A study of the relationship between social factors and certain aspects of language usage

Thelma Johnson Roundtree

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A STUDY OF THE RELATIONSHIP BETWEEN SOCIAL FACTORS AND CERTAIN ASPECTS OF LANGUAGE USAGE

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

THELMA JOHNSON ROUNDTREE

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY

AUGUST, 1951
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T. J. R.
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CHAPTER I

INTRODUCTION

Rationale.-- Language is used as an instrument of thought and communication, which serves as a means of controlling the action of others, and as a means or device for uniting the members of a particular group. The origin of language is said to be pre-human, but language in the human being develops as any other human function. There are five developmental stages of language. The first stage, which begins with screaming, is the birth cry or a reflex activity. Babbling is the second stage; it is the most important stage in language development since it provides practice in the use of speech mechanism and it is possible that all of the sounds which are necessary are learned during this time. The third stage is sound imitation, characterized by repetition of the same sounds over and over again. The fourth stage is verbal understanding which is explained in the principle of conditioned responses. The fifth stage is verbal utterance or the use of an active vocabulary which is influenced by social speech patterns that are set forth by the members of his environment or his group. The child learns at an early age to use language, and he uses it to influence or control the feelings and actions of others.

Watts says that language is a body of sounds and meanings that is held in common by the members of a linguistic group. It is a social matter which each individual must accept as he finds it. Language is pre-human as has been stated, but the sounds or expressions of communication were only meaningful to animals of the same group. Historically, it has been theorized that languages developed according to groups. For example, in
in England prior to the legal adoption of the Anglo-Saxon dialect as the national language, the Anglo-Saxon dialect was used by the serfs, Latin was used by the churchmen, and French was used by the literary writers. England adopted the Anglo-Saxon dialect as the national language in 1362, after which grammarians began to study and systematize the language. By this process of study and systematization, the group arrived at a plan for studying and teaching the language which was far removed from the group's actual experience in the development of that language and far from the developmental basis of the individual. This seems to have been the pattern for all national groups in the development of language.

The child in his development of language takes on the pattern of the family group and then the neighborhood groups of which he is a part, but families differ and the groups outside the family to which a child will be admitted tend to be set by the status of the family group in the larger community. Thus, within any modern community, one finds variations in language patterns which seem to be parallel to or closely related to the existing groups. However, the plan by which the young is to be taught language in schools does not take into consideration these variations in the language pattern of those who attend the school. Neither does the plan seem to recognize the social nature of the language. Language, then, becomes abstract rather than functional. If students come from homes where the language differs widely from the school language, teachers cannot impose the school language upon them. Language differs by groups according to locality, occupation, and social class. Language differs from group to group, regardless to nature of group as to size.

We teach language as if there were only one group. Every person
belongs to many groups, but while he belongs to many groups, he is more strongly orientated toward one of these groups than to the others. From time to time, one's orientation to a group may change.

The problem then for the teacher is to determine the relative influence of membership in these different groups upon the formal teaching of language. The group which the students are more strongly orientated at a particular time tends to set for that period of time the language pattern of the individual. These facts give rise to several important questions: What things are factors of the group? What things which are part of the group situation affect the language pattern of the members of the group? What factors tend to influence most the language of the group?

Statement of the Problem.— The problem involved in this study was two-fold: (1) to determine the relationship, if any, between social factors and language usage of the twelfth grade pupils of Fairmont High School, Griffin, Georgia, and (2) to formulate or arrive at an overall pattern for each subject studied by developing case studies.

Limitations of the Study.— The limitations of this study are:

1. The group was small and included members of the senior class of one high school; therefore, the generalizations must be limited to the nature of the group studied.

2. The findings are limited by the validity which the instruments had for this group.

3. Case studies are limited data yielded by the data-gathering devices used in this study.

Definition of Terms.— The following terms are defined with reference to this study:
1. **Social Factors.**— The term *social factors* in this study refer to the following: (1) occupation of head of the household, (2) the source of income of the head of the household, (3) house-type, and (4) the education of the head of the household and as measured by the Warner, Meeker, and Eells' I.S.C. scale, modified form.

2. **Language Usage.**— The term *language usage* in this study refers to that usage which measures the student's ability to recognize and apply the basic rules of English composition at the high school and college levels. These basic rules are defined as those most frequently violated.

**Subjects and Types of Materials Involved.**— The subjects involved in this study were the twelfth grade students of the Fairmont High School of Griffin, Georgia. They ranged in age from seventeen to twenty-one. There were seventeen girls and ten boys.

The materials used included the Rinsland-Beck Test of English Usage - Form A; the Warner, Meeker, and Eells Index of Status Characteristics; the Otis Quick-Scoring Mental Ability Test-Gamma Test - Form AM; the California Test of Personality, Secondary Series, Form AA; the Mooney Problem Check List, High School Form; the cumulative record cards and an outline for autobiographies, which was planned by the writer.

A copy of each of the instruments listed above is included in Appendix B. The raw scores of these tests and the I.Q.'s, as derived from the Otis Quick Scoring Tests of Mental Ability, will be found in Appendix A.

The place of the survey was the Fairmont High School of Griffin, Georgia and the period of study was during the second semester of the school.

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year 1953-54.

The case study and the descriptive methods of research were used, employing standardized tests, interviews, inventory and statistical techniques.

Purpose of Study. -- The purpose of this study was to answer the following questions:

1. What is the intelligence status of the group?

2. What is the language status of the subjects as indicated by the total score and by the scores on the components of the Rinsland-Beck Test of English Usage?

3. What is the social status of the subjects as revealed by Warner, Mesker and Bells I.S.C.?

4. What is the relationship, if any, between language usage and social status of the subjects?

5. What is the pattern of personality organization of these subjects as described by the components of

Procedure. -- The purposes of this study were achieved through the following steps:

1. The Index of Social Characteristics, revised by Dr. Mozell Hill of Atlanta University with reference to the Negro, was administered to determine the subjects' social status. The factors used on this instrument were: occupation, source of income, education and housetype.

The questionnaire was checked for the twenty-seven subjects during the week of March 6, 1954, by the writer on individual basis. Each subject was interviewed privately. Results of the socio-economic status and of the relationship of these factors to language usage are reported
2. The Rinsland-Beck Test of English Usage was used to determine the language status of the subjects. It was used because of its validity and reliability.

The test was administered to the twenty-seven subjects on March 31, 1954. The language status of the subjects was found. The results of the relationship between language usage and social status are given in Chapter III.

3. The Otis Quick-Scoring Test of Mental Maturity, Gamma Test, Form AM was used to measure the intelligence of the subjects because of its validity and general acceptance by authorities, ease of administration, and significant correlation with other nationally known tests of the same type.

The test was administered on March 11, 1954, for the purpose of obtaining the intelligence status of the subjects. These data were used for description of the subjects. The results from this test are given in Appendix A and in the case studies.

4. In order to get reliable information about the subjects' emotional, intellectual, and behavioral adjustments, the California Test of Personality, Secondary Series, Form A was used. This instrument consists of 180 questions about the subjects' feelings, habits, opinions, and experiences. Half of the questions refer to the subjects' personal adjustment, which include self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms; half of the questions refer to the subjects' social adjustment, which include family, school and community relationships. This test was used because of its general acceptance, ease of administration,
and high degree of validity and reliability.

This instrument was administered on March 16, 1954. Results of the personal and social adjustment and the total adjustment of each subject are found in tables in Appendix A and in the case studies found in Chapter IV.

5. The Mooney Problem Check List, Form H, was used to catalogue the subjects' personal problems. The writer used this instrument which had been administered in September, 1953, by the principal of the school. These check lists were found in the cumulative record folders in the files at the Fairmont High School, Griffin, Georgia. The data derived from the check list were used in case studies.

Cumulative record cards of these subjects were examined to help the writer get a picture of each subject. A composite table showing the grades or school marks for all of the twenty-seven subjects for ninth, tenth, eleventh, and twelfth grades is found in Chapter IV of this study and in the case studies.

6. An outline for the subjects' autobiographies was devised by the writer and a copy of this outline is found in Appendix B of this study. Excerpts from the autobiographies are included in the case studies in Chapter IV.

1 Locus of the Study.— Griffin, Georgia, the county seat of Spalding, is located 38 miles south of Atlanta and it is centrally located in the state of Georgia. It is on a plateau 980 feet above sea level. The Eastside of the city has a natural drainage down to the Ocmulgee River into

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1 Griffin Chamber of Commerce, Griffin, Spalding County, Georgia, 1950.
the Atlantic Ocean. The Westside has a natural drainage down to the Flint River which empties into the Gulf of Mexico. This natural drainage together with the altitude contributes to the healthful climate. It is a clean and alert manufacturing city in the midst of productive farming region. The city is chiefly industrial; whereas the county is agricultural. Griffin has 25 mills - mainly textile mills - with an average yearly payroll of over 14 million dollars. Some of the largest mills are: Dundee Mill, the second largest producers of towels in the world; Pomona Products Company, which is the largest canner of pimento peppers in the world; the Crompton Mills, maker of velveteen and corduroy; and the Griffin Hosiery Mills, makers of the nationally famous Dovedown Hose. Spalding County has fertile soil and the topography is gently rolling, which makes it suitable for many kinds of crops and livestock. The leading crops include pimento peppers, peaches, vegetables, small grain and lespedeza seed.

Negroes form about 35 per cent of the total population which is around 35,000 for Griffin and Spalding County.

Griffin is located on two Class A Railroads, the Central of Georgia and the Southern Railroad. In addition to railroad facilities extending in four directions, Griffin is located on two Federal Highways, U. S. 41 and U. S. 19; also three state highways. Five trucking lines operate out of Griffin which handle interstate commerce. The National Trailways and the Southeastern Greyhound Bus Lines also operate main line service through Griffin.

There is a combined city-county Health Department which consists of a full-time health physician, a sanitary engineer four public nurses and
two clinics. Besides these health disease services, a dental, pre-natal and well-baby clinic are furnished. This department also serves for isolation and quarantining for communicable diseases and supervises dairy and food establishments.

Negroes represent six denominations of which the largest congregations are Methodist and Baptist. These six denominations have about twelve churches.

During the past seven years, after making a thorough study of the future school population, the Griffin Board of Education, which is now the Griffin-Spalding Board of Education, has completed a building program which meets the crucial needs for standardized buildings for both white and Negro children. The majority of the school buildings are new or have been remodeled, reconditioned and expanded. There are ten schools operating in Griffin and Spalding County for Negroes. Of these ten schools, nine are elementary schools comprising grades one through six and a junior high school, which comprises seventh and eighth grades connected with the high school proper that consists of ninth, tenth, eleventh and twelfth grades. The Griffin-Spalding School System has a high scholastic standing in the State. Bus service is furnished all county students. Activities are arranged so that they afford a variety of educational, intellectual, and healthful interests for the students and the community.

