF THE SIX VALUES MEASURED BY THE ALLPORT-VERNON STUDY OF VALUES ADMINISTERED TO 168 TEACHERS

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Range of Scores</th>
<th>Total Range</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetic</td>
<td>11-48</td>
<td>38</td>
<td>22.6</td>
</tr>
<tr>
<td>Religious</td>
<td>20-52</td>
<td>33</td>
<td>35.3</td>
</tr>
<tr>
<td>Economic</td>
<td>15-46</td>
<td>32</td>
<td>28.6</td>
</tr>
<tr>
<td>Political</td>
<td>13-41½</td>
<td>29.5</td>
<td>27.8</td>
</tr>
<tr>
<td>Theoretical</td>
<td>18-44</td>
<td>27</td>
<td>30.7</td>
</tr>
<tr>
<td>Social</td>
<td>22-46</td>
<td>25</td>
<td>32.3</td>
</tr>
</tbody>
</table>
social, and theoretical are above the average, and the economic, political, and aesthetic are below it. A further illustration of these data may be seen in Figure 2, page 27.

The differences between the means were considered and the data were interpreted for the critical ratio in order to determine significant differences between the values which rank directly above each other beginning with the value having the highest mean score and descending to the value with the lowest mean score. The mean for the religious value is 35.77, while the mean for the social value is 32.86. The difference between the two is 2.91. Computation of the reliability of this difference yields a critical ratio of 4.77, which indicates that these two values are separated reliably for the subjects of this study.

The theoretical value ranks third, with a mean score of 30.95. This is 1.96 lower than the mean for the social value. The difference between these two values is significant, since its critical ratio is 3.28.

The fourth highest value is the economic. Its mean is 28.68, which is 2.27 lower than the mean for the theoretical interest. Computation of the reliability of this difference yields a critical ratio of 3.72 which means that these two values are significantly different.

The political interest ranks fifth with a mean score of 27.43, which is 1.25 lower than the mean for the economic value. The difference between these two values is interpreted as being too small to indicate reliability, since its critical ratio is 2.02.

The lowest mean of 23.43 was for the aesthetic value. This mean is 4.00 lower than the mean for the political interest. The difference between these two is very significant, since its critical ratio is 6.25.
### TABLE 7

The mean scores and standard deviations for each of the six values measured by the Allport-Vernon Study of Values administered to 168 teachers and for two groups divided according to sex.

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Number</th>
<th>VALUES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Religious</td>
<td>Social</td>
<td>Theoretical</td>
<td>Economic</td>
<td>Political</td>
<td>Aesthetic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Teachers</td>
<td>168</td>
<td>35.77</td>
<td>5.91</td>
<td>32.86</td>
<td>5.01</td>
<td>30.95</td>
<td>5.46</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>36.07</td>
<td>5.14</td>
<td>33.21</td>
<td>4.89</td>
<td>31.57</td>
<td>4.08</td>
</tr>
<tr>
<td>Teachers</td>
<td>28</td>
<td>35.93</td>
<td>5.40</td>
<td>32.54</td>
<td>5.84</td>
<td>32.00</td>
<td>5.36</td>
</tr>
</tbody>
</table>
Fig. 2.—Comparison of the six values for the teachers in Aiken County, South Carolina to whom the Allport-Vernon Study of Values was administered.
Table 8, page 29 presents these data for each of the six values for the group.

In examining the data further, a group of 23 men and a group of 23 women were taken from the total group and equated on the basis of age and training in order to determine sex differences in the values. According to the size of the mean scores (see Table 7, page 26), the men show dominance superior to that of the women in the theoretical, economic, and political values, while the women show dominance superior to that of the men in the social, religious, and aesthetic interest. The political value of the men ranks fourth and the economic value ranks fifth. The other four values rank in the same order as for the total group. All values for the women rank the same as for the total group.

The differences between the means for these groups were considered and also interpreted for the critical ratio. While there is a difference between the mean scores of the values for both groups as shown in Table 9 page 31 , the only reliable difference according to sex is in the aesthetic value and this difference is in favor of the women.

The results of the data for the Allport-Vernon Study of Values show that the total teacher group is more interested in the "religious value" and least interested in the "aesthetic value." Their six values rank in the following order as determined by their mean scores: religious, social, theoretical, economic, political, and aesthetic. All the values for this group, with one exception, were significantly different. The economic and political values were not separated reliably. The political value of the men rank fourth and the economic value rank fifth. The other four values rank in the same order as for the total group. All values for the
TABLE 8

THE SIGNIFICANCE RATIO OF THE DIFFERENCE BETWEEN THE MEANS
FOR EACH OF THE SIX VALUES OF THE ALLPORT-VERNON STUDY
OF VALUES ADMINISTERED TO 168 TEACHERS

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Religious</td>
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<tr>
<td>Number</td>
<td>168</td>
</tr>
<tr>
<td>Mean</td>
<td>35.77</td>
</tr>
<tr>
<td>Dm</td>
<td>2.91</td>
</tr>
<tr>
<td>SEdm</td>
<td>.61</td>
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<tr>
<td>CR</td>
<td>4.61</td>
</tr>
</tbody>
</table>
women rank the same as for the total group. The mean scores for the men were higher than those for the women in the theoretical, economic, and political values. The women made higher mean scores than the men in the social, religious, and aesthetic values. However, of the six interests, there was only a significant sex difference between the aesthetic interest, which indicates that the women show dominance superior to that of the men in the aesthetic attitude and also indicates a difference between sex and attitude.

The Adjustment Status of the Teachers as Revealed by Bell's Adjustment Inventory.—In order to determine the adjustment status of the teachers, they were given the Adult Form of the Bell Adjustment Inventory, which provides measures of personal and social adjustment in five separate areas: home, health, social, emotional, and occupational adjustment. A copy of this test may be found in the Appendix.

The range of scores for each of the five adjustments are presented in Table 10, page 32. The emotional adjustment has the highest range. Its lowest score is 0 and its highest is 27. The size of the range is 28. The health adjustment has a range of 16, which is the smallest of the five. This range is from 0 to 15. The sizes of the ranges for each of the other three adjustments are as follows: social—17, occupational—18, and home—22.

The test has been constructed so that a high score indicates unsatisfactory adjustment. According to the low mean scores, the group did not show a very great difference from the average for any of the five adjustments. The means for home and health adjustments show that adjustment in these areas are satisfactory. The mean score for social adjustment shows
TABLE 9

THE SIGNIFICANCE RATIO OF THE DIFFERENCE BETWEEN THE MEANS FOR THE SIX VALUES OF THE ALLPORT-VERNON STUDY OF VALUES ADMINISTERED TO 28 WOMEN TEACHERS AND 28 MEN TEACHERS EQUATED ACCORDING TO AGE AND TRAINING

<table>
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<tr>
<th>GROUPS</th>
<th>Religious</th>
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<th>Theoretical</th>
<th>Economic</th>
<th>Aesthetic</th>
</tr>
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</tr>
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<td>28</td>
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<td>28</td>
<td>28</td>
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<td>33.21</td>
<td>32.54</td>
<td>29.21</td>
<td>31.57</td>
</tr>
<tr>
<td>Dm</td>
<td>0.14</td>
<td>4.89</td>
<td>3.01</td>
<td>0.43</td>
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<td>CR</td>
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<td>ADJUSTMENTS</td>
<td>Range of Scores</td>
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<td>Median</td>
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<tr>
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<td>2.70</td>
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<td></td>
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<tr>
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<td>0-16</td>
<td>17</td>
<td>5.71</td>
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</tr>
<tr>
<td>Health</td>
<td>0-15</td>
<td>16</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
that the group is aggressive in social contacts. This group is emotionally
stable and seems to be well pleased with its present job as indicated by
the low mean scores. The mean scores for each of the five adjustments
are shown in Table 11, page 34. A line graph of this data may be seen in
Figure 3, page 35.

The difference between the means were considered and the data were
interpreted for the critical ratio in order to determine significant
differences. The mean for the social adjustment is 5.83, while the mean
for health adjustment is 3.72. The difference between these two is 2.11.
Computation of reliability of this difference yields a critical ratio of
.08, which means that the difference is too small to be significant for
the subjects of this study.

The occupational adjustment ranks third with a mean of 3.34, which is
.38 lower than the mean for health adjustment. The critical ratio of this
difference is .07, which indicates that these two are not separated reliably.

The fourth highest is the emotional adjustment. Its mean is 2.66,
which is .68 lower than the mean score for occupational adjustment. The
difference between these two is not significant since its critical ratio
is .19.

Home adjustment ranks fifth, with a mean score of 1.80. This mean
is .86 lower than the mean for emotional adjustment. Computation of the
reliability of this difference yields a critical ratio of .08, which is
too small to be significant. These data are presented in Table 12, page 36.