The Negro park, Head Park, consists of forty-six acres with an outdoor swimming pool and bath house, an open air dance pavilion and beautiful natural picnic grounds and play space for children. The City and Red Cross also provide an excellent swimming and water safety program for the Negro youth. During the summer there are four white and two Negro playgrounds open under supervision of trained directors. Staff specialists
and volunteers furnish leadership in the Fine Arts for these playgrounds. The children of every neighborhood playground are taken one day of each summer week to the Municipal Park for a free morning swim in the pool and a picnic or cook-out. Games, hikes, and free play are also enjoyed by the younger children on these park days.

Griffin has a daily newspaper with A.P., U.P., AND I.N.S. wire services; and N.E.A. Picture Service and one weekly paper. There are two radio stations and 6,627 telephones.

Hence, come the subjects of which this study was made.
CHAPTER II

RELATED LITERATURE

Introductory Statement.— A survey of the literature related and pertinent to this study indicated that there is a vast amount of material concerning the social and psychological aspects of language. The literature for this study is categorized for discussion purposes under the following areas: (1) the social aspects of language; (2) social factors with reference to the levels of socio-economic status; (3) intelligence; (4) personality with reference to personal, social and total adjustment; (5) case studies; and, (6) autobiographies.

The Social Aspects of Language.— Language is social and if language is dealt with apart from the social situations in which it is used, then language is not functional. Language, to most of us, is a sign or mark of social status. Language is a set of human habits and it changes as things change. The child is the language result or product of the home and the speech is largely influenced by parents, grandparents or those with whom he lives. Too, language is influenced by the associates that he is around.

Fries has expressed this relationship between language and the practical world as follows:

Our language is an essential part of our experience; it gets all its meaning from our experience, and it is in turn our tool to grasp and recognize experience. Every language is thus inextricably bound up with the whole life experience of the native users of that language. The linguistic forms of my language "mean" the situations in which I use them. For me to be thoroughly understood, therefore, the hearer must in some way grasp completely the
"situations" in which I use them.  

Hayakawa says language is social. Reading or listening, writing or talking, we are constantly involved in the processes of social interaction made possible by language. Sometimes, as we have seen, the result of that social interaction is the sharing of knowledge, the enrichment of sympathies and insight, and the establishing of human co-operation. But at other times, the social interaction does not come out so well: every exchange of remarks, as between two drunks at a bar or between two hostile delegates at the United Nations Security Council, leads progressively to the conviction on the part of each that it is impossible to co-operate with the other.

Klineberg states that it is hardly possible to overestimate the part played by language in the development and control of social behavior. It represents what is specifically human in social life. It is an instrument of thought and communication. It serves as a cohesive force uniting human groups and setting them apart from others; as Sapir points out, the fact of common speech is an index of the social solidarity of a group.

Fries wrote that there are social or class differences in language practice. Despite the fact that America in its national life has struggled to express its belief in the essential equality of human beings and to free

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1 Charles C. Fries, Teaching and Learning English As A Foreign Language (Ann Arbor, 1947), p. 57.
the paths of opportunity from arbitrary and artificial restraints, there still do exist some clear differences between the practices and habits of various social groups. It is, of course, practically impossible to mark the limits of any social class in this country. It is even extremely difficult to describe the special characteristics of any such class because of the comparative ease with which one passes from one social group to another, especially in youth, and the consequent mixture of group habits among those so moving. Our public schools, our churches, our community welfare work, our political life, all furnish rather frequent occasions for social class mixture. All that can be done in respect to such a description is to indicate certain facts which seem generally true for the care of any social group, realizing that these same facts may also be true separately of many who have connections with other groups. There are, for example, those who habitually wear formal dress clothes in the evening and those who never wear them. Many of the former frequent opera and concerts of the best music; many of the latter find their entertainment solely in the movies. The families of the wealthy, especially those whose wealth has continued for several generations, ordinarily mix but little with the families of unskilled laborers; and the families of college professors even in a small city have usually very little social life in common with the families of policemen and firemen.

Fries further states that just as the general social habits of such separated social groups naturally show marked differences, so their language practices inevitably vary. We must, therefore, recognize the fact

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that there are separate social or class groups even in American communities and that these groups differ from one to another in many social practices including their language habits.

Strickland found that studies carried on at the preschool level indicate a relationship between the socio-economic status of the home and the language children develop in the home. Children whose socio-economic status is higher tend to use larger vocabulary, to ask more questions, and to use more remarks involving adapted information. Living in a superior environment appears to give these children additional advantage, though the difference may be partly one of intelligence. Children of higher socio-economic status tend to rate higher in intelligence than children of lower status. They also tend to have the advantage of parents of a higher level of education and to hear a larger vocabulary in daily use. Also, the child in the home of higher status is provided with books, play materials and enriching experiences, in most instances, which facilitate the development of language.

Strickland made the following observation:

Grammatical usage problems have to be considered in the language program of most communities. The primary school child mirrors the language usage of his home and community. The usage is acceptable to him because the people who use it are acceptable to him. He has no standards other than those of the culture in which he lives. Usage which deviates from that of his culture milieu may sound strange and different to him if he has a keen ear for language, but it does not sound better or correct; he may even think it queer or amusing.

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1 Ruth G. Strickland, *The Language Arts In The Elementary School* (Boston, 1951), p. 34.
2 Ibid., p. 21.
Again she says that:

A language, it has been said, is merely a set of commonly accented practices and it is successful only in so far as hearers understand writers. A language is commonly used for two main purposes: first, for communication, which employs language to convey thoughts and emotions from one human being to another; and second, to appeal to the emotions of people and to make impressions of one sort or another as in the case of public speaking, journalistic writing, advertising, and various forms of creative writing. Usage is concerned with what people actually do, with those accepted practices which make understanding possible between hearers and speakers and between reading and writing.¹

Bloomfield wrote that the most important differences of speech within a community are due to differences in density of communication. The infant learns to speak like the people round him, but we must not picture this learning as coming to any particular end; there is no hour or day when we can say that a person has finished learning to speak, but, rather to the end of his life, the speaker keeps on doing the very things which make up infantile language-learning.

In September 1950, an article was published in The English Journal entitled "The Language Belongs to Them" by Aileen T. Kitchin. She states the following:

The three processes that we have considered - the way in which the language functions in the world around us, the way in which we learn our language and its operating processes, and the way in which we learn to evaluate the variant forms that occur - have been studied with diligence in the last hundred years by linguistic scientists in other fields. What we know today about these processes is the result of their years of inspired research. Day by day, year by year, more information is available for the direction of our classroom teaching.

¹Ruth G. Strickland, op. cit., p. 21.
Strickland wrote:

The language a child has learned from parents and others he loves and respects, and that serves his communication needs in his home life, is intimately interwoven with his sense of security. If the language used by the teacher and her methods of communicating at school are sufficiently similar to those of the home he tends to find little difficulty in accepting her and broadening his feeling of security so that it includes the teacher and the school. If the language used and approved at school differs markedly in quality of usage or is actually a different language from the one the child has learned at home, he finds it very difficult to feel relaxed, secure, and happy in his new school environment. 1

Crosby made the observation that language is a vehicle for communication, for thinking, and for the control of behavior, has its roots deeply buried in the life of the community of which the child is a part. The present emphasis upon the language arts as processes in the child’s development needs to be balanced with an emphasis upon the content within which the processes operate, and it is within the area of content especially, that the community influences language growth. 2

Fries wrote that since ninety-five per cent of all children and teachers come from homes or communities where incorrect English is used, nearly everyone has before him the long, hard task of overcoming habits set up in early life before he studied language and grammar in school. Such people are exposed to the ridicule of those who notice the error, and the only way in which they can cure themselves is by external vigilance and the study of grammar.

1 Ruth G. Strickland, op. cit., p. 89.
3 Charles C. Fries, American English Grammar, p. 52.
Brady concluded the following:

Why should we be concerned about these children in a volume dealing with mental health? First, because school follows a pattern of standards, behaviors, and expectations different from those which the majority of children have learned. Each child who comes to public school brings with him a unique view of himself and of the world. He has strong feelings and attitudes; he has definite values and purposes. Because ours is a multi-group society each child differs from every other child in these feelings and attitudes. Each has learned something different from his particular background, from his family, his neighborhood, his community, and from the children with whom he plays.1

Florence Chisholm Bowles wrote:

To be successful in teaching English grammar, the teacher must squarely face the reality that his pupils do hear and do read English outside the classroom, that they hear it and read it in environments which to them are far more challenging than the rarefied, controlled surroundings of the school. Of these outside environments, there is, first, the home with all its vital basic and human experiences. There are the streets and the playgrounds, where the life of play is second in emotional impact only to the home. There are far moments of recreational reading, the many comic strips in newspapers and booklets. There are far recreational listening, phonograph records and radio and television comedy and adventure programs, many of which, for comic effects, lean heavily on grammatical errors.2

According to LaBrant there should be frank discussion about levels of usage, and an emphasis placed not on rightness and wrongness, but on the need of everyone to be able to use standard usage which admits him to the larger group of educated, literate adults.

Further she says:

If we are to teach language, we should be aware of the

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3 Lou LaBrant, We Teach English (New York, 1947), p. 21.
purposes it serves in the lives of our students. Sometimes they are in conflict just as clothing for warmth may not serve the end of beauty of line. Slang, password in some groups of youth, may offend the elders; meticulous choice of words may lead to criticism by one's social peers. A basic need for us who teach is to examine our major uses of language. Later we may have to decide which of these to further and which, if any, to ignore or discourage.\(^1\)

Strickland contends that sensibly handled sociometric studies reveal a child's place in the social group and the acceptability of his behavior to other children. This knowledge, to be of value, must be followed by intensive study of the child's behavior to learn what attracts or repels other children and why they respond as they do. All behavior which a child manifests is caused by experience and attitudes which operate in the life of that child. One child may be silent and withdrawn because he has had little experience with children and is so sheltered and dominated by his mother that he has no techniques for participating with other children in play or work experiences. Another child may be unacceptable to other children because his experience has caused him to use language aggressively and unpleasantly in order to gain his way or to hold his own with other people. Perhaps a speech defect, poor or different clothing, a foreign accent, or different home standards and demands cause him to be isolated from the group. Not until the teacher is fairly clear as to the cause of the child's problems can she give him the guidance and help he needs.\(^3\)

Hook says that the English teacher shares with all other teachers -

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1 Lou LaBrant, *op. cit.*, p. 22.
and with the church and the home — the responsibility of developing in
his students an ethical character. Through helping his classes to apprec-
ciate literature and through training them in writing and speaking, the
English teacher may help keep society's hope replenished.

1 Cross and Carney state that English is being looked upon as a tool
to use in oral and written expression, and the trend is toward a unified
English program without a separation between literature and composition.
The high schools have accepted the social aim and, even if slowly, are
gradually working toward ends which aid useful living.