Further analysis of this data also involved a study of the two
equated groups on the basis of sex. According to the sizes of the mean
scores for the men group (see Table 11, page 34), social adjustment has
<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Number</th>
<th>ADJUSTMENTS</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Social</td>
<td>Health</td>
<td>Occupational</td>
<td>Emotional</td>
<td>Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Teachers</td>
<td>168</td>
<td>5.83</td>
<td>3.00</td>
<td>3.72</td>
<td>3.40</td>
<td>3.34</td>
<td>2.80</td>
<td>2.66</td>
</tr>
<tr>
<td>Teachers</td>
<td>28</td>
<td>5.50</td>
<td>3.95</td>
<td>4.93</td>
<td>3.72</td>
<td>3.73</td>
<td>2.17</td>
<td>7.79</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td>5.00</td>
<td>3.31</td>
<td>2.86</td>
<td>1.99</td>
<td>4.71</td>
<td>3.50</td>
<td>3.07</td>
</tr>
</tbody>
</table>

The mean scores and standard deviations for each of the five adjustments measured by the Bell Adjustment Inventory administered to 168 teachers and for two groups divided according to sex.
Fig. 3.- Comparison of the five adjustments for the teachers in Aiken County, South Carolina to whom the Bell Adjustment Inventory was administered.
TABLE 12
THE SIGNIFICANCE RATIO OF THE DIFFERENCE BETWEEN THE MEANS FOR THE FIVE ADJUSTMENTS MEASURED BY BELL'S ADJUSTMENT INVENTORY ADMINISTERED TO 28 WOMEN AND 28 MEN TEACHERS EQUATED ACCORDING TO AGE AND TRAINING

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>ADJUSTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social</td>
</tr>
<tr>
<td>Number</td>
<td>168</td>
</tr>
<tr>
<td>Mean</td>
<td>5.83</td>
</tr>
<tr>
<td>$D_m$</td>
<td>2.11</td>
</tr>
<tr>
<td>$SE_{D_m}$</td>
<td>.37</td>
</tr>
<tr>
<td>CR</td>
<td>.08</td>
</tr>
</tbody>
</table>
the highest mean score, while the emotional adjustment for women has the highest mean score. While the rank of these adjustments is different for both groups, the variation of the means above or below the average is slight and may be interpreted the same as for the total group.

In order to determine significant differences between the adjustments of both groups, the differences between the means and critical ratio were computed. The mean for the social adjustment of the men group is 5.00, while the mean score of this adjustment for women is 5.50. In Table 13, page 38, the difference between the means is revealed to be .50. Computation of the reliability for this difference yields a critical ratio of .40, which is too small to make the difference significant.

The mean for occupational adjustment for men is 4.71 and 3.73 for women, with a difference of .97 between the two. The critical ratio of this difference is .24, which is usually interpreted as too small to be reliable.

Home adjustment for the men group has a mean score of 4.68, while this same adjustment for women has a mean of 5.07. This difference of .39 is not significant since its critical ratio is .40.

Emotional adjustment for the men has a mean score of 3.07 and for the women group, the mean is 7.79. The difference between these two is 4.62. The critical ratio is 3.8, which indicates a significant difference in favor of the women group due to sex.

The health adjustment for men has a mean score of 2.86 and for the women group, the mean is 4.93, which shows a difference of 2.07. Computation of the reliability of the difference between these means yields a critical ratio of 2.55, which is usually interpreted as being too small
TABLE 13

THE SIGNIFICANCE RATIO OF THE DIFFERENCE BETWEEN THE MEANS
OF THE FIVE ADJUSTMENTS OF THE BELL ADJUSTMENT INVEN-
TORY ADMINISTERED TO 28 WOMEN TEACHERS AND 28
MEN TEACHERS EQUATED ACCORDING TO AGE AND
TRAINING

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>ADJUSTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social</td>
</tr>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>Number</td>
<td>28</td>
</tr>
<tr>
<td>Mean</td>
<td>5.50</td>
</tr>
<tr>
<td></td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>.99</td>
</tr>
<tr>
<td>CR</td>
<td>.40</td>
</tr>
</tbody>
</table>
to indicate reliability.

The findings of these data show that the "home adjustment" status and "health adjustment" as revealed by the Bell's Adjustment Inventory is satisfactory. The low mean score for "social adjustment" shows that the group is aggressive in social contacts. This group is emotionally stable and seems to be well pleased with its present job. There was no reliable difference between the adjustments of the group in either area. The men and women groups did not show a very great difference from the norm in either of the five adjustments. There was a significant sex difference in the "emotional adjustment" which indicated that the women group tends to be more highly emotional than the men.

The Ability of the Teachers as Measured by the Stanford Educational Aptitudes Test.—The Stanford Educational Aptitudes Test which was given to the total group of 168 teachers purports to measure abilities in three educational fields: teaching, research, and administration. See Appendix.

At the beginning of the test, the subjects were asked to consider the following comparisons provided by the test and in each comparison to underline the one in which they thought they were abler:

1. Teaching and Research abilities (T-R).
3. Teaching and Administrative abilities (T-A).

Of those who followed directions accurately, teaching held the first place as being the field in which they felt more capable and administration was second. Only eighteen per cent felt capabilities for research.

The range of scores made by the subjects are presented in Table 14, page 40. The teaching-administration comparison has a range of -702.34
### TABLE 14

THE RANGE OF SCORES, TOTAL RANGE, AND MEDIAN FOR EACH OF THE THREE COMPARISONS MEASURED BY THE STANFORD EDUCATIONAL APPTITUDES TEST ADMINISTERED TO 168 TEACHERS

<table>
<thead>
<tr>
<th>APTITUDES</th>
<th>RANGE OF SCORES</th>
<th>Total Range</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From</td>
<td>To</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>-283.43</td>
<td>239.54</td>
<td>-702.34</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>-148.89</td>
<td>414.91</td>
<td>389.43</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>-165.30</td>
<td>176.50</td>
<td>342.80</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
which is the largest of the three. This range is from -283.43 to 239.54.
The teaching-research comparison has the smallest range, which is 342.80.
Its lowest score is -165.30 and its highest score is 176.50. The size of
the range for the research-administration comparison is -389.43. This
range is from -148.89 to 414.91.

A plus mean score indicates that the first mentioned ability in each
comparison is superior to the second and a minus indicates that the second
predominates over the first. Thus the plus mean score of 31.05 in the
first comparison shown in Table 15, page 42 indicates superior ability in
administration. In the second comparison, the mean score of 8.54 shows
superior ability in teaching, while the minus mean score indicates superior
ability in administration. In the second comparison, the mean score of
8.54 shows superior ability in teaching, while the minus mean score of 3.33
in the third comparison indicates a predominance of research ability.

Further illustration of these data may be seen in Figure 4, page 43.

In order to determine significant differences between the abilities,
the difference between the means and critical ratio were considered. The
difference between the means for administration-research and teaching-ad-
ministration is 22.51. This difference is not significant since its criti-
cal ratio is 2.42 as shown in Table 16, page 44.

The difference between the means for the teaching-administration and
teaching-research comparisons is 11.87. This difference is not significant,
since its critical ratio is 1.30.

According to the sizes of the means for the two equated groups used
in this study, it may be seen in each comparison that the mean scores for
the women group are higher than those for the men. See Table 15, page 42.
<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Number</th>
<th>APTITUDES</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Research Administration</td>
<td>Teaching Administration</td>
<td>Teaching Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Teachers</td>
<td>168</td>
<td>31.05</td>
<td>74.75</td>
<td>8.54</td>
<td>96.00</td>
</tr>
<tr>
<td>Teachers Women</td>
<td>28</td>
<td>24.57</td>
<td>64.26</td>
<td>-47.79</td>
<td>64.00</td>
</tr>
<tr>
<td>Teachers Men</td>
<td>28</td>
<td>9.86</td>
<td>79.97</td>
<td>1.82</td>
<td>73.95</td>
</tr>
</tbody>
</table>
Fig. 4.—Comparison of the combinations of abilities for the teachers in Aiken County, South Carolina to whom the Stanford Educational Aptitudes Test was administered.
TABLE 16
THE SIGNIFICANCE RATIO OF THE DIFFERENCE BETWEEN THE MEANS
FOR THE THREE COMPARISONS OF THE STANFORD EDUCATIONAL
APTITUDES TEST ADMINISTERED TO 168 TEACHERS

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>APTITUDES</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Administra</td>
<td>Teaching Administra</td>
<td>Teaching Administra</td>
<td>Teaching Research</td>
</tr>
<tr>
<td>Number</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
</tr>
<tr>
<td>Mean</td>
<td>31.05</td>
<td>8.54</td>
<td>8.54</td>
<td>-3.33</td>
</tr>
<tr>
<td>Dm</td>
<td>22.51</td>
<td></td>
<td>11.87</td>
<td></td>
</tr>
<tr>
<td>SEdm</td>
<td>9.30</td>
<td></td>
<td>9.10</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>2.42</td>
<td></td>
<td>1.30</td>
<td></td>
</tr>
</tbody>
</table>
The difference between the means for both groups on the research-administration comparison is 14.71, with a critical ratio of .52. This critical ratio is too small to be considered significant. The difference between the means for the teaching-administration comparison is -49.61. This difference yields a critical ratio of 1.00, which indicates no significant difference. The difference between the means for the teaching-research comparison is 6.25. The critical ratio of this difference is .33, which is also too small to indicate reliability. These data are presented in Table 17, page 46.

The results of these data gathered from the use of the Stanford Educational Aptitudes Test show that despite the fact the mean scores point in the direction of teaching ability for the total group, there is no significant difference between either of these abilities for the subjects of this study. There is no significant sex difference between the abilities for the two groups. The group rated itself as having little aptitude for research.

Teaching Aptitude of the Teachers as Measured by the Moss Teaching Aptitude Test.— The Moss test is a psychological measure of general teaching ability. Its items are to treat the following: judgement in teaching situations, reasoning and information concerning school problems, comprehension and retention, observation and recall, and recognition of mental states from facial expressions. A copy of this test may be seen in the Appendix. The total function and items of the test are 154. The Maximum score is 200. The norms given in the manual are stated in terms of the median, upper and lower quartiles and the quartile. These are given for teachers colleges, experienced teachers, normal schools, and high school.
TABLE 17
THE SIGNIFICANCE RATIO OF THE DIFFERENCE BETWEEN THE MEANS
FOR THE THREE COMPARISONS OF THE STANFORD EDUCATIONAL
APTITUDES TEST ADMINISTERED TO 28 WOMEN TEACHERS
AND 28 MEN TEACHERS EQUATED ACCORDING TO AGE
AND TRAINING

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>APTITUDES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Administration</td>
</tr>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>Number</td>
<td>28</td>
</tr>
<tr>
<td>Mean</td>
<td>24.57</td>
</tr>
<tr>
<td>Dm</td>
<td>14.71</td>
</tr>
<tr>
<td>SEdm</td>
<td>26.92</td>
</tr>
<tr>
<td>CR</td>
<td>.52</td>
</tr>
</tbody>
</table>
groups. The interpretation here is compared, for the above mentioned measures, with the experienced teachers group. Three divisions compose this group: city system, town system, and country system. The average of these is the basis for comparison.

The highest score was 176 and the lowest was 29. The range is 148. A frequency distribution of the raw scores made by the subjects may be seen in Table 18, page 48.

The median is 89.16, while the average for the group presented by Moss is 142, which is the point above which and below which fifty per cent of the cases are found. The median for this study is 52.84 less than the norm presented by Moss. The other measures also reveal differences. The third quartile in this study is 112, which is 4 points larger than the quartile of 108 in the manual. The first quartile is 76.42 in this study and 132 for Moss. The Q for this study is 17.79, while the average for those in the manual is 10. Theoretically, this indicates that the middle twenty-five per cent is half of the quartile above the median and half of the quartile below the median. Further computation shows that according to the criteria for the middle fifty per cent being the limits of 1 Q above the median and 1 Q below the median, this is not a normal distribution. Q is 17.79 and its limits are 71.38 and 106.95 which is only 41.89 per cent of the cases. Figure 5, page 49 presents a line graph of these data.

What is true for the total group is also true for the sex groups. The women are nearer the criteria with the 43.11 per cent of cases, while the men are farthest from the criteria approaching the same with the small per cent of 14.29.
### TABLE 18
FREQUENCY DISTRIBUTION OF THE SCORES OF 168 TEACHERS ON THE MOSS TEACHING APTITUDE TEST

<table>
<thead>
<tr>
<th>Scores</th>
<th>Number of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>175–181</td>
<td>1</td>
</tr>
<tr>
<td>168–174</td>
<td>0</td>
</tr>
<tr>
<td>161–167</td>
<td>1</td>
</tr>
<tr>
<td>154–160</td>
<td>1</td>
</tr>
<tr>
<td>147–153</td>
<td>3</td>
</tr>
<tr>
<td>140–146</td>
<td>6</td>
</tr>
<tr>
<td>133–139</td>
<td>5</td>
</tr>
<tr>
<td>126–132</td>
<td>13</td>
</tr>
<tr>
<td>119–125</td>
<td>12</td>
</tr>
<tr>
<td>112–118</td>
<td>11</td>
</tr>
<tr>
<td>105–111</td>
<td>16</td>
</tr>
<tr>
<td>98–104</td>
<td>11</td>
</tr>
<tr>
<td>91–97</td>
<td>19</td>
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<tr>
<td>84–90</td>
<td>15</td>
</tr>
<tr>
<td>77–83</td>
<td>11</td>
</tr>
<tr>
<td>70–76</td>
<td>12</td>
</tr>
<tr>
<td>63–69</td>
<td>13</td>
</tr>
<tr>
<td>56–62</td>
<td>4</td>
</tr>
<tr>
<td>49–55</td>
<td>7</td>
</tr>
<tr>
<td>42–48</td>
<td>5</td>
</tr>
<tr>
<td>35–41</td>
<td>1</td>
</tr>
<tr>
<td>28–34</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total** 168

**Median** 89.16

**Q3** 112

**Q1** 76.42

**Q** 17.79
Fig. 5.- Line graph of scores made by the teachers in Aiken County, South Carolina on the Moss Teaching Aptitude Test.
According to the Moss Teaching Aptitude Scale, it was found that the total teacher group is below the norm and does not represent a normal distribution. The point above which and below which 50 per cent of the cases of this study lie is 89.16, which is 52.84 lower than the Moss norm of 142, derived from the average of the medians for the three divisions which compose the experienced teachers group in the Moss study. According to the criteria, the middle fifty per cent of the cases in a normal distribution is within the limits of 1 Q above the median and 1 Q below the median. In the manual Q is 10, while in the present study Q is 17.79 and within this limit above and below the median are only 41.89 per cent of the cases. The men are farthest from the criteria, approaching the same with the small per cent of 14.29, while the women are nearer the criteria with 43.11 per cent of cases being in the limits of 1 Q above and below the median. The men and women groups are also below the norm and do not represent a normal distribution.

The Relation Between the Stanford Teaching-Administration Aptitude and the Moss Teaching Aptitude.— The coefficient of correlation between the teaching-administration aptitude of the Stanford Scale with the Moss Teaching Aptitude was computed by the Pearson Product-moment coefficient of correlation from a scattergram. This correlation is -.02. The reliability of the correlation was determined by computing its standard error, which was found to be .077.

It is frequently asserted that when a coefficient of correlation is at least three times its standard error, it is a significant correlation.¹

Therefore, the correlation of aptitudes between these two scales is not significant. It indicates almost no correlation. The small correlation of -.02 shows that relationship is inversely inclined and that the aptitudes measured are different. These data are presented in Table 19, page 52.

The Relationship Between Each of the Six Personality Traits of the Bernreuter Scale and the Moss Teaching Aptitude Scale.— The coefficient of correlation between each of the six personality traits on the Bernreuter Scale and the Moss teaching Aptitude Scale was computed by the Product-moment coefficient of correlation from a scattergram. Computation of these correlations yielded the following results:

The correlation between neurotic tendency and teaching aptitude is $.07$, with a standard error of $.077$. The correlation here is slight and in the same direction but not significant.

The correlation between the trait of self-sufficiency and the teaching aptitude is $-.13$, with a standard error of $.076$. This correlation is too small to be regarded as significant. It suggests that the only relationship is small and inverse.

The personality trait of introversion-extroversion and the teaching aptitude has a correlation of $-.07$, with a standard error of $.077$. The correlation here is slight, inverse, and not large enough to be regarded as significant.

The correlation between the trait of dominance-submission and the teaching aptitude is slight, inverse, and insignificant.

The correlation between the trait of confidence in oneself and teaching aptitude is $.03$, with a standard error of $.077$. This correlation is
### TABLE 19

**THE STANDARD ERROR OF THE CORRELATION COEFFICIENT BETWEEN THE STANFORD TEACHING-ADMINISTRATION APTITUDE AND THE MOSS TEACHING APTITUDE**

<table>
<thead>
<tr>
<th>Statistical Measures</th>
<th>Number</th>
<th>Stanford Teaching-Administration Aptitude and the Moss Teaching Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>$r$</td>
<td>168</td>
<td>-.02</td>
</tr>
<tr>
<td>$SE_t$</td>
<td>168</td>
<td>.077</td>
</tr>
</tbody>
</table>
also slight but not significant.

The sociability trait when correlated with the teaching aptitude yields a coefficient of correlation of 0.14, with a standard error of 0.075. The correlation here is in the same direction but not significant. A presentation of these data may be found in Table 20, page 54.

The findings from these correlations suggest that the six traits measured by the Bernreuter Personality Inventory are not identical with the teaching aptitude measured by the Moss Teaching Aptitude Test and that there is no reliable relationship in either of the comparisons.

Implications of this Study for the Education of Teachers.— This study provides data to indicate that two types of implications are apparent. One is for the in-service education of the subjects and the other is for the colleges engaged in teacher education.

Among the findings of this study is the fact that the subjects tend to dominate others in face-to-face situations. This implies a lack of intellectual competence for which they may be compensating. This in time can prove detrimental to the learning of the children whom the subjects teach. For teachers who have a tendency to move in the realm of assuming a dominating attitude towards others in face-to-face situations, competent guidance and opportunities to read and study the following subjects should be provided: Psychology of Leadership, the Psychology of Learning, and Philosophy to aid in critical and logical thinking.

Because of the above average rank accorded the social value, it is proposed that the program planned for the continued education of the teachers should be concerned with establishing conditions favorable to teacher growth through cooperative efforts and group participation and
TABLE 20

THE STANDARD ERROR OF THE CORRELATION OF COEFFICIENT
BETWEEN EACH OF THE SIX PERSONALITY TRAITS OF
THE BERNEUTER PERSONALITY INVENTORY AND
THE MOSS TEACHING APTITUDE SCALE
ADMINISTERED TO 168 TEACHERS

<table>
<thead>
<tr>
<th>STATISTICAL MEASURES</th>
<th>Neurotic tendency and Teaching Aptitude</th>
<th>Self-sufficiency and Teaching Aptitude</th>
<th>Introversion-Extroversion and Teaching Aptitude</th>
<th>Dominance-submission and Teaching Aptitude</th>
<th>Confidence in oneself and Teaching Aptitude</th>
<th>Sociability and Teaching Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number 168</td>
<td>r</td>
<td>-.07</td>
<td>-.13</td>
<td>-.07</td>
<td>.07</td>
<td>.07</td>
</tr>
<tr>
<td>SEr 168</td>
<td>.077</td>
<td>.067</td>
<td>.077</td>
<td>.077</td>
<td>.077</td>
<td>.075</td>
</tr>
</tbody>
</table>
should provide opportunities for the teachers to satisfy their own personal social needs. Such opportunities should include study groups, recreational activities, entertainments, formal and informal socials.