2 Pooley, too, says that the teaching of English usage is still further
confused by the conflict between the traditional rules and the modern
science of linguistics, which is giving us entirely new concepts of lan-
guage and its functions. Linguistics teaches us to look at language from
the viewpoints of history, psychology and sociology, and to understand and
interpret modern usage in the light of these factors rather than upon a
set of traditional authorities.

3 Fries arrived at this conclusion relative to the school — the schools
have assumed the job or burden of training every student, no matter what
his original social background and native speech might be. He further
stated that many believe that the schools have assumed a task of impossi-
bility.

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1 E. A. Cross and Elizabeth Carney, Teaching English In High Schools
3 Charles C. Fries, American English Grammar, p. 49.
Social Factors With Reference to the Levels of Socio-Economic Status.—

One of the writer's purposes of this study was to determine the relationship, if any, between social factors and language usage. Therefore, significant and relative statements were examined by authorities in this area. Cole wrote: "The highest level of social adjustment consists in an understanding of and adjustment to other people." In addition to that, she stated that: "Social growth can be measured, although the scales are not as adequately standardized as tests of other phases of development."

In one of the most comprehensive studies that has been made on the social relationship of members of a modern American community, Warner and co-workers found that more social classes could be distinguished than most people are aware of.

The Index of Status Characteristics (I.S.C.) is an instrument which measures the socio-economic levels of the community and which makes it possible for the analyst to say what is meant in socio-economic terms by class concepts such as upper, middle, or lower class and what is meant in terms of social class.

Warner records that:

The Index status of Characteristics as a measurement of social class is posed on two propositions: that economic and other prestige factors are highly important and closely correlated with social class; ... this method is designed to provide an objective method for establishing the social level of everyone in the community and to do so by simple, inexpensive means.

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2 Ibid.

Warner wrote:

Most of the studies of social class and social mobility in America have not been done on a countrywide basis but as part of researches on towns and cities in the several regions of the country. The study of social class in our communities rather than generally is due to several factors: belonging to certain status levels is a function of living for a given length of time in one community and no other; social class is partly organized within each community; it sometimes varies from town to town; and the detailed studies necessary for understanding status behavior are not possible in investigations of larger areas.

Warner says that our scientific literature is filled with thousands of references to the relation of income and prestige in occupation and social position. Much of the enormous amount of materials on this subject or topic is caused by the real importance of the economic factor and part to the income classification. Yet, he says that economic causation suffers from too much emphasis.

Dollard made a detailed analysis or study of the behavior of Negroes in a social environment of color-caste and social class.

Hill made a study of status in certain all-Negro communities in Oklahoma.

Davis lists three main divisions of classes as lower, middle, and upper. He subdivides the lower-class into the lower-lower and upper-lower, the middle class into the lower-middle class and upper middle, and the

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1 W. Lloyd Warner, op. cit., p. 256.
2 Ibid., p. 253.
upper class into the lower-upper and upper-upper classes.

1 Havighurst and Taba state that social class is determined by
(1) occupation, (2) amount of income, (3) source of income, (4) house type,
(5) area of town lived in, (6) education, and (7) ethnic group.

2 Davis wrote:

Just as soon as the teacher understands anything about the child or adolescent as a member of his family or play group, as a learning organism in a particular environment, the teacher begins to see the pupils' behavior in an entirely new light.

Newcomb records the following about social classes:

In the most highly developed, organized, and complicated human social communities - those evolved by civilized men - these various socially functional classes or sub-groups of individuals to which any individual belongs (and with the other individual members of which he thus enters into a special set of social relations) are two kinds. Some of them are concrete social classes or sub-groups, such as political parties, clubs, corporations, which are all actually functional units. The others are abstract social classes or sub-groups, such as the class of the debtors and the class of the creditors, in terms of which their individual members are related to one another more or less indirectly.

3 Davis says that:

Social cliques and families are the basic units of a social class. In his family and in his social clique, the child learns his class-behavior and goals. A child's family can teach him only that behavior and motivation which he knows, that is, the culture of its own class; a social clique or higher status, however, provides the child or adult with the necessary models

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1 Robert J. Havighurst and Hilda Tabe, Adolescent Character and Personality (University of Chicago, 1949), p. 231.
for imitation of a culture which is ranked as "higher" or "better."¹

² Davis further states that a child cannot learn his mores, social drives, and values - his basic culture - from books. He can probably learn a particular culture and a particular moral system only from those people with whom he is most closely associated. Hence, he generalized by saying "Our knowledge of social-class training is now sufficient to enable us to say that no studies can generalize about the child."³

⁴ Davis and Dollard wrote the following about man's culture:

...it became clear that the structure of men's bodies is for all practical purposes the same everywhere; the difference between groups is in their cultures, their social heritage. Men behave differently as adults because their cultures are different; they are born into different habitual ways of life, and these must be followed because they have no choice.⁵

⁶ The same authors believe that in our society an individual is born into a family which is a member of such a socially ranked group.

In light of the fact that the school has as her purpose to teach, several writers have made suggestions concerning revising the curriculum in order that the school might nearly meet the needs of the children. Among these writers who make these relative statements is Morton who says that:

¹ Allison Davis, op. cit., p. 2.
² Ibid., p. 12.
³ Ibid., p. 13.
⁴ Ibid., p. 8.
⁵ Ibid., p. 16
⁶ Ibid.
"It is becoming increasingly apparent that educational leaders must recon-

struct the public school curriculum from a consideration of American life as a whole."

He further says that:

The socio-economic approach to curriculum revision emphasizes the relationship of life in the school to social life and tends to make the school an active instrument in guiding the evolution of society.  

Havighurst, Warner, and Loeb made these statements:

Teachers represent middle-class values and manners. In playing this role, teachers do two things. They train or seek to train children in middle-class manners and skills and they select those children from the middle and lower classes who appear to be the best candidates for promotion in social hierarchy.

Intelligence.--- Another area of literature, which was the writer's interest was intelligence. Intelligence in this study was not used as a related factor, but it was used for descriptive purposes.

Among those writers who talked about the unsoundness of intelligence test was Allison Davis who wrote the following:

Intelligence tests are unsound. The defect is mainly in the use of language which isolates or segregates children from underprivileged families. Tests on essentially the same problems phrased in colloquial language showed that privileged and underprivileged children differ little, if at all, in intelligence.

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2 Ibid., p. 174.
4 Allison Davis, op. cit., p. 88.
He further states: "It is socially dangerous, as well as unjust, because we shall need more high intelligences than the upper classes can produce.

Davis wrote the following about intelligence tests:

The present intelligence test offer one of many instances, to be found in the public schools, of the arbitrary restriction of the goals of the pupils' learning to a very narrow range of activities. The people who devise and teach the curricula of the public schools are nearly all middle class.... like any particular culture, that of the middle class emphasizes a rather narrow range of mental abilities and problems.2

Davis concludes by saying that the academic function of the school is to help the child learn how to solve a wide range of mental problems.4

Klineberg states that many investigators agree that in their demonstration that occupational groups differ markedly from one another in their mental tests performances.5

Skinner wrote that while intelligence tests are by no means the only approach to the study of mental development, it cannot be denied that test results provide our greatest body of evidence on the subject.

Hurlock says the following about intelligence:

Average intelligence makes it possible for a child to adjust with reasonable success to his environment, provided that other conditions are favorable. But, even though other conditions may be favorable, very low or very high intelligence

1 Allison Davis, op. cit., p. 90.
2 Ibid., p. 88.
3 Ibid., p. 93.
frequently proved to be a disadvantage in social adjustment.

Continuing the same writer wrote:

A child whose intelligence is definitely below that of other children of the same age in school or in the neighborhood group soon finds himself an outsider. He cannot keep up to standard set by others, either in academic work or in extra-curricula activities.  

She further stated that: "A very high level intelligence likewise affects the personality development of the child, but the effect is far from favorable."

Judd believes that when a child cannot meet the requirements found to be normal for his age, he is classified as being dull; when a child meets the requirements beyond those of which he is expected, he is classified as being bright.

The following is a classification of intelligence according to Terman:

... individuals attaining I.Q.'s below 70 are designated as mentally defective, those between 80 and 90 as dull-normal, those between 90 and 110 as average, and so on.

Pinter et al., wrote the following:

No one believes that the actual score or I.Q. obtained by a child on any intelligence test is due wholly to heredity in the sense that it could not be changed by environmental forces working upon the child. The score or I.Q. is a measure of his present ability to respond to certain situations; in a sense it is a measure of what he has learned in a given environment. We do this by comparing his score with the scores of other children.

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2 Ibid., p. 581.
3 Ibid., p. 583.
4 Charles H. Judd, Educational Psychology (Cambridge, 1939), p. 444.
5 David Wechsler, The Measurement of Adult Intelligence
who have a common background. We can change any child's score on any intelligence test by repeated practice on the test material or by teaching him similar material. We can only make it impossible for us to assess his intelligence in terms of the standard norms; we cannot compare him with other similar children; we have removed the common basis for comparison.

The same writers further stated that:

The most important studies attempting to measure the influence of general home background on the Binet mental rating have been those of Freeman, et al., and Burks. Both of these workers agree that young children removed from a poor environment and placed in a good environment show an increase in Binet mental rating. They disagree as to how great a change in I.Q. can be effected. Their studies clearly show that the shift in environment must be a large one (from very poor to very good), and that such a shift must be made at a very early age.1

Personality.— Another area of interest in surveying the literature was personality. The literature is related to personal, social and total adjustment. Thorpe made the following comments:

There is a modern way of viewing personality that makes it definite and very real to students and teachers.... One judges a person's personality in terms of ability to get along well with people and to make favorable impressions upon them. It is known as the social skill concept. It describes personality in terms of sincerity and intelligence in dealing with people in all types of social relations. It also stresses the importance of being free from nervous symptoms and introverted or anti-social tendencies.2

Several writers have given many definitions for the term personality, but the writer chose this definition to cite, since this seemed to be the most applicable. Kluckholm wrote: "Personality is the continuity of

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1 Rudolph Pinter, et al., op. cit., p. 18.
functional forms manifested through sequences of organized regnant processes and overt behaviors from birth to death." Continuing he wrote that the functions of personality are:

To allow for the periodic regeneration of energies by sleep; to exercise its processes; to express its feelings and valuations; to reduce successive need tensions; to design serial programs for the attainments of distant goals; to reduce conflicts between needs by following schedules which result in a harmonious way of life; to rid itself of certain persistent tensions by restricting the number and lowering the levels of goals to be attained; and, finally to reduce conflicts between personal disposition and social sanction, between the vagaries of anti-social impulses and the dictates of the superego by successive compromise formations, the trend of which is towards a wholehearted emotional identification with both the conserving and creative forces of society.¹

The same authors commented further:

The personality of an individual is the product of inherited disposition and environmental experiences. These experiences occur within the field of his physical, biological, and social environment, all of which are modified by the culture of his group.²

³ Anastasi wrote that increasing stress is being laid upon the influence of environmental conditions in determining or modifying the individual's characteristics.