The subjects fell below the Moss norm in general teaching aptitude. This status and the fact that the training of the majority of the subjects range from high school graduation to two years of college work implies that the subjects should do further study and that in-service education is needed before teaching can be thought of as having attained the desired status of the profession demanded of teachers of the present day. By way of implication this should be a matter of major concern of the local school systems and the supervising teacher of these subjects. An in-service program which favors individuality and encourages initiative and group cooperation should be fostered. The in-service education of the subjects should use the guidance approach which considers the subjects as persons capable of professional growth and should function through organized undertakings, to a large extent, such as general meetings, extension classes, study groups, and county work conferences. The programs of these organizations should be geared into the regular in-service program of the year based upon stated interests and specific weaknesses revealed in this study such as the low rating on general professional knowledge, aesthetic value, and research in education. These weaknesses may be strengthened by studying human growth and development, tests and measurements, curriculum and methods to meet the needs of children, youth, and adults of the community. The use of professional films, music, fine and industrial arts should be helpful and a professional library should also be provided for the subjects.
A further implication is seen for the colleges. It seems imperative that Bettis Junior College from which most of the subjects came as well as other teacher-training institutions represented by the subjects should make a careful analysis of their procedures and activities to the end that a balanced program will be developed so as to be assured that the equipment of the school shall be such that each individual under the intelligent guidance of the instructors in the college shall have an opportunity to secure the sort of broad culture and scholarship which is essential for teachers. The college programs should make provisions for guidance functions and services which will encourage more persons with superior abilities to enter the teaching profession and should also provide for personality development which recognizes factors that comprise the highest degree of a wholesome personality and further recognizes that a personality can be developed within the limits of a person's physical capacity and to his responsiveness to the social, cultural, and economic pattern by which he is surrounded. Those aspects of their services dealing with the development of attitudes and appreciations should, especially, be improved so as to give all prospective teachers opportunities to develop their capacities to appreciate beauty in literature, art, music, nature, and to develop a feeling for an understanding of the aesthetic value of life. In order to help strengthen the aesthetic value of the prospective teachers, practical arts, or industrial and creative arts courses should be included in the general education requirements for all the teachers. Such courses should give experience in simple drawing, poster making, finger painting, weaving, clay modeling, puppetry, rhythm, and music.

It is further suggested that the schools should make provisions to
put in operation a number of techniques for evaluating outcomes of the teacher education program. A follow-up program should be included among the techniques.

The low correlation between the personality traits and the teaching aptitude implies that the two are different and that the in-service and college teacher education programs should provide definite opportunities for the development of both.
CHAPTER III

SUMMARY AND CONCLUSIONS

Summary.— The problem in this thesis was to study some of the personality traits, adjustments, and educational aptitudes of 168 Negro teachers in Aiken County, South Carolina. Of this number 28 were men and 140 were women. In order to determine sex differences two groups, taken from the total group and equated on the basis of age and training, were considered. Twenty-eight men were in one group and twenty-eight women were in the other.

Testing centers were set up in twelve schools. The subjects reported to the most conveniently located center to take the following tests which were employed for use in this study and administered to them: the Bernreuter Personality Inventory, A Study of Values by Allport and Vernon, the Adult Form of Bell's Adjustment Inventory, the Stanford Educational Aptitudes Test, and the Moss Teaching Aptitude Test.

Conclusions.— From the analysis and interpretation of data, the following tentative conclusions emerge:

1. According to the mean scores for the total group of teachers, the trait of dominance-submission ranks first and self-sufficiency, sociability, introversion-extroversion, confidence in oneself, and neurotic tendency follow in the order named. The high score for dominance-submission indicates that the teachers have a tendency to dominate others in face-to-face situations. The low mean score for self-sufficiency shows that the group tends to dislike solitude and often seeks advice and encouragement. The group has a tendency to be extroverted which means they are sociable and gregarious. The group does not seem to have feelings of inferiority,
instead, it shows a tendency to be wholesomely self-confident and very well adjusted to its environment. The low mean score for the trait of neurotic tendency shows that the group tends to be well balanced emotionally. The men group and women group fall into the same category as the total group of subjects. The only significant sex difference was in the trait of introversion-extroversion which was in favor of the men.

2. The total group is more interested in the "religious value" and least interested in the "aesthetic value." Their six values rank in the following order as determined by their mean scores: religious, social, theoretical, economic, political, and aesthetic. All the values for this group, with one exception, were significantly different. The economic and political values were not separated reliably. The political value of the men ranks fourth and the economic value ranks fifth. The other four values rank in the same order as for the total group. All values for the women rank the same as for the total group. The mean scores for the men were higher than those for the women in the theoretical, economic, and political values. The women made higher mean scores than the men in the social, religious, and aesthetic values. However, of the six interests, there was only a significant sex difference between the aesthetic interest, which indicates that the women show dominance superior to that of the men in the aesthetic attitude and also indicates a difference between sex and attitude.

3. The home "adjustment status" and "health adjustment" as revealed by the Bell's Adjustment Inventory are satisfactory. The low mean score for "social adjustment" shows that the group is aggressive in social contacts. This group is "emotionally stable" and seems to be well pleased with its present job. There was no reliable difference between the
adjustments of the group in either area. The men and women groups did not show a very great difference from the norm in either of the five adjustments. There was a significant sex difference in the "emotional adjustment" which indicated that the women group tends to be more highly emotional than the men.

4. As revealed by the Stanford Educational Aptitudes Test, the mean scores point in the direction of teaching ability for the total group. There was no significant difference between either of the three abilities: "administration-research, teaching-administration, and teaching-research" for the subjects of this study. There was no significant sex difference between the abilities for the two groups.

5. According to the Moss Teaching Aptitude Scale, the total teacher group is below the norm and does not represent a normal distribution. The point above which and below which fifty per cent of the cases of this study lie is 89.16, which is 52.84 lower than the Moss norm of 142, derived from the average of the medians for the three divisions which compose the experienced teachers group in the Moss study. According to the criteria, the middle fifty per cent of the cases in a normal distribution is within the limits of 1 Q above the median and 1 Q below the median. In the manual Q is 10, while in the present study Q is 17.79 and within this limit above and below the median are only 41.89 per cent of the cases. The men are farthest from the criteria, approaching the same with the small per cent of 14.29, while the women are nearer the criteria with 43.11 per cent of cases being in the limits of 1 Q above and below the median. The men and women groups are also below the norm and do not represent a normal distribution.
6. The coefficient of correlation of the Stanford teaching-administration aptitude with the Moss general teaching aptitude is not significant. It indicates almost no correlation. The small correlation of -.02 shows that the relationship is inversely inclined and that the aptitudes measured are different and separate determinations of each are needed so that one may supplement the other.

7. The correlations of each of the six traits of the Bernreuter Personality Inventory with the teaching aptitude measured by the Moss Teaching Aptitude Test show that there is no reliable relationship in either of the comparisons and the traits are not identical with the teaching aptitude.

8. The findings of the study suggest the following implications for the education of teachers:

(1) The fact that the subjects tend to dominate others in face-to-face situations shows a lack of intellectual competence for which they may be compensating. For teachers with this tendency competent guidance and opportunities to study the following subjects should be provided: Psychology of Leadership, Psychology of Learning, and Philosophy to aid in critical and logical thinking.

(2) Because of the above average rank accorded the social value, the program planned for the continued education of the teachers should be concerned with establishing conditions favorable to teacher growth through cooperative efforts and group participation and should provide opportunities for the teachers to satisfy their own personal-social needs. Such opportunities should include study groups, recreational activities, entertainments, formal and informal socials.
(3) The status of the subjects as revealed by the Moss Teaching Aptitude Test should be a major concern of the local school systems and supervising teacher.

(4) The subjects need to do further study.

(5) The colleges represented by the subjects should make a careful analysis of their procedures and activities to the end that a balanced program will be developed so as to be assured that their school equipment is such that each individual under the guidance of the instructors shall have an opportunity to secure the sort of broad culture and scholarship essential for teachers.

(6) Their teacher education should make provisions for guidance functions and services which will encourage more persons with superior abilities to enter the teaching profession.

(7) Those aspects of their services dealing with the development of attitudes and appreciations should be especially, improved so as to give all prospective teachers opportunities to develop their capacities to appreciate beauty in literature, art, music, nature, and to develop a feeling for an understanding of the aesthetic value of life. Practical arts, or industrial and creative arts courses should be included in the general education requirements for all the teachers.

(8) The institutions should make provisions to put in operation a number of techniques for evaluating outcomes of teacher education. A follow-up program should be included among the techniques.

(9) The low correlation between the personality traits and the teaching aptitude implies that the two are different and that the in-service and college teacher education should provide definite
opportunities for the development of both.
BIBLIOGRAPHY

Books


Articles and Monographs


Tests

Bell, Hugh M. *The Adjustment Inventory*. Stanford University, California: Stanford University Press, 1938.


Unpublished Material


THE PERSONALITY INVENTORY
By ROBERT G. BERNREUTER
PUBLISHED BY
STANFORD UNIVERSITY PRESS
STANFORD UNIVERSITY, CALIFORNIA

Date.......................................................

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

Address................................................................

Name of school or business firm........................................
School grade or occupation............................................

<table>
<thead>
<tr>
<th></th>
<th>B1-N</th>
<th>B2-S</th>
<th>B3-I</th>
<th>B4-D</th>
<th>F1-C</th>
<th>F2-S</th>
</tr>
</thead>
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<tr>
<td>Plus</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Minus</td>
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<tr>
<td>Difference</td>
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<td>Percentile.</td>
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<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

H.S—COLL.—ADULT
Based on norms
MALE—FEMALE

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39. Yes No ? Do you worry too long over humiliating experiences?
40. Yes No ? Have you ever organized any clubs, teams, or other groups on your own initiative?
41. Yes No ? If you see an accident do you quickly take an active part in giving aid?
42. Yes No ? Do you get stage fright?
43. Yes No ? Do you like to bear responsibilities alone?
44. Yes No ? Have books been more entertaining to you than companions?
45. Yes No ? Have you ever had spells of dizziness?
46. Yes No ? Do jeers humiliate you even when you know you are right?
47. Yes No ? Do you want someone to be with you when you receive bad news?
48. Yes No ? Do it bother you to have people watch you at work even when you do it well?
49. Yes No ? Do you often experience periods of loneliness?
50. Yes No ? Do you usually try to avoid arguments?
51. Yes No ? Are your feelings easily hurt?
52. Yes No ? Do you usually prefer to do your own planning alone rather than with others?
53. Yes No ? Do you find that telling others of your own personal good news is the greatest part of the enjoyment of it?
54. Yes No ? Do you often feel lonesome when you are with other people?
55. Yes No ? Are you thrifty and careful about making loans?
56. Yes No ? Are you careful not to say things to hurt other people's feelings?
57. Yes No ? Are you easily moved to tears?
58. Yes No ? Do you ever complain to the waiter when you are served inferior or poorly prepared food?
59. Yes No ? Do you find it difficult to speak in public?
60. Yes No ? Do you ever rewrite your letters before mailing them?
61. Yes No ? Do you usually enjoy spending an evening alone?
62. Yes No ? Do you make new friends easily?
63. Yes No ? If you are dining out do you prefer to have someone else order dinner for you?
64. Yes No ? Do you usually feel a great deal of hesitancy over borrowing an article from an acquaintance?
65. Yes No ? Are you greatly embarrassed if you have greeted a stranger whom you have mistaken for an acquaintance?
66. Yes No ? Do you find it difficult to get rid of a salesman?
67. Yes No ? Do people ever come to you for advice?
68. Yes No ? Do you usually ignore the feelings of others when accomplishing some end which is important to you?
69. Yes No ? Do you often find that you cannot make up your mind until the time for action has passed?
70. Yes No ? Do you especially like to have attention from acquaintances when you are ill?
71. Yes No ? Do you experience many pleasant or unpleasant moods?
72. Yes No ? Are you troubled with feelings of inferiority?
73. Yes No ? Does some particularly useless thought keep coming into your mind to bother you?
74. Yes No ? Do you ever upbraid a workman who fails to have your work done on time?
75. Yes No ? Are you able to play your best in a game or contest against an opponent who is greatly superior to you?
76. Yes No ? Have you frequently appeared as a lecturer or entertainer before groups of people?
77. Yes No ? Are people sometimes successful in taking advantage of you?
78. Yes No ? When you are in low spirits do you try to find someone to cheer you up?
79. Yes No ? Can you usually understand a problem better by studying it out alone than by discussing it with others?
80. Yes No ? Do you lack self-confidence?
81. Yes No ? Does admiration gratify you more than achievement?
82. Yes No ? Are you willing to take a chance alone in a situation of doubtful outcome?
83. Yes No ? Does your ambition need occasional stimulation through contact with successful people?
A STUDY OF VALUES

PART I

DIRECTIONS: A number of controversial statements or questions with two alternative answers are given below. Indicate your personal preferences by writing the appropriate figures in the right-hand columns, as indicated:

<table>
<thead>
<tr>
<th>If you agree with alternative (a) and disagree with (b), write 3 in the first column and 0 in the second column, thus</th>
<th>(a)</th>
<th>(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>If you agree with (b); disagree with (a), write</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>If you have a slight preference for (a) over (b), write</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>If you have a slight preference for (b) over (a), write</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Do not write any other combination of figures after any question except one of these four.

There is no time limit, but do not linger long over any one question or statement, and do not leave out any of the questions, unless you find it really impossible to make a decision.

1. The main object of scientific research should be the discovery of pure truth rather than its practical applications. (a) Yes; (b) No.

2. Do you think that it is justifiable for the greatest artists, such as Beethoven, Wagner, Byron, etc., to be selfish and negligent of the feelings of others? (a) Yes; (b) No.
13. All the evidence that has been impartially accumulated goes to show that the universe has evolved to its present state in accordance with mechanistic principles, so that there is no need to assume a first cause, cosmic purpose, or God behind it. (a) Yes; (b) No.

14. In your opinion, has general progress been advanced more by: (a) the freeing of slaves, with the enhancement of the value placed on individual life; (b) the discovery of the steam engine, with the consequent industrialization and economic rivalry of European and American countries?

15. If you had the opportunity, and if nothing of the kind existed in the community or college where you lived, would you prefer to found: (a) a debating society; (b) a classical orchestra?

16. At an exposition, do you chiefly like to go to the buildings where you can see: (a) automobiles; (b) scientific apparatus or chemical products?

17. Would you prefer to hear a series of popular lectures on: (a) the progress and needs of social service work in the cities of your part of the country; (b) contemporary painters?

18. Under similar circumstances, would you choose: (a) the comparative development of the great religious faiths, or (b) the comparative merits of the forms of government in Britain and in the United States?

19. If you had some time to spend in a waiting room, and there were only these two magazines to choose from, would you prefer: (a) The Scientific American; (b) Arts and Decorations?

20. Would you encourage your children, while at school, to: (a) try to make several teams; (b) have vocational training (supposing that they interfered with one another)?
29. Under similar circumstances would you choose to write about: (a) the best way to distribute one's income between, say, the necessities of life, luxuries, and savings, or (b) the personality of some close friend of yours.

30. When witnessing a gorgeous ceremony (ecclesiastical or academic, induction into office, etc.) are you more impressed: (a) by the unified idea or institution which the group represents, or (b) by the color and pageantry of the occasion itself?

Continue with Part II.

PART II

Directions: Each of the following situations or questions is followed by four possible attitudes or answers. Arrange these answers in the order of your personal preference from first to fourth by writing, in the left hand margin,

... 1 ... beside the answer that appeals to you most,
... 2 ... beside the answer which is next most important to you,
... 3 ... beside the next, and
... 4 ... beside the answer that least represents your interest or preference.

You may think of answers which would be preferable from your point of view to any of those listed. It is necessary, however, that you make your selection from the alternatives presented, and arrange all four in order of their desirability, guessing when your preferences are not distinct. If you find it really impossible to guess your preference, you may omit the question.

1. Do you think that a good government should aim chiefly at —
   
   ...... a. more aid for the poor, sick, and old
   ...... b. the development of manufacturing and trade
   ...... c. introducing more ethical principles into its policies and diplomacy
   ...... d. establishing a position of prestige and respect among nations
7. Assuming that you are a man with the necessary ability, and that the salary for each of the following occupations is the same, would you prefer to be a —

a. mathematician
b. sales manager
c. clergyman
d. politician

8. If you had unlimited leisure and money, would you prefer to —

a. make a collection of fine sculptures or paintings
b. establish a mental hygiene clinic for taking care of the maladjusted and mentally deficient
c. aim at a senatorship, or a seat in the Cabinet
d. enter into banking and high finance

9. At an evening discussion with intimate friends of your own sex, are you most interested when you talk about —

a. the "meaning" of life
b. philosophy and psychology
c. literature
d. socialism and social amelioration

10. Which of the following would you prefer to do during part of your next summer vacation (if your ability and other conditions would permit) —

a. write and publish an original biological essay or article
b. stay in some secluded part of the country where you can appreciate fine scenery
c. go in for a local tennis or other athletic tournament
d. get experience in some new line of business

11. Do great exploits and adventures of discovery such as Lindbergh's and Byrd's seem to you significant because —

a. they represent conquests by man over the difficult forces of nature
b. they add to our knowledge of mechanics, geography, meteorology, etc.
c. they weld human interests and international feelings throughout the world
d. they contribute to the ultimate revelation of the meaning of the universe
Name........................................... Age........................................

SCORE SHEET FOR THE STUDY OF VALUES

Directions

1. First make sure that every question has been answered.
   
   Note: If you have found it impossible to answer all the questions, you may give
   equal scores to the alternative answers under each question that has been
   omitted; thus,

   Part I. \( \frac{1}{4} \) for each alternative. The sum of the scores for (a) and (b)
   must always equal 3.

   Part II. \( \frac{2}{3} \) for each alternative. The sum of the scores for the four alter-
   natives under each question must always equal 10.