Anastasi recorded the following:

Definite personality exist between adult men and women in our society is clearly apparent from everyday observation. In many and emotional and social characteristics, this differentiation is noticeable from an early age. An important aspect development includes interests, preferences, ideals, attitudes, and personal sense of values.⁴

¹ Clyde Kluckholm, et al., op. cit., p. 49.
² Ibid., p. 50.
⁴ Ibid., p. 432.
1

Asch wrote the following:

Recently psychologists have become increasingly concerned to understand the interplay between the ways in which people conduct themselves in social situations and their qualities as persons. A major assumption has gained ground that social sentiments have a predominantly personal function, in the sense that they are a displaced expression of the individual's needs and tensions in his private relations. This mode of thinking takes the personal-emotional tendencies as the fixed starting point, the independent variable and derives the social orientation from them.²

²

Newcomb, et al., observed that the manner in which concepts of appropriate socialization and of personality goals vary according to the status of a given group in the local community. The child and adolescent in our society are socialized within a series of personal relationships characterized by rank.

Havighurst and Tabe made a study of adolescent youth in a midwestern town which was fictiously named Prairie City. These authors described and measured character, personality, and social environments, and the relationships between them. They wrote the following:

The boy or girl who enjoys a good reputation in the community is often described as 'better adjusted', both to himself and to society, than the boy or girl of unfavorable reputation. This may mean several things: the well-adjusted individual behaves in accordance with the expectations of responsible people; his goals and aspirations are likely to be socially approved, and the means and techniques he employs to secure them are not likely to lead him into unexpected trouble; he is not likely to feel disliked, avoided, or ridiculed and hence not likely to feel inferior or worried over becoming a social misfit or outcast. All these are

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types of 'adjustment,' and they are part of what we understand by 'good character' and 'good reputation.'

The following statements are recorded in the "1950 Yearbook":

What we call personality or the 'self' is the pattern of behavior, feelings, and attitudes which the child learns as he grows up in his family, his neighborhood, and his society. Parental attitudes have a basic influence in determining how the child will perceive himself and the world. His views or himself and the world will determine how he behaves and what methods he will use in trying to satisfy his needs and impulses. There are certain basic needs common to all children which can be channeled into socially productive activity but which cannot be suppressed. Since the long, slow process of personality development is one of reconciling these individual human needs with the requirements of social living, children come to accept society's demands only through experiences which give them adequate personal satisfaction and through relations with people who accept and love the raw stuff of human nature as it is found in children.

Case Studies.— Case study was another area of literature of interest for the writer. "The case study is a complete analysis and report of the status of an individual subject with respect, as a rule, to specific phases of his total personality.

Alexander wrote:

The primary concern of the psychiatrist, as well as of the educator, is the human being as an individual, with all his peculiarities and specific makeup. Both deal with personalities and must understand their development in the most specific terms and not in generalities. Psychiatrists and educators cannot be satisfied with recognizing in their patients or pupils the exponents of cultural configurations; they must understand each on his own merits in terms of his own highly

1 Robert J. Havighurst and Hilda Taber, Adolescent Character and Personality (University of Chicago, 1949), p. 103.
individual life-history.

Kluckholm further commented that the introduction of the study of case histories is the most important contribution that society could accept from psychiatry, individuals live social life and each individual's social life is reflected by his trends and actions.

The social world has a highly complicated structure. Man, with his own complicated mental life, faces other human beings, the conditions of physical nature, and the culture in which he lives. Out of this structure, social case work singles out a particular problem presented by a particular individual in his environment. Society, with its political, economic, cultural conditions, forms the background of the picture. Society is beyond the reach of case work and has to be accepted as it is. The variables of case work are merely the individual himself and the conditions of his personal environment. The social conditions, many of which are bound to put strain on the individual, are mere constants in the problem.

Witty and Kopel made a study of cases of several types in reading at the Northwestern University Psycho-Educational Clinic. This study proved valuable in rehabilitating the poor reader. These authors wrote the following:

The teacher's diagnostic study is influenced and limited by several considerations: the time and facilities available for the study, the extent of the available information about the child's developmental history, and the teacher's ability to understand the significance of symptoms and to use skillfully various appropriate techniques to discover particular needs.

2 Ibid., p. 673.
3 Ibid., p. 678.
4 Clyde Kluckholm, op. cit., p. 673.
Continuing, the same authors wrote:

No rigid, universally applicable outline or procedure for diagnosis can be prescribed. Diagnosis is a complex process to be modified by the teacher or clinician and adapted to the essential demands of the immediate situation. The diagnostic study may be cursory and incomplete or it may be extensive and thorough.1

Further, the same authors wrote:

In the typical and complete case study the child's biography or history is obtained and studied in relation to present behavior. And behavior is interpreted in terms of a developmental process in which the operation of many environmental and organic factors is recognized.2

Since case studies was one of the writer's personal area of interest, the literature in this area was reviewed too, with reference to autobiographies.3 Kluckholm wrote that the life history is the second important aspect of the individual.4 Dollard discusses the possibilities of using intensive life history materials for what they may reveal about group processes:

Here, the life history is offered as an aid in picking out factors of relevance in community life. It reveals not only the processes familiar from studies on the societal level of perception but also other factors which cannot be sensed on this level.... A good deal of what is to come has the character of being obvious from the sociological standpoint; its only interest is in the fact that the data can be appropriately classified from the sociological standpoint....

Havighurst and Taba used Essays on Life Beliefs, written by the subjects to get data on individual characteristics. This data or excerpts from these

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1 Clyde Kluckholm, et al., op. cit., p. 674.
2 Ibid., p. 676.
3 Ibid., p. 434.
4 Ibid., p. 533.
essays were used in the case studies in the study conducted at Prairie City.

**Summary of Related Literature.**—The literature cited in this chapter were categorized into the following areas: (1) social factors with reference to the levels of socio-economic status; (2) the social aspects of language; (3) intelligence; (4) personality with reference to personal, social, and total adjustment; (5) case studies; and (6) autobiographies.

Personality, language, and social adjustment are related factors. Research studies show that language facility is markedly influenced by social factors. As Bowles said, the students hear and read English outside the classroom. Too, it is assumed from this survey that there are home, school, and community factors which play a great part in influencing the usage of language.

In the area of social factors as it is related to English usage, it was pointed out that social factors do affect language and learning. Warner, Havighurst, and others pointed out that teachers represent middle-class attitudes and enforce middle-class values and manners. Since the school has been classified as a middle-class institution, several writers have suggested that the school revise her curriculum in order to meet the needs of the children.

In the area of intelligence, Freeman, Burke, and others made a study attempting to measure the influence of intelligence on general home background. Their study clearly shows that the shift in environment will be a large one.

In the area of personality, Havighurst and Taba made a study of the personal and character development of a group of Prairie City adolescents,
who were all sixteen years of age, chronologically. Further, it was generalized from this report and others that environment plays a great role in the personal, social and total adjustment of an individual.

In the area of case studies, the literature indicates that case studies or case histories mirror an individual. Kluckholm wrote that the introduction of the study of case histories is an important contribution from psychiatry to society.

The importance of autobiographies was revealed through the survey of literature. Dollard wrote that the life history is a valuable aid in collecting facts from the sociological standpoint.

Thus, the writer concludes that the literature in this chapter has pointed out the following: (1) language is social, biological, and psychological; (2) there is a relationship between social factors or levels of socio-economic status and language; intelligence is affected by environment; (3) environment plays a great part in personal, social, and total adjustment; (4) case studies are valuable, not only for research, but for complete diagnostic records and possibly other social purposes; and (5) autobiographies are valuable, since they give direct information of a person's life history.

The literature also revealed that the school is a middle-class institution, which should have its curriculum geared to meet the needs of all children, regardless of levels of socio-economic status or social class.
CHAPTER III

PRESENTATION, ANALYSIS, AND INTERPRETATION OF BASIC STATISTICAL DATA

Introductory Statement.-- The purpose of this chapter is to present analyze, and interpret the data derived from data yielded by the data-gathering instruments used in this study. These data-gathering instruments included the following: (1) the Otis Quick-Scoring Test of Mental Ability; (2) the Rinsland-Beck Test of English Usage-Form A; and the Warner, Meeker, and Eells' Index of Status Characteristics, modified form.

The data in this chapter have been presented in accordance with the questions one, two, three, and four in the purpose of the study. These questions are:

1. What is the intelligence status of the group?
2. What is the language status of the subjects as indicated by the total score and by the scores on the components of the Rinsland-Beck Test of English Usage?
3. What is the social status of the subjects as revealed by Warner, Meeker, and Eells' I.S.C? 
4. What is the relationship, if any, between language usage and social status of the subjects?

Intelligence Status.-- The intelligence status of the subjects was determined by their performance on the Otis Quick-Scoring Mental Ability Test. The performances of the students on this test have been shown in terms of the I.Q. scores.

The data regarding intelligence status are shown in Table 1.
TABLE 1
FREQUENCY DISTRIBUTION OF INTELLIGENCE QUOTIENT SCORES OF THE TWENTY-SEVEN HIGH SCHOOL SENIORS DERIVED FROM RAW SCORES MADE ON THE OTIS QUICK-SCORING TEST OF MENTAL ABILITY

<table>
<thead>
<tr>
<th>I.Q. Scores</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>115-119</td>
<td>1</td>
</tr>
<tr>
<td>110-114</td>
<td>3</td>
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<tr>
<td>105-109</td>
<td>3</td>
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<tr>
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</tr>
<tr>
<td>95-99</td>
<td>8</td>
</tr>
<tr>
<td>90-94</td>
<td>2</td>
</tr>
<tr>
<td>85-89</td>
<td>1</td>
</tr>
</tbody>
</table>

N = 27  
Me = 86

An analysis of the data in Table 1 revealed that the media for the group for intelligence was 86. According to Terman's classification of intelligence, there was one student who would be classified with the bright group of intelligence; nine students classified as average; fourteen classified as dull-normal; two classified as borderline or defective; and one classified as mentally defective.

Language Usage Status.— The language status of the subjects was
determined by their performance on the Rinsland-Beck Test of English Usage. The performances of the students on this test have been shown in terms of the total score and the three components of the test; namely, (1) Mechanics of Writing, (2) Accurate Use of Words, and (3) Building Sentences and Paragraphs.

The data for the total raw scores for language usage are shown in Table 2; percentile scores for the total raw scores are shown in Table 3.