2. Transfer your scores directly to the proper boxes on the next two pages.

   E.g., Part I: If for your first question you have a score of 2 in column (a), and 1
   in column (b), the scores will appear on the next page as follows:

<table>
<thead>
<tr>
<th>Part I</th>
<th>Question</th>
<th>Type of value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a 2</td>
<td>b 1</td>
</tr>
</tbody>
</table>

   E.g., Part II: Suppose you have marked the alternatives in the first question as
   follows:

   \[
   \begin{bmatrix}
   3 & a \\
   4 & b \\
   1 & c \\
   2 & d \\
   \end{bmatrix}
   \]

   When transcribed, these scores will appear in the corresponding boxes
   on the third page like this:

<table>
<thead>
<tr>
<th>Part II</th>
<th>Question</th>
<th>Type of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a 3</td>
<td>b 4</td>
</tr>
</tbody>
</table>

3. Add the vertical columns of scores in Part I and Part II separately.
4. Make certain that the sum of the six totals in each part is equal to
   the figure printed to their right.
5. In Part II subtract your scores from the printed correction figures, as
   indicated on the third page.
6. Transcribe the total scores for the separate values, i.e., the numbers
   at the bottom of each page, to the last page.
7. Add the pairs of scores for each value to secure your final totals.
8. Plot these totals on the vertical lines in the graph, and compare them
   with the norms printed beneath the graph.

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<table>
<thead>
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<th>Theoretical</th>
<th>Economical</th>
<th>Aesthetic</th>
<th>Social</th>
<th>Political</th>
<th>Religious</th>
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<tbody>
<tr>
<td>1</td>
<td>b</td>
<td>a</td>
<td>d</td>
<td>c</td>
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<td>a</td>
<td>c</td>
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<tr>
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<td>c</td>
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<td>a</td>
<td>b</td>
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<td>a</td>
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<td></td>
<td>c</td>
<td>b</td>
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<td>c</td>
<td>a</td>
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<td>a</td>
<td>b</td>
<td></td>
<td>d</td>
<td>c</td>
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<td>d</td>
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<td>b</td>
<td>c</td>
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<td>d</td>
<td>a</td>
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<td>b</td>
<td>c</td>
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<td>c</td>
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<td>d</td>
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<td>b</td>
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<td></td>
<td>d</td>
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<td>a</td>
<td>c</td>
<td></td>
</tr>
<tr>
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<td>c</td>
<td>b</td>
<td></td>
<td>d</td>
<td></td>
<td>a</td>
</tr>
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</table>

**TOTALS**

The sum of these six ranks for each row must equal 10.

Subtract these totals from:

<table>
<thead>
<tr>
<th>Corrections</th>
<th>39</th>
<th>41</th>
<th>41</th>
<th>36</th>
<th>41</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The sum of the six corrected totals must equal 90.

Transcribe this row of corrected totals to the last page.
THE ADJUSTMENT INVENTORY

ADULT FORM

By HUGH M. BELL

Published by
STANFORD UNIVERSITY PRESS
Stanford University, California

NAME SEX OCCUPATION

MARRIED OR SINGLE EDUCATION (HIGH-SCHOOL GRADUATE, ETC.) DATE

DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer honestly and thoughtfully all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself. These questions have been carefully selected, and then given to a large number of persons. By comparing your answers with the answers of the group you will secure a more accurate notion of your own characteristics. The value of this to you will be in proportion to the care and honesty with which you answer each question.

Your answers to the questions will be treated in the strictest confidence. Therefore, feel free to give candid replies. There are no right or wrong answers. Indicate your answer to each question by drawing a circle around the “Yes,” the “No,” or the “?.” Use the question mark only when you are certain that you cannot answer “Yes,” or “No.” There is no time limit; but work rapidly.

If you are not employed now, answer the occupational questions with reference to the last position which you held. Housewives who are not employed outside the home should omit the questions referring to working conditions.

<table>
<thead>
<tr>
<th>NO.</th>
<th>SCORE</th>
<th>DESCRIPTION</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
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<td>c</td>
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<td></td>
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<td>d</td>
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<td></td>
<td></td>
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<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>55a. Does any person with whom you live now become angry at you very easily?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55b. Are you getting enough pay on your present job to support those who are dependent upon you?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55c. Are you troubled with too high or too low blood pressure?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55d. Do you worry over possible misfortunes?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55e. If you come late to a meeting would you rather stand or leave than take a front seat?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55f. Is your present boss or employer an individual whom you feel you can always trust?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55g. Are you subject to hay fever or asthma?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55h. Are the members of your present home congenial and well-suited to each other?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55i. At a reception or a tea do you seek to meet the important person present?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55j. Do you feel that your employer is paying you a fair salary?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55k. Are your feelings easily hurt?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55l. Are you troubled much with constipation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55m. Do you dislike intensely certain people with whom you live now?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55n. Are you sometimes the leader at a social affair?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55o. Do you like all the people with whom you work on your present job?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55p. Are you bothered by the feeling that things are not real?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55q. Do you occasionally have conflicting moods of love and hate for members of your immediate family?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55r. Do you feel very self-conscious in the presence of people whom you greatly admire but with whom you are not well acquainted?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55s. Do you frequently experience nausea or vomiting or diarrhea?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55t. Do you blush easily?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55u. Have the actions of any person with whom you now live frequently caused you to feel blue and depressed?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55v. Have you frequently changed jobs during the last five years?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55w. Do you ever cross the street to avoid meeting somebody?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55x. Are you subject to tonsillitis or other throat ailments?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55y. Do you often feel self-conscious because of your personal appearance?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>55z. Does your present job fatigue you greatly?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56a. Is the home where you live now often in a state of turmoil and dissension?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56b. Do you consider yourself rather a nervous person?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56c. Do you greatly enjoy social dancing?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56d. Are you subject to attacks of indigestion?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56e. Did either of your parents frequently find fault with your conduct when you lived with them?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56f. Do you feel that you have adequate opportunities to express your own ideas in your present job?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56g. Do you find it very difficult to speak in public?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56h. Do you feel tired most of the time?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56i. Is the pay in your present work so low that you worry lest you be unable to meet your financial obligations?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56j. Are you troubled with feelings of inferiority?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56k. Do the personal habits of some of the people with whom you now live irritate you?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56l. Do you often feel just miserable?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56m. Has it been necessary for you to have frequent medical attention?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56n. Have you had a number of experiences in appearing before public gatherings?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56o. Have you been able to get the promotions you desire in your present job?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56p. Does any member of your present home try to dominate you?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56q. Do you often feel fatigued when you get up in the morning?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56r. Do any of the people with whom you work have personal habits and characteristics which irritate you?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56s. When you are a guest at an important dinner do you do without something rather than ask to have it passed to you?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56t. Does it frighten you to be alone in the dark?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56u. Did your parents tend to supervise you too closely when you lived with them?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56v. Have you found it easy to make friendly contacts with members of the opposite sex?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56w. Are you considerably underweight?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56x. Does your present job force you to hurry a great deal?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56y. Have you ever, when you were on a high place, been afraid that you might jump off?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>56z. Do you find it easy to get along with the person or persons with whom you live now?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>57a. Do you have difficulty in starting conversation with a person to whom you have just been introduced?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>57b. Do you frequently have spells of dizziness?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>57c. Are you often sorry for the things you do?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>57d. Does your present employer or boss take all the credit for a piece of work which you have done yourself?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
This test is a comparative measure of your abilities in three fields: Teaching, Educational Research, and Educational Administration. It will give a reliable indication of the field, or fields in Education, in which you may reasonably hope to do your best work. Proceed as follows:

1. Do the separate tests in the order in which they come. Detailed directions are given at the beginning of each.
2. Omit no items. Give all that is asked for.
3. WORK RAPIDLY passing directly from one part to the next. Do not go back over the test to revise decisions once made or to secure aid in meeting new situations. While there are no time limits for the test, you should work as rapidly as you reasonably can. An average amount of time for completing the test is about 33 minutes.

FILL IN THE FOLLOWING:

Name........................................... Date............Sex............Age: yrs. .........., mos.........

Years' experience as: Teacher................., School Administrator.............., Paid Research Worker..............

Years' training in: High School................, College or University..........., Graduate Study..............

In each of the comparisons below underline the one in which you think you are abler:

1. Teaching—Research (underline one)
2. Research—Administration (underline one)
3. Teaching—Administration (underline one)

The test will give the above comparisons of your abilities expressed in objective scores. From the Manual of Directions you can determine the significance of your scores expressed in chances per 1,000 that you are abler in one than in the other in each comparison. Examples of advisable types of vocational guidance based on test scores are given in chapter vi of the following reference: Jensen, M. B., "Objective Differentiation between Three Groups in Education (Teachers, Research Workers, and Administrators)," Genetic Psychology Monographs, Vol. III, No. V, May 1928, Clark University Press, Worcester, Massachusetts.

<table>
<thead>
<tr>
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<td>Discipline Case Problems</td>
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<td>High School Activities</td>
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</tbody>
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S-Wt. Totals (algebraic) × 10

Final Scores:

\[ T = + \]
\[ R = - \]
\[ A = + \]
\[ T = + \]
\[ A = + \]

DIRECTIONS: In entering scores and in multiplying keep the proper algebraic signs. Detailed directions for interpreting scores are given in the Manual of Directions.