**TABLE 2**

**FREQUENCY DISTRIBUTION OF RAW SCORES (TOTAL) OF TWENTY-SEVEN SUBJECTS ON RINSLAND-BECK TEST OF ENGLISH USAGE**

<table>
<thead>
<tr>
<th>Raw Scores</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>125-129</td>
<td>1</td>
</tr>
<tr>
<td>120-124</td>
<td>2</td>
</tr>
<tr>
<td>115-119</td>
<td>1</td>
</tr>
<tr>
<td>110-114</td>
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<tr>
<td>105-109</td>
<td>3</td>
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<td>90-94</td>
<td>0</td>
</tr>
<tr>
<td>85-89</td>
<td>2</td>
</tr>
<tr>
<td>80-84</td>
<td>6</td>
</tr>
<tr>
<td>75-79</td>
<td>3</td>
</tr>
</tbody>
</table>

N = 27
Mean = 98.0
Median = 83.7
TABLE 3
PERCENTILE SCORES MADE BY TWENTY-SEVEN TWELFTH GRADE STUDENTS ON THE RINSLAND-BECK ENGLISH USAGE TEST

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Scores</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>I</td>
<td>40</td>
<td>20</td>
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<tr>
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<tr>
<td>Median</td>
<td>22</td>
<td>31</td>
</tr>
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</table>

The percentile scores for Part I made by the twenty-seven subjects ranged from a low of the first percentile to the ninetieth percentile or a range of 89 percentile points. This range indicates a high degree of variability in Mechanics of Writing. The median percentile score was 22.
The percentile scores for Part II made by the twenty-seven subjects ranged from a low of the fifth percentile to the eightieth percentile or a range of 75 percentile points. This range indicates a high degree of variability in Accurate Use of Words. The median percentile score was 31.

The percentile scores for Part III made by the twenty-seven subjects ranged from a low of the tenth percentile to the ninetieth percentile or a range of 80 percentile points. This range also indicates a high degree of variability in Building Sentences and Paragraphs. The median percentile score was 44.

The percentile scores for the Total made by the twenty-seven subjects ranged from a low of the fifth percentile to the ninetieth percentile or a range of 85 percentile points. This range indicates a high degree of variability in the total performance of the test. The median percentile score was 33.

Social Status.—The social status of the subjects was determined by getting an index of status characteristics for the head of the household of each of the subjects used in this study. This index was obtained by giving a numerical rating for occupation, source of income, education, and house type. Each of these factors as weighted by Warner, Meeker, and Eells was multiplied by the rating and a score or the ISC was computed. The ISC was translated into the social classes. The social status of these subjects have been shown in social classes. A score of 12–37 places one in the Upper-middle class; a score of 38–51 places one in the Lower-middle class; a score of 52–69 places one in the Upper-lower class; and a score of 70–84 places one in the Lower-lower class.

The data regarding social status are shown in Table 4.
Socio-Economic Status of Twenty-Seven Subjects Classified According to Warner, Meeker, and Eells' Scale—Modified Form

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Sex</th>
<th>Total</th>
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<td></td>
<td>Male</td>
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<td>Upper-middle</td>
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<td>Upper-lower</td>
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<td>7</td>
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<tr>
<td>Total</td>
<td>11</td>
<td>16</td>
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</table>

In interpreting the ratings given in Table 4, it is important to note the following: one of the female subjects was classified in the upper-middle class; two males and four females were classified in the lower-middle class; two males and four females were classified in the upper-lower class; and seven males and seven females were classified in the lower-lower class.

The data show that fourteen or a majority of the twenty-seven subjects were of the LL group, which tends to show that if social class is related to achievement in language usage, one could expect poor achievement in language.

The Relationship Between Language Usage and Social Status.—The relationship between language usage and social status of the subjects was determined by employing the Pearson Product-Moment (r) coefficient of correlation. The coefficients of correlation are shown in Table 5.
The data in Table revealed that the coefficient was .000 for the Social Status and Total language, which revealed that there was no relationship between language usage and social status for the subjects as shown by the total score. The coefficient was -.069 for Social Status and Mechanics of Writing, which revealed that there was no relationship between Mechanics of Writing and social status, since this r was not significant at the five per cent level of confidence. The coefficient was -.035 for Social Status and Accurate Use of Words. Since this r was not significant at the five per cent level of confidence. The coefficient was .282 for Social Status and Building Sentences and Paragraphs, which revealed that there was no relationship between Building Paragraphs and Sentences and social status, since this r is not significant at the five per cent level of confidence.
CHAPTER IV
CASE STUDIES

Introductory Statement.—The purpose of this chapter is to present case studies of the twenty-seven subject involved in this study. Whereas, group data are valuable, they do not give the teacher a picture of the individual. This chapter contains a case study of each of the twenty-seven subjects studied. The names of the individuals have been withheld, but are referred to by alphabets A-Z and XY. These case studies have been presented to answer the fourth question in the purpose, namely, "What is the pattern of personality organization of these subjects as described by the components of personality considered?" The components of personality used in these case studies were: (1) intelligence, (2) personality adjustment, (3) academic achievement, (4) socio-economic status or social class, (5) language usage, (6) major personal problems, (7) home background.

Data on the seven components used to describe the pattern of personality organization of the twenty-seven subjects were derived from the following:

1. Intelligence.—Intelligence was derived from the scores made on the Otis Quick-Scoring Test of Mental Ability, Gamma Test, Form AM.

2. Personality Adjustment.—The personality adjustment was derived from the scores made on the California Test of Personality, Secondary Series, Form AA.

3. Academic Achievement.—The academic achievement was derived from the final grades made in the various high school subjects.
pursued by the pupils during the four years of high school.

4. **Socio-Economic Status or Social Class**.-- The socio-economic status or social class was derived from the Index of Status Characteristics by Warner, Meeker, and Eells, and as modified by Mozell C. Hill.

5. **Language Usage**.-- Language usage was derived from the scores made on the Rinsland-Beck Test of English Usage-Form.

6. **Major Personal Problems**.-- The major personal problems were derived from the problems indicated on the Mooney Problem Check List - Form H for high school, using those problems which were checked as problems about which the student "worry."

7. **Home Background**.-- Data on home background were derived from personal interviews with members of the household of each subject and autobiographies prepared by each subject.

The writer believes that these case studies, though limited to the data yielded by the techniques listed above can be valuable in giving an understanding of the subjects. It is further believed that these twenty-seven case studies have revealed many things about the individuals studied, which are not revealed by the data presented in Chapter III.

Basic quantitative data in a summarized form for each of the twenty-seven subjects are shown in Table 6; a more detailed presentation of these data will be found in Table 3 in Chapter III and Tables 1-3 in the Appendix.

**Case Study I, Student A:**-- A-, an eighteen year old girl, is the fifth child in a family of seven children. She has four brothers and two sisters. Her parents died when she was very young, two young for her to remember them.
### TABLE 6
SUMMARY DATA FOR THE TWENTY-SEVEN SUBJECTS

<table>
<thead>
<tr>
<th>Students</th>
<th>C.A.</th>
<th>I.Q.</th>
<th>Average Academic Achievement</th>
<th>Personality Total Score</th>
<th>Number of Acute Problems (Money Problems)</th>
<th>Percentile Language Usage</th>
<th>Social Class</th>
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<tbody>
<tr>
<td>I</td>
<td>18</td>
<td>93</td>
<td>C</td>
<td>50</td>
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<td>4</td>
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<td>10</td>
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<td>LL</td>
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<td>D</td>
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<td>D</td>
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<td>IM</td>
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She has lived with both her maternal and paternal grandparents. Perhaps this accounts for the high scores which she made on "Belonginess and Family Relationship," components of the California Test of Personality. A- stated that "My home life has always been happy. I was very fortunate to have a nice family because they usually buy me the things that I want." A-‘s home
life has been fairly pleasant.

A- has an I.Q. of 93. Her academic record for the four years of high school showed 10 B's, 8 C's, and 2 D's or an average of C+. Her scores on the Rinsland-Beck Test of English Usage were 42 or the fortieth percentile on Mechanics of Writing; 28 or the twentieth percentile on Accurate Use of Words; 38 or the ninetieth percentile on Building Sentences and Paragraphs; and 108 or the fiftieth percentile on total language. A-'s grades in the four units of high school English were C, C, B, and B; these grades compared poorly with her performance on the standardized English test (fiftieth percentile). According to the level of socio-economic status, she belongs to the lower-lower-class. A.'s profile on the California Test of Personality revealed that she had balanced development in personality as indicated by a percentile score of 50 on "Total Adjustment."

On the Mooney Problem Check List, A- checked nine personal problems and of these nine problems, five were in the area of sex.

A- seemed to be confused most of the time. Perhaps this was due to her having to live from place to place after her parents died; that is, from maternal grandparents to paternal grandparents. It may also be a reflection of a conflict in social values and standards between grandparents and grandchild.

Case Study II, Student B: B-, a nineteen year old boy, always appears hostile. He showed his hostility by habitually using profanity. He dresses faddishly, but he is clean in his appearance. He had a job as chef cook after school hours. His family is a lower-lower-class family. He is the second child in a family of four children. There are three boys in this family and one girl. These parents stated that the boys could support
themselves.

His I.Q. is 75 which reveals dullness. His school record shows that he was retained twice while he was in elementary school. His language usage ranks among the lowest of the group in Mechanics, Use of Words, Sentences and Paragraphs and Total, with percentile scores of 1, 5, 40 and 5 respectively. His grades in English were "D," "D," "F," and "D." His average academic achievement for the four years of high school was "D."

His performance on the California Test of Personality indicated that his family relations were poor. He wrote in his autobiography: "I am unhappy at home and feel insecure. My family and teachers usually nag me all the time." He is very aggressive and also anti-social. B- checked twenty-one problems on the Mooney Check List and he double checked those problems concerning finance. He wrote, "I work because I never want to ask my parents for money."

B- has no definite plans beyond graduation. When asked his vocational choice, he replied: "I haven't decided anything yet, maybe Uncle Sam will take me."

Case Study III, Student C-, an eighteen year old girl, is the fourth child with three older brothers. She has always appeared to be a very serious and conscientious person.

C-'s family belonged to the lower-lower class. She did part-time work after school at an ice cream parlor. She also knitted hats and did embroidery work to earn her own spending money. She wrote in her autobiography that: "When I was ten, I embroidered with the thread of an orange sack whenever colorful threads weren't in the house. If I can get enough money, I will take training in sewing. My parents cannot afford to send me
through four years of college." She further wrote that: "I like home economics best of all my subjects because I like beautiful things and I can make these many beautiful things with little money."

C-'s I.Q. on the Otis Quick-Scoring Test of Mental Ability was 92, which is normal intelligence. C-'s performance on the Rinsland-Beck Test of English Usage were 32, 27, 28, and 87 which were equivalent to the second, tenth, fortieth, and tenth percentiles, respectively. Her grades in English during the four years of high school were "B," "C," "C," and "C." Her average academic achievement for all subjects was "C."

On the California Test of Personality, C- scored at the fifth percentile in "Personal Freedom," which showed that she lacked determination in setting forth policies to be independent or self-reliant. On the whole, her personality development is somewhat uneven, although her total adjustment score was the sixtieth percentile. Her class record showed that she was the sixtieth percentile. Her class record showed that she was good in home economics and that she received her best grades in home economics.

C- seemed to take her personal problems seriously. She underscored twenty-one problems on the Mooney Check List and double checked ten, which is an unusually high number. Among the double checked were:

Afraid of close contact with the opposite sex
Embarrassed by talk about sex.

C- is anxious to get qualified for her vocation in order that she might start a desirable life for herself. She also wrote "When I have a date, I am always bothered with the older people, drunkards, etc., coming 'round home and making me feel uncomfortable in the presence of my company. I need to make a place for myself."
Case Study IV, Student D: D-, a seventeen year old boy, has an average intelligence of 97 as measured by the Otis Test of Mental Ability. His father died when he was nine years old, and his mother is physically unable to work. There are seven children in this family; three boys and four girls. He is the oldest boy. Three of his sisters have degrees from college and two of his sisters with whom he lives are teaching school in this community. His social class is lower-lower.

D-'s performance on the Einsland-Beck Test of English Usage revealed normality, except in the Use of Words. His grades in English during the four years of high school were "C," "D," "C," and "B." His average academic achievement for all subjects was "C."

D- plans to attend college. He stated that: "I have been saving my money to go to college. I must hurry and finish so I can marry the girl whom I fell in love with in my junior year."

D-'s performance on the California Test of Personality revealed that he was better adjusted personally than socially. Yet, on a whole, his personal adjustment seemed to be balanced. His personal problems were:

Death in the family
Having no car in the family
Being in love
Deciding whether to become engaged
Deciding whether or not to go to college

If D-'s father had lived, his social life would have seemed different to him. Perhaps his personal problems would not have been as those listed above. Though, it seems natural for him to be confused about "love," as this is a normal tendency for an adolescent his age.

Case Study V, Student E: E- is an attractive seventeen year old girl
who was very friendly and lively at school. She comes from a lower-lower class family. Yet, she does have what many of her classmates don't have, a mother and a father who seemingly live devotedly together. She is the youngest of four children. Her parents seem to think that giving E- all of the faddish and stylish clothes that she wants makes a complete and successful life for her. Her mother wants her to study designing, but her father is not interested in her getting an education. She is allowed to have dates, go to movies, attend parties and other night affairs.

Her father stopped school in the sixth grade and he feels that she only needs the same education that he has.

E-'s school record is not in keeping with her intelligence. Her I.Q. is 96 which reveals normality, but her school record is very poor. Her average academic achievement for all subjects was "D." On the Rinsland-Beck Test of English Usage, she scored at the fiftieth percentile in Mechanics of Writing, the twentieth percentile in Accurate Use of Words, and at the seventieth percentile in Building Sentences and Paragraphs, which shows that she is poorest in the Accurate Use of Words. Her grades in English during the four years of high school were "C," "D," "C," and "D."

According to the California Test of Personality, E- is better adjusted socially than personally. She tends to be somewhat nervous, as indicated by the thirtieth percentile in "Freedom from Nervous Symptoms," a component on this test. Her personal problems as indicated on the Mooney Problem Check List compare closely with the above named area on the personality test. The problems checked were:

Being nervous
Frequent headaches
Weak eyes
Wanting a more pleasing personality
Daydreaming
Being careless
Forgetting things

Case Study VI, Student F: F- is a very quiet, unassuming type of twenty years old. She is the youngest of five children. She wrote in her autobiography that: "Home life was very pleasant until five years ago when my mother died. My mother and I were very close and when she died, life seemed useless. With the help of my father, sister and brother, I was able to overcome it and adjust myself to living without my mother."

F- lives about eight miles from the school and is transported daily on the school bus. She comes from a family whose social class is upper-middle. Her father operates a small farm and the family lives in a medium size house with beautiful surroundings, flowers, shrubbery and trees. Her father was not interested in her getting an education, but was a firm believer in the church in the little community, which does not provide a program for the youth; therefore, F- took very little part in school activities and seldom attended any school functions.

F-'s I.Q. on the Otis Test of Mental Ability was 83, which was low or dull. Her average academic achievement for all subjects was "B," which shows that she showed perserverance. On the Rinsland-Beck Test of English Usage, F- scored at the seventieth percentile in Mechanics of Writing, the sixtieth percentile in Accurate Use of Words, and at the fortieth percentile in Building Sentences and Paragraphs. Her grades in English during the four years of high school were "B," "B," "C," and "C."

The California Test of Personality revealed that she was better adjusted socially than personally. It was interesting to note that she scored at
F- stated that she had many personal problems, "I would like to have someone try and help me with these problems."

Case Study VII, Student G: G- is a boy of seventeen years old who is 5'15" and weighs 138 pounds. He dresses neatly and has a good disposition. G- comes from a lower-middle-class family. His mother and father are separated. He wrote in his autobiography that: "My mother and father couldn't get along so she ran him out of the house and now he lives in another neighboring town. My mother has a goiter, but she works hard to care for me. I work too." His mother works in a laundry. His mother has reared him under strict discipline, but she has showered him with affection. He lives in a shabby two-room house with his mother and older sister. Though the house is small and shabby, he wrote that: "My special interest in home life is growing flowers and painting."

G-'s I.Q. is 85. His average academic achievement for all subjects was "C." On the Rinsland-Beck Test of English Usage, he scored at the twentieth percentile in Mechanics of Writing, at the thirtieth percentile in Accurate Use of Words and the thirtieth percentile in Building Sentences and Paragraphs. His grades in English during the four years of high school were "B," "D," "C," and "C."

G- 's response on the California Test of Personality indicated that he was normally adjusted personally and socially, though better adjusted personally than socially as shown by the eightieth percentile for personal adjustment and the seventieth percentile for social adjustment. His personal problems were:

Getting excited too easily
Not spending enough time in study
Weak eyes
Trouble making up my mind about things
Needing to know more about college
Afraid of failing school work

G wrote: "My plans are to take a pre-med course at a nearby college. I want to become a surgical doctor."

Case Study VIII, Student H: H is the youngest in a family of ten children. She is a very quiet and shy type of girl. The family is a lower-middle-class family, which takes an active part in church but a minor role in community or civic activities.

H's I.Q. was 81, which revealed dullness. Her average academic achievement for all subjects was "D." She scored at the tenth percentile in total language on the Rinsland-Beck Test of English Usage, which would rank her next to the lowest in the group. Her grades in English during the four years of high school were "D," "D," "D," and "C."

On the California Test of Personality, she scored at the first percentile in "Personal Worth." Many of her personal problems pertained to this area, which indicated that she felt that her parents did not trust her or have faith in her. She scored at the fifth percentile in "Belonginess." She wrote that she did not get a chance to visit her schoolmates because she lived so far and her family did not have a car. In "Social Skills" and "Community Relations," she scored at the fifth percentiles. She also wrote that her community was dull and the only place to go was the church. The personal problems that H double checked revealed that she felt that her parents were old fashioned about socializing. These problems also indicated that she did not have enough time to read and do the things that she liked to do. She wrote: "I have finally convinced my
parents that I should take part in an activity and I am in the chorus now. She was a member of the chorus during her last year of school. H- always attended school irregularly during the planting and harvesting seasons. Her personal problems:

- Having less money than my friends have
- Having to ask my parents for money
- Slow in getting acquainted with people
- Losing my temple
- Worrying
- Parents not understanding me
- Missing too many days of school
- Family not understanding what I have to do in school
- Not enjoying many things others enjoy
- Too little chance to read what I like
- Confused on some moral questions
- Parents old-fashioned in their ideas
- Living too far from school
- Having no car in the family
- In too few student activities
- Being left out of things
- Parents too busy making decisions for me
- Parents not trusting me
- Afraid I'll never go to college

H- wants to become a nurse, but she wonders if she will ever get to study at an institution for such.

Case Study IX, Student I: I- is a very quiet, conservative acting and likeable eighteen year old boy. He was very unaggressive and inconspicuous in his classes throughout his high school career. He was a "letter-man" in football and played basketball, too. He lives with his parents who are in the upper-middle-class. His home life is respectable and his family lives on the income of his father. He and his family belong to a methodist church in this community. His parents are not active in civic or community work, but they want I- and their other children to do well; therefore, the father especially, encourages all he could by giving I- an allowance.
I-’s I.Q. on the Otis Test of Mental Ability was 81. His average academic achievement for all subjects was "D." His school record showed that he made the following grades in English: "D," "D," "C," and "C." I- scored at the second percentile in Mechanics of Writing, the tenth percentile in Accurate Use of Words, and the third percentile in Building Sentences and Paragraphs.

I- wrote: "I do not want to go to college, but I want to study tailoring at a trade school and become a tailor."

On the California Test of Personality, I- scored at the fiftieth percentile in "Personal Adjustment" and at the fortieth percentile in "Social Adjustment." He scored at the ninetieth percentile in "Personal Freedom." I- seemed to have been a well-adjusted person. His only personal problem was "Trouble with mathematics," which is revealed on his school record.

Case Study X, Student J: J- is a twin sister to a brother who is one class behind her in school. These eighteen year old twins are the youngest children in a family of eight children. She lives with her parents and her maternal grandparents live with them. "My grandmother often tells me some of the most weird happenings of slavery."

J- lives in a small community about four miles from school. This community was named for her maternal grandparents. Most of the eleven families in this community are relatives. Her family is an upper-middle-class family supported by the income of her father who is a truck driver for a furniture store. The father stopped school in the sixth grade, but he is interested in J- becoming a school teacher. In this house is a telephone, a television, a radio, and a daily newspaper. This family is very religious and J- only misses Sunday School and church when she was ill. Too, the
parents are old and can't seem to understand why girls should be given so much social freedom, but they always cooperated with the school in matters where their children were concerned.

J-'s I.Q. on the Otis Test of Mental Ability was 83. Her average academic achievement for all subjects was "B." On the Rinsland-Beck Test of English Usage, J- scored at the eightieth percentile in Mechanics of Writing, the seventieth percentile in Accurate Use of Words, and the fiftieth percentile in Building Sentences and Paragraphs. The seventieth percentile on total language adjustment placed her in the upper group in language usage. Her grades in English during the four years of high school were "B," "A," "B," and "B."

J-'s personal problems were:

- Having to ask parents for money
- Parents not understanding
- Too little chance to get out and enjoy nature
- Too little social life
- Not having any fun
- Feeling that nobody understands me

J- scored at the tenth percentile in "Personal Freedom," the twentieth percentile in "Withdrawing Tendencies" and "Nervous Symptoms." She scored at the ninetieth percentile in "School Relations," which perhaps was due to her great participation and leadership ability in school activities. J- was president of the Tri-Hi-Y, president of the choral club, a member of the Excello Key Club, and vice-president of the junior class. During her junior year, she was voted the "Best-All-Round Girl."