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of The Leland Stanford Junior University
Position No. 7. The salary for this position is $2,150 for the term of ten months. Promotions to administrative and supervisory positions are determined largely by seniority. The position is in a city of about 400,000 near which is a large university. Many teachers in the system are doing advanced work through actual contact with the university. There is a research department in the local school system. University men and women are constantly assisting with the problems of the schools. Teachers wishing to assist with the problems in research are given an opportunity to work with the department.

Position No. 8. This position is in a city of about 300,000 population. The salary is $2,300 for the term of ten months with an annual increase dependent upon the recommendation of the administration. Contracts are made for the year. If a teacher is satisfactory the contract is renewed, and it is understood that unless notified by the first of March a teacher is employed for the coming year. It is expected that teachers admitted to the system are ambitious for advancement. In order to secure promotion one must work rather hard. The teaching load is somewhat heavy and considerable committee work is expected from all connected with the system. It is 150 miles to the nearest university of any consequence. There is a junior college in connection with the largest high school.

Scores

\[
\begin{array}{|c|c|}
\hline
\text{T-R} & \text{A-R} \\
\hline
\text{Algebraic totals} & \\
\hline
\end{array}
\]

[Transfer these scores to the front page. Watch signs!]

Fourth Comparison [Check one]:

□
TEST 5—RECOGNITION OF MENTAL STATES FROM FACIAL EXPRESSIONS

The pictures below portray facial expressions representing 10 mental states. The names of these 10 mental states are contained in the list below. In the parentheses before each mental state that is shown in the pictures, write the name of the picture which most nearly represents that mental state. If there is no picture representing a mental state leave the parentheses before it blank.

Supplied by
Center For Psychological Service,
2026 G Street N. W., Washington, D. C.
7. You have difficulties with your principal. It would be best for you to:
   - Give the facts to parents and teachers for your own protection.
   - Have a talk with the principal.
   - Get the advice of fellow teachers.
   - Register the complaint with the school board.

8. A bright pupil is a source of annoyance in your classroom. You should:
   - Send a note home to his parents.
   - Give him some extra work that appeals to him.
   - Send him to the principal for discipline.
   - Take the arrogance out of him by giving him some work that he cannot do.

9. If a child's parents protest his marks the teacher should:
   - Find out whether the child thinks he has been marked unfairly.
   - Refer the matter to the principal.
   - Show the parents the child's record.
   - Give the child a special examination.

10. When a fellow teacher tells you that a pupil whom you have formerly had in a class knows nothing of the work which you have been supposed to teach, you should:
    - Tell her that the pupil was good when you had him.
    - Tell her you are sorry but hope that she will be able to teach him something.
    - Send for the pupil and coach him a few times.
    - Have a conference with the teacher and discuss the pupil's special needs.

11. John is a self-conscious boy who always remains on the fringe of the social life of the school. It would be best to:
   - Allow him to do the little extra jobs around the classroom since he does not like to play.
   - Draw him into the games of the children.
   - Have a talk with his parents.
   - Let him shift for himself as he will learn sooner or later.

12. A group of six girls in your class ask you to go on a picnic with them at a time when you are busy. It would be best to:
    - Tell them that you are too busy to go.
    - Tell them that you think they would have a better time without you.
    - Suggest someone else who might like to go.
    - Arrange to go with them at another time.

13. A principal finds it necessary to assign a class in mathematics to a teacher who is employed to teach geography. It would be best for the teacher to:
    - Arrange for one of the other teachers to teach the mathematics.
    - Present the case to the superintendent.
    - Ask for fewer classes if she accepts the mathematics class.
    - Teach it.

14. On the first of April a group of children bring you what purports to be a box of candy but which is a box of sand. It would be best for you to:
    - Tell the class your opinion of practical jokes.
    - Say something but let your manner indicate your disapproval.
    - Take the whole affair as a joke.
    - Try to get even with a joke on them.

15. You catch a fourth grade pupil cheating for the first time. You should:
    - Deny him promotion.
    - Reprimand him before the class.
    - Send him to the principal.
    - Talk to him after school.

16. A child in the primary grades comes to school with extremely dirty hands. It would be best to:
    - Impress upon him the danger of disease from dirty hands.
    - Refuse to allow him to use any school materials.
    - Report the child to the school nurse.
    - Send him to wash his hands.

17. If a child is late to school every morning, it would be best for the teacher to:
    - Investigate home conditions.
    - Punish the child.
    - Send the child to the principal.
    - Send the child for a note from his parents.

18. Your class has been giving you trouble with discipline. It would be best to:
    - Make a plea to the children to behave.
    - Threaten to punish those who do not behave.
    - Study the methods of other teachers.
    - Invite the principal to talk to the children.

19. Two mothers come to the teacher with their own interpretation of a quarrel on the playground between their children. The teacher should:
    - Allow the mothers to settle the difficulty.
    - Report the case to the principal.
    - Punish both children in the same manner.
    - Call together the parties involved and try to get the facts.

20. A child in your class cannot get along with the other children. He teases them, takes away their pencils, and gets into fights with them. What is the best way to discipline him?
    - Keep him after school.
    - Send him home when he misbehaves.
    - Give him something to do that will create in him a sense of responsibility.
    - Do not let him participate in the games.

21. If you discover a fire in the building where you are teaching, the first thing for you to do is to:
    - Get word to the principal.
    - Ask a boy to turn in a fire alarm.
    - See that the fire-drill bell is rung.
    - Tell the children to hurry out of the building.

22. A student brings in a forged note purporting to be from his mother, excusing him from absence on the previous day. The teacher should:
    - Warn the class against such practices.
    - Let the matter pass with a warning that a recurrence will bring punishment.
    - Report the case to the principal.
    - Talk the matter over with the child's mother showing the note.

23. You have been unable to adjust a difficulty between two students who have repeatedly complained about sitting next to each other. It would be best to:
    - Change the pupils' seats.
    - Communicate with the pupils' parents.
    - Refuse to change your original seating plan.
    - Tell the children that they should learn to get along with others.
SPEECH DEFECTS

The numerous kinds of speech defects are divided into two general classes: the Functional and the Organic. The functional defects are divided into two subclasses, those due to faulty habits, and those due to emotional disturbances. The organic defects are also divided into two subclasses, the paralytic and the aphasie. In the organic group a definite anatomical or physical defect can be demonstrated, but in the functional group no such defect is found, the organs of speech being physically sound.

Functional Defects: Certain speech defects are purely the result of habits and are normal for the environment in which they were learned. The slurring speech of the Southerner and the nasal twang of the New Englander are very largely products of habit. The best way to treat these defects is to change the peculiar speech habits into others which are less peculiar. Two general methods are used to accomplish this: (1) training of the separate movements of the various parts of the vocal apparatus, and (2) training the individual in the production of sounds which are like those which he hears. These methods are called respectively the "part method" and the "whole method." With the timid the first method is usually more successful.

Where the speech defect is due to emotional shock or mental trauma the condition is often most efficiently dealt with by psychoanalysis. By this method the original cause of the defect is discovered and treated by mental means.

Organic Defects: Paralyses of different muscles of the vocal apparatus are due to injuries or degeneration of some parts of the nervous system supplying these muscles. The paralysis may be due either to injuries of the lower motor neuron where the seventh cranial nerve has been sectioned or degenerated; or to the destruction of the nerve cells in a part of the brain; or to an interruption of the nerve fibers as they pass downward from the brain to the nuclei controlling the muscles of phonation.

Aphasia is the result of injury or disease of the brain centers. There are two main types of aphasia: motor aphasia and sensory aphasia. In the first the individual is unable to bring about the coordination of activities which are necessary for the production of language. In the second the individual is unable to understand the meaning of the spoken language of another. Motor aphasia is divided into two types: aphasia, where the individual sees the object and knows what it is but is unable to form the word which is the name of it; and agraphia where he is unable to express himself in written language. All types of aphasia are best treated by reeducation.
HIGH SCHOOL ACTIVITIES
(Average time about 10 minutes)

DIRECTIONS:

1. Presuppose that you are the Principal of a large high school.

2. From the following methods of procedure select the one which most nearly approaches what you would do, were you the Principal, and draw a circle around its letter (A, B, C, D, or E) in the "alternative" row immediately following the description. The alternatives are:

   Alternatives:
   A. Agree to assist if asked.
   B. Offer to direct the activity.
   C. Do nothing.
   D. Organize committees and see that it is done.
   E. Suggest the advisability of the work.

3. Immediately after making your choice of solutions in each case indicate the degree of confidence you feel that you have marked the alternative you would actually choose were you the Principal and these the only avenues of procedure open. To indicate the degree of certainty you feel circle its number (1, 2, 3, or 4) in the row labeled "certainty."

DEGREES OF CERTAINTY:

1. Very certain.
2. Fairly certain.
3. Rather uncertain.
4. Very uncertain.

EXAMPLE:

If at all doubtful as to procedure refer to Discipline Case Problems where an example is given.

4. REMEMBER:

That you are supposed to be the Principal.
To choose the most satisfactory single alternative. NONE OF THE ALTERNATIVES NEED BE ENTIRELY SATISFACTORY, but one of them should be nearest to what you would do.
To work rapidly, but carefully.
To refer to the directions in dealing with each case.