Case Study XI, Student K: K-, who is a twenty-two year old, is the oldest child with nine younger sisters and brothers. She wrote in her autobiography: "My life is not interesting, it's just a simple one along with
troubles and hard work. I ride the school bus to and from school every
day. Just before school closed last term mother went to the hospital
for tuberculosis where she will stay until she is cured. All of the respon-
sibilities around the house were left for me to take over." K- lives
about ten miles from the school. She was eight years old when she entered
school because her family lived too far from the school, since she had to
talk.

K-'s father is an employee of the city and does a little farming.
This family also receives services from the welfare and health department.
This is an upper-lower-class family. Neither her father nor mother went
beyond the fourth grade in school. They are affiliated with a methodist
church in this little community and although the mother is away, the
father attends church regularly.

K-'s I.Q. on the Otis Test of Mental Ability was 87. Her average aca-
demic achievement for all subjects was "C." On the Rinsland-Beck Test
of English Usage, K- scored at the tenth percentile in Mechanics, the
fifth percentile in Accurate Use of Words, and the thirtieth percentile in
Building Sentences and Paragraphs. Her grades in English during the four
years of high school were "D," "D," "C," and "C."

K- seemed insecure and unhappy always at school. She wrote in her
autobiography that she was not happy. Her problems were not many, but she
indicated that these three problems troubled her greatly, which were:

Being a grade behind in school
Moodiness, "having the blues"
Having memories of an unhappy childhood

K-'s response on the California Test of Personality represents diffi-
culty in "Community Relations," which is indicated by the first percentile.
K- wrote that she wanted to become a nurse. Unless her home conditions are changed, it is doubtful about her being able to attend higher institutions for special training.

Case Study XII, Student L: L- is an eighteen year old girl who weighs 135 pounds. She is not pretty, but she is neat and likeable. Her family is upper-middle-class. Her father has been dead five years, but her mother manages to support the seven children on her teaching salary. L- is the oldest child and helps support herself by buying her winter clothing on the money that she earns during the summer. L- likes to sing and she participated in the chorus. She played basketball and was a member of the Tri-M club and the H-I club. She lived in the rural area, but her mother has a car; therefore, she had a chance to attend movies and other school activities after the school day.

L-'s I.Q. on the Otis Test of Mental Ability was 91. Her average academic achievement for all subjects was "C." On the Rinsland-Beck Test of English Usage, she scored at the fifth percentile in Mechanics of Writing, the fifth percentile in Accurate Use of Words, and at the sixtieth percentile in Building Sentences and Paragraphs. Her grades in English during the four years of high school were "D," "C," "C," and "C."

L-'s personal problems were:

- Worrying
- Poor complexion or skin trouble
- Parents working too hard

She wrote in her autobiography that: "My chief problem is my mother has to work too hard since her health is not very good." Her adjustment, as revealed by the California Test of Personality indicated that she has personal and social difficulty, as shown by the twentieth percentile in
"Personal Adjustment" and the twentieth percentile in "Social Adjustment."

L- did not have a particular plan after graduating other than work, but her mother wants her to go to college. L- felt economically insecure; therefore, she felt that going to college would be impossible for her.

Case Study XIII, Student M: M-, a slender and unattractive eighteen year old girl, acted as if she were in her earliest stages of adolescence in social maturity. She dressed poorly. Her family was lower-middle-class. Her mother and father are living, but they are supported by relief. M- worked every afternoon after school in order to earn her spending money. The family belongs to the baptist church in this community. The family was not interested in M-'s school participation.

M-'s school record showed that she received poor grades in all of her courses except typing and physical education. Her I.Q. was 89 on the Otis Test of Mental Ability. Her average academic achievement for all subjects was "C." On the Rinsland-Beck Test of English Usage, M- scored at the second percentile in Mechanics of Writing, the fiftieth percentile in Accurate Use of Words and the fortieth percentile in Sentences and Paragraphs. Her grades in English during the four years of high school were "D," "D," "D," "D," and "C."

M- indicated the following problems as troubling her most:

- Not having a room of my own
- So often not allowed to go out at nights
- Bothered by ideas of heaven and hell
- Wanting to learn how to dance

On the California Test of Personality, M-'s personality adjustment reflects difficulty. She scored at the second percentile in "Personal Worth" and "Personal Freedom." She also scored at the first percentile in "Community
Relations." She wrote in her autobiography that "all my parents want to do is go to church. I like to do other things." M- plans to enter a business college on the Earn-While-You-Learn Plan.

Case Study XIV, Student N: N- is an attractive highly sociable and lively type of eighteen year old girl. She is the oldest in a family of four children. The family is a lower-lower-class, but a respectable family. The house is very small, (3 rooms) but clean and neat with a few features like telephone, radio, television and a frigidaire. Her father works at the Dundee Mill and attends night school under the veterans' program. He has more education than the mother, but the mother is active in the Parent-Teacher Association and other civic clubs of the community. These are not the domineering type of parents; yet, they have well-trained children.

N-'s I.Q. on the Otis Test of Mental Ability was 107, good normal intelligence. She also did good academic work in high school which is shown on her school record. Her average academic achievement for all subjects was "B." On the Rinsland-Beck Test of English Usage, N- scored at the sixtieth percentile in Mechanics of Writing, the thirtieth percentile in Accurate Use of Words and Building Sentences and Paragraphs. Her English grades for four years were "B," "B," "B," and "B."

N- ranked as one of the highest in "Total Adjustment," the ninetieth percentile, on the California Test of Personality. The personal problems that troubled her most was "Being a grade behind in school." She wrote that she was ill when she entered school and had to withdraw after spending a few months in the first grade. Further, she wrote that she planned to attend college if her uncle will help her pay her expenses. She belonged
to many clubs of which she was a leader. She participated in the chorus, 
dramatics and played basketball.

Case Study XV, Student O-, a nineteen year old girl, is a very 
quiet uninitiative type who follows very closely the plans of those in 
authority. She was not a leader, but was very cooperative in every possi-
ble way. O- is the oldest child in a large upper-lower-class family. The 
father works at a cannery and the mother operates a little "joint" or 
"stand," as they call it. The mother states that she kept O- with her at 
the "stand" until she was large enough to stay at home and care for the 
younger children. This "stand" is definitely an undesirable place. The 
home conditions are very poor. This large family lives in a four room 
dirty and shabby and also lacking in modern conveniences and comfort. She 
She wrote: "I would be happier if we had lights and a bathroom." Despite 
this dirty-shabby, untidy home life, O- came to school very neat and 
clean.

O- 's I.Q. was 82 on the Otis Test of Mental Ability. Her average 
academic achievement for all subjects was "C." On the Rinsland-Beck Test 
of English Usage, O- scored at the fifth percentile in Mechanics in Writing, 
the second percentile in Accurate Use of Words, and the sixtieth percen-
tile in Building Sentences and Paragraphs. Her grades in English during 
the four years of high school were "C," "D," "C," and "C."

O- 's personal problems were:
Being a grade behind in school 
No suitable place to go on dates 
Afraid of unemployment after graduation

Despite these poor home conditions, she scored at the ninetieth percentile 
in "Personal Adjustment" and the sixtieth percentile in "Social Adjustment."
0- likes to work on committees and with school groups and organizations after she has been designated a special job or assignment. She wrote in her autobiography: "I want to attend college because I am afraid I cannot find the right kind of work after graduation from high school."

Case Study XVI, Student P: P- is a very talkative seventeen year old girl, who has big bones. She is the oldest child in a family of four children. Her mother and father have been dead for four years. She now lives with her maternal grandmother, but she is the "mother" for her younger sister and brothers. She wrote: "My life was easy until my mother died. I never get a chance or the time to enjoy myself with pals. I have to wash, iron, cook and clean plus doing a part-time job on Saturday."

P-'s family is classified as the lower-lower-class family. As stated above, she and her younger sisters and brothers live with their grandmother. The grandmother lives in a little shabby-like three room house, which lacks comfort and conveniences. Her grandmother is not permissive. Seemingly, she wanted P- to act as she did, the grandmother, when she was a young lady. She wrote: "My grandmother thinks that going to church on Sunday is enough to make my life complete."

P-'s I.Q. was 87 on the Otis Test of Mental Ability. Her average academic achievement for all subjects was "C." On the Rinsland-Beck Test of English Usage, she scored at the fiftieth percentile in Mechanics of Writing, the thirtieth percentile in Accurate Use of Words, and the eightieth percentile in Building Sentences and Paragraphs. Her English grades for the four years were "C," "C," "C," and "C."

P-'s personal problems were:

Not being allowed to have dates
Not as strong and healthy as I should be
Parents old-fashioned in their ideas

She indicated that she was self-reliant by scoring at the eightyeth percentile in "Self-Reliance," a component on the subtest of the California Test of Personality. As stated above, she is the mother to her younger sisters and brothers. She did not have personal freedom and on the Mooney Check List, this was circled as one of her main problems. She also had tendencies to withdraw, she appeared lonely and over sensitive. Socially, P- was not an anti-socialist as expressed by the seventieth percentile in "Freedom from Anti-Social Tendencies."

P- wrote: "I am undecided about my plans after graduation. My little brother will just be starting to school and I already have two sisters in high school. I will have to work and try to save money. I would like to be an elementary school teacher."

Case Study, Student Q: Q- is an athletic type, boy six feet tall and weighs 190 pounds. He is nineteen years old and is the second child in a family of three boys and two girls. His nickname is Slim and his family has always referred to him by this name. His parents state that he has never been interested in anything except sports. He is a "letterman" and played football every year that he was in high school. His mother said "My Slim just wants to be a big ball player." Q- never takes anything seriously and was never interested in going to school until he entered high school where he could participate in athletics. Records show that he was retained in the fourth and eighth grades.

The family is a lower-lower-class family. The father does janitorial work at a mill while the mother does domestic work by the day. The mother is the president of the P.T.A. and works cooperatively with the school.
This family belongs to a baptist church in the community and they are "church-going" people.

The home life for Q- is appealing. Though the house only has four rooms, it is clean and neat, but crowded for a family this size. There are modern modes of communication in this home: radio, television, telephone, and two daily newspapers. The father and mother show strong affection for these children. They do not seem to be the dominant type of parents; yet, they are firm and not too permissive.

Q-’s I.Q. was 86. His average academic achievement for four years was "D." The school record showed that he received very poor grades in school, especially language, which were "F," "D," "F," and "D." On the California Test of Language Usage, he scored at the fifth percentile in Mechanics and Use of Words and at the tenth percentile in Sentences and Paragraphs.

Q-’s only personal problem was "Wanting to learn a trade." Q- is well adjusted personally and physically. His total adjustment ranks at the thirtieth percentile which means that only 70 per cent of the total population is better adjusted than he.

He wrote that he wanted to attend a college that offers trades.

Case Study XVIII, Student R: R- is mainly interested in athletics especially basketball. He is an eighteen year old who was neither a conspicuous member of his group or class nor was he nonconspicuous. He is the second child in a family of three children. However, he is the only boy.