---

HIGH SCHOOL ACTIVITIES

1. Revising the Curriculum.
   Alternative: A B C D E
   Certainty: 1 2 3 4

2. Having a School Picnic.
   Alternative: A B C D E
   Certainty: 1 2 3 4

3. Having a Memorial Day Program.
   Alternative: A B C D E
   Certainty: 1 2 3 4

4. Having a Faculty Outing.
   Alternative: A B C D E
   Certainty: 1 2 3 4
5. Having a Mothers' Day Program.
   Alternative: A B C D E
   Certainty: 1 2 3 4

6. Having a Home-Coming Day at the School.
   Alternative: A B C D E
   Certainty: 1 2 3 4

7. Organizing a System of Student Government.
   Alternative: A B C D E
   Certainty: 1 2 3 4

   Alternative: A B C D E
   Certainty: 1 2 3 4

   Alternative: A B C D E
   Certainty: 1 2 3 4

10. Co-operative Buying of Fuel and Supplies by the Faculty.
    Alternative: A B C D E
    Certainty: 1 2 3 4

11. Inaugurating a Community Service Program.
    Alternative: A B C D E
    Certainty: 1 2 3 4

    Alternative: A B C D E
    Certainty: 1 2 3 4

    Alternative: A B C D E
    Certainty: 1 2 3 4

14. Establishing a Lyceum Course Through the School.
    Alternative: A B C D E
    Certainty: 1 2 3 4

15. Making a Drive for Funds for a Community Swimming-Pool.
    Alternative: A B C D E
    Certainty: 1 2 3 4

    Alternative: A B C D E
    Certainty: 1 2 3 4

17. Having a School Armistice Day Parade and Program.
    Alternative: A B C D E
    Certainty: 1 2 3 4

18. Forming an Athletic League for the High Schools in the Region.
    Alternative: A B C D E
    Certainty: 1 2 3 4

19. Establishing a Junior College in Connection with the High School.
    Alternative: A B C D E
    Certainty: 1 2 3 4

20. Organizing Part-Time Work in Connection with the School.
    Alternative: A B C D E
    Certainty: 1 2 3 4

    Alternative: A B C D E
    Certainty: 1 2 3 4

    Alternative: A B C D E
    Certainty: 1 2 3 4

    Alternative: A B C D E
    Certainty: 1 2 3 4

    Alternative: A B C D E
    Certainty: 1 2 3 4

25. Organizing a System of Vocational Training in Connection with the Business Men of the Town.
    Alternative: A B C D E
    Certainty: 1 2 3 4

26. Organizing the Broadcasting of Programs from the School.
    Alternative: A B C D E
    Certainty: 1 2 3 4

SCORES

<table>
<thead>
<tr>
<th>T-R</th>
<th>A-R</th>
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<tbody>
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<td></td>
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</tbody>
</table>

[Transfer these scores to the front page. Watch signs!]
TEST 3—COMPREHENSION AND RETENTION

Directions: Answer the following 20 questions in accordance with the passage on "Speech Defects" which you read at the beginning of the examination. If the statement is true according to this passage, make a circle around the T; if it is false, make a circle around the F.

T F 1. Psychoanalysis is used in treating speech defects due to emotional disturbances.
T F 2. Some individuals are able to recognize objects but are unable to name them.
T F 3. All paralyses of the vocal apparatus are caused by brain injuries.
T F 4. Psychoanalysis is pointed out as being most effective in curing organic speech defects.
T F 5. Injuries to the seventh nerve cause paralysis of certain of the muscles used in speech.
T F 6. Aphasia is the result of brain injury.
T F 7. Speech defects due to paralysis can be traced to organic defects.
T F 8. With the timid individual the "whole method" is more successful than the "part method" in aiding him to overcome his speech defects.
T F 9. Paralysis of the muscles used in speech may be caused by an injury of the brain.
T F 10. A person with physically sound speech organs may have a speech defect.
T F 11. Aphemia is the inability to express oneself in written language.
T F 12. The nasal twang of the New Englander is largely due to sensory aphasia.
T F 13. Agraphia is a kind of motor aphasia.
T F 14. The method of treating functional speech defects by training the individual in the production of sounds which are like those he hears is called the "part method."
T F 15. The person suffering from agraphia is unable to understand what others say to him.
T F 16. Speech defects which are due to emotional shock are classed as functional.
T F 17. Sensory aphasia is best treated by psychoanalysis.
T F 18. Paralytic aphasias are functional.
T F 19. In sensory aphasia, the individual is unable to understand the spoken language of another.
T F 20. The anatomical or physical causes of functional speech defects are easily demonstrated.

TEST 4—OBSERVATION AND RECALL

The following 10 questions are based on the picture which you studied at the beginning. Write the answer to each question on the line at the right.

1. How many people are shown in the picture? __________
2. Which boy is between the two combatants? __________
3. What is in Bob's right hand? __________
4. Which boy is dressed in knee trousers? __________
5. Who is going toward Professor Smith? __________
6. What boy is holding another by the tie? __________
7. What student is watching the fight without taking part in it? __________
8. At what school is the fight? __________
9. What is in the right hand of Jack? __________
10. Mention two things to indicate that the weather is warm? __________
DIRECTIONS FOR GIVING

Pass out to each person one of the preliminary sheets with the picture marked "Observation and Recall" up. When everyone has a sheet say: "Notice the picture on the sheet before you. Study the picture very carefully, observing the name of each person and the part he is playing in the scene. You will have four minutes to study the picture. Begin."

Always measure time after saying "Begin."

After four minutes say: "Turn over the sheet to the side marked 'Comprehension and Retention.' Look at the directions while I read them." (Read directions). Then say: "Begin." At the end of five minutes collect the preliminary sheets.

Pass out to each person a test booklet face downward. When everyone has a booklet say: "Turn over the booklet and insert your name, age, and school on the dotted lines."

After having this information inserted say: "Look at the directions for Test while I read them." (Read directions) Then say: "There are 30 questions in this test, part of them on pages two and three. When you finish those on the first page go on to the next. Do not begin Test 2 until told to do so. Begin." At the end of nine minutes say: "Stop. Look at Test 2 in the middle of page 3."

Say: "Notice the directions for Test 2." (Read directions) Say also: "There are 80 questions in this test. When you finish those on this page, go on to page four. Begin." At the end of nine minutes say: "Stop. Turn over to Test 3."

"Look at the directions for Test 3 while I read them." (Read directions) After reading the directions say: "Begin." At the end of four minutes say: "Stop. Look at Test 4."

Say: "Notice the directions for Test 4 while I read them." (Read directions) "Begin." At the end of four minutes say: "Stop. Turn over to Test 5."

Say: "Look at the directions while I read them." (Read directions) Add also: "Remember there are 14 mental states in the list below, but only ten pictures; so four of the parentheses will have to be left blank. Begin." At the end of two minutes collect the tests.

The total working time for the test is 37 minutes.
DIRECTIONS FOR SCORING THE TEST

TEST 1 - JUDGMENT IN TEACHING SITUATIONS
Correct Answers: Each answer below indicates the one of the suggested answers which is the correct one.
2. first 7. second 12. fourth 17. first 22. fourth 27. second
3. second 8. second 13. fourth 18. third 23. first 28. first
5. fourth 10. fourth 15. fourth 20. third 25. first 30. first

Scoring: The score is the number right multiplied by 2. If two or more answers to any question are checked no credit is given for that question. The maximum score is 60.

TEST 2 - REASONING AND INFORMATION CONCERNING SCHOOL PROBLEMS.
Correct Answers: T indicates that the T should be encircled; F that the F should be encircled.

Scoring: The score is the number of questions right minus the number of questions wrong. In scoring do not count those questions which are omitted or in which both answers are encircled. If the wrong answer has been encircled and then crossed out, and the correct answer given, the question is counted correct. For example, if 68 questions are answered correctly, 8 are omitted, and 4 are answered incorrectly, the score is 68 - 4, or 64. The maximum score is 80.

TEST 3 - COMPREHENSION AND RETENTION.
Correct Answers: T indicates that the T should be encircled; F that the F should be encircled.

Scoring: The method of scoring is the same as that for Test 2. The maximum score is 20.

TEST 4 - OBSERVATION AND RECALL
Correct Answers:
1. seven 3. bat 5. Louise 7. Mary
9. knife 10. Accept any two of the following:
   Sleeves rolled up
   No coats
   Light trousers
   Baseball season (bat)
   Eye-shade hat

Scoring: The score is the number of correct answers multiplied by 2. The maximum score is 20.
TEST 5 - RECOGNITION OF MENTAL STATES FROM FACIAL EXPRESSION

Correct Answers: The numbers below indicate the numbers that should be placed before the names of the mental states. Some, as indicated, should be left blank.

(8) Anger (2) Bashful appeal (10) Coquetry (1) Delight
( ) Despair (5) Disappointment ( ) Disgust
( ) Physical suffering (6) Scorn

Scoring: The score is the number of correct answers multiplied by 2. Give credit only if the correct number is placed before the correct mental state. Do not give credit for any number, even though it is placed before the correct mental state, if it is also placed before any other mental state.

The maximum total score on the TEACHING APTITUDE TEST is 200.

NORMS ON THE TEACHING APTITUDE TEST

<table>
<thead>
<tr>
<th>Group</th>
<th>Median</th>
<th>Q₁</th>
<th>Q₃</th>
<th>Q</th>
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<tr>
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<tr>
<td>Graduate students</td>
<td>155</td>
<td>144</td>
<td>164</td>
<td>10</td>
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<tr>
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<td>146</td>
<td>132</td>
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