He wrote: "I do not like the way the people act in our neighborhood."
does domestic work. His family is classified as a lower-lower-class family. This family lives in a three room poorly furnished house, which is definitely inadequate for housing this family with both sexes of children to be considered. The parents seem to care for the children but seemingly are poor managers of finance. The parents stated that they belong to a methodist church but they are not as active now as they have been in the past. This family seems to be complacent or satisfied rather than trying to improve their conditions.

R-'s I.Q. on the Otis Test of Mental Ability was 85. His average academic achievement for the four years was "C." His scoring was at the twentieth percentile in Mechanics, the second percentile in Use of Words and the thirtieth percentile in Paragraphs and Sentences indicate difficulty in the use of language. His grades in English for four years were "C," "D," "D," and "C."

He indicated, on the Mooney Check List, many problems that troubled him. He was worried about:

- Being nervous
- Wanting advice on what to do after school
- Weak eyes
- No suitable places to go on dates
- Needing to know more about occupations
- Unable to express himself well in words and so often feels restless in class

On the California Test of Personality, he indicated that he was better adjusted personally than socially. He lacks social skills and has tendencies to withdraw.

He wrote that he would like to attend college but would not be financially prepared until he could work and save some money for himself.

Case Study XIX; Student S: S- is a seventeen year old girl who lives
with her cousin. Her mother has been dead for seven years and she has never been told about her father. She has one sister who is seven years younger than she. S- is very slender and has been anemic for four years. S-'s guardian is classified as lower-lower-class; yet, they seem to live comfortably on the wages that the cousin earns and additional support from other members of the family.

S- was an unaggressive member of her class, but very likeable. She ranked highest in intelligence in her class. Her I.Q. was 117 which classifies her with the "highest group." Her school record did not measure up to her intelligence. On the California Test of Language Usage, she scored at the fiftieth percentile in Mechanics, the seventieth percentile in the Use of Words and the ninetieth percentile in Sentences and Paragraphs. Her grades in English for four years were "B," "C," "B," and "B."

She wrote: "Of all the activities that I have participated in, I am most interested in the Tri-Hi-Y. I am most interested in this activity because it is related to religion." On the Mooney Check List she checked problems pertaining to health; such as, being underweight, tiring too easily, gradually losing weight and weak eyes. She was also troubled about being nervous, worrying and daydreaming. She is neither well adjusted personally or socially. One of her greatest difficulties is being nervous.

S- plans to be a stenographer. She wrote that she would prefer going to college and majoring in business education but a short course would have to substitute until she could earn some money.

Case Study XX, Student T: T- is an attractive, neat and well poised
seventeen year old girl who is the third child in a family of four girls. T- has been the most fortunate member of this group in one way, she has taken a trip to Washington, D. C. T-'s family is an upper-lower-class family. Her father is a brick mason and drives a cab during his spare time. He has a seventh grade education, but the mother has had two years of college training. The mother is an active worker in the community. The oldest girl is in college and T- will be sent also. The mother, especially, believes in education. The family belongs to a methodist church.

In school, T- was very active in extracurricular activities. She sang in the chorus and participated in dramatics where she played a leading role in two Christmas plays. Recently, she was voted the "Best all Round Girl" of her class. She has a well planned life, relative to social activities. She, like other youngsters of her age, has a sweetheart who is a member of this group. She attends parties, movies and other social affairs. She is allowed freedom, but her life is not permissive.

Her I.Q. on the Otis Test of Mental Ability was 98. She is classified as normal and according to her school record, she ranks in the highest group in scholastic standing. She ranked highest in language usage on the Rinsland-Beck Test of English Usage as indicated by the eightieth percentile for total language usage. Her grades in English were "B," "B," "A," and "A."

T- is the only member of the group who has complete freedom from tendencies to withdraw. It was also revealed that she had very good family relationship and school relationship.

Case Study XXI, Student U: U- is another nineteen year old, who is interested in athletics only. He is five feet eleven inches and weighs 183 pounds. He is physically mature and has a masculine appeal that is especially
attractive to the girls. His father is dead and U- wrote that he had a lot of fun with his father while he lived. He has a sister three years older than he who is married. Since his father's death he has lived with his paternal grandmother. He wrote: "I like my home life, but I do not like the work that I have to do in the house. I would rather make the money." The family is a lower-lower-class family. He and his grandmother live in a little three room house. The grandmother does domestic work and U- works too. Last summer he earned a weekly wage of $15.00 where he worked at a cannery. He saved this money for the school months in order that he would have time to make all of the football and basketball practices.

U-'s I.Q. is 79 which shows dullness and his class record is indicative of this low intelligence. He ranked as one of the lowest members of the group in language usage. His grades in English were "D," "F," "D," and "D." Despite his home conditions and low intelligence, he is fairly well adjusted in his personality. His greatest difficulty came in school relations. He indicated these personal problems on the Mooney Check List, they were:

Worrying
Wanting to learn a trade
Trouble making up my mind about things
Having a certain bad habit

He wrote on the back of the check list that the problem that worried him most was "too many personal problems."

He does not have a vocational choice but he indicated on the Mooney Check List that he wanted to learn a trade. He was offered scholarships to two colleges on the basis of his athletic ability, but he wrote: "I cannot go to college because I will have to stay home and work for my
Case Study XXII, Student V: V-, a seventeen year old girl, is the
tenth child in a family of eleven children. The father is a tuberculosis
patient in a state hospital. There is also an older brother who is af-
flicted with the same disease, but he is a patient in another state.
The mother, too, is physically handicapped. This family is considered in
the upper-lower-class. An older brother, who is a barber, supports the
mother and the children who live at home. This home is clean and neat
and there are some modern features; such as, an electric stove, a frigi-
daire, radio and television. Though the father is not at home, there is
a strong atmosphere of love and affection within this home. The mother,
though sick, does the counseling, but she is not domineering. The
brothers and sisters are also affectionate toward each other and they
work cooperatively.

V-’s I.Q. was 83 which reflected dullness. She appeared to be very
conscientious and worked hard to earn her school grades. On the Rinsland-
Beck Test of English Usage she scored at the thirtieth percentile in
Mechanics, Use of Words and Sentences and Paragraphs. Her grades in English
for four years were "B,", "B,", "C,", and "B."

V- was not troubled or concerned over many problems. On the Mooney
Check List, she indicated that she was troubled about sickness in the
family and sex. She indicated on the California Test of Personality that
she was better adjusted socially than personally.

She has chosen nursing for her profession and plans to enter a school
of nursing in September. She wrote: "Since I have visited the hospital
where my father is, I know now that I definitely want to become a nurse."
Case Study XXIII, Student W: W- is a brother of V-. He is a year older. He has a deformity in his left shoulder which makes him walk as if one leg is longer than the other. Unlike his sister, he is a defiant type of person, seemingly always hostile toward everyone. Despite his physical handicap, he earns enough money to help support this family by doing "bootleg" barbering in the home. Home life is the same for W- as it is for V-. Yet, he took more time out for activities than V-. He was very careless about his appearance.

W-'s I.Q. was 82, which is one point lower than his sister's. His language usage is very poor as revealed by his scoring on the Rinsland-Beck Test of English Usage. His academic record in high school is very poor.

His low scoring on the California Test of Personality represents difficulty in personal and social adjustment. He definitely had no sense of personal worth. Perhaps he felt unattractive because of his deformity. He also lacked sense of personal freedom and the feeling of belongingness. Neither did he have social skills, security from the family and he definitely seemed intolerable in dealing with others as shown by his low score on "Community Relations."

W- plans to do apprentice barbering under his brother's supervision in order that he might obtain license and enjoy freedom in working. He wrote: "I would go to school and study barbering, but I'll never get the money."

Case Study XXIV, Student X: X-, a seventeen year old girl, was born in a house on a farm where her parents have lived for many years. She is the tenth child in a family of twelve. X- is musically inclined. She has a
beautiful lyric soprano voice and plays piano well too. The family is a lower-middle-class family. Her home life is quite respectable. This family is supported by the income that the father makes from his farm. They live in a five room house, but the three children who are at home now can live comfortably in these five rooms. These parents are interested in their children's educational progress and social standing. There are two older daughters in this family who are college graduates.

In intelligence, X- has an I.Q. of 109 which ranked her in the highest group of her class. Her high school grades could have been better according to her mental ability. On the Rinsland-Beck Test of English Usage, she showed that she had more difficulty in Mechanics than in any language usage areas. Her grades in English for four years were "C," "C+," "B," and "B-".

X- 's personal problems were:

Poor complexion
Being treated like a child at home
Not having enough money to spend
Disliking church services
Vocabulary limited.

She lacked sense of personal worth and she also lacked relationship with people in general. She wrote: "My first two or three months in high school were a horrow. I was always trying not to be silly because I felt different from the other students." X- also had trouble with social skills. She was a selfish person. Neither did she have the kind of family and community relations that she desired. Further she wrote: "I have lived in this one spot all of my life and in all of this time there are no means of recreation out here. I didn't have anything to do during my leisure time until my dad finally bought a television, but this still
isn't enough."

Case Study XXV, Student Y: Y- is an eighteen year old who lives with her mother, grandmother, an aunt, an uncle and two cousins. She wrote: "My mother has told me about my father, but I have never seen him." "My grandmother is the boss at our house and my mother seems like my sister." The family is classified as lower-lower-class. These people live in a four room house, which is owned by the grandmother. The house is cleaned, but appears to be very crowded. This grandmother does have a television, radio, telephone and subscribes to a daily newspaper. The grandmother requires each occupant of the house to give her a weekly amount from his wages to help her pay the expenses for the food and the other bills, etc. The grandmother is a lint-sweeper in a cotton mill.

Y- 's I.Q. was 83 which shows dullness. Y- was very conscientious and worked to the level of her mental ability. She was very poor in Mechanics of Writing and Use of Words but her usage was better in Sentences and Paragraphs. Her grades in English for four years were "C," "B," "B," and "B."

On the California Test of Personality, Y- was fairly personally adjusted but maladjusted socially. Her personal problems were:

- Being talked about
- No suitable places to go on dates
- Worrying how I impress people
- Being timid or shy

She wrote: "I would like to have someone to discuss these problems to me."

She feels that she was economically insecure and that she would work instead of going to college.

Case Study XXVI, Student Z: Z- is an eighteen year old whose family consists of five persons. He wrote: "Of my parents I can talk only about
my mother because my mother and father were separated when I was very young. My mother is a very nice middle-aged lady who has worked very hard." This family is upper-lower-class. The mother supports the family on the wages that she earns as a maid. Z- contributes to the support of the home too. The mother only has a sixth grade education but she encourages Z- by doing all that she possibly can to show him motherly care and affection.

Z- was a varsity player on the football and basketball team. He also participated in track. He wrote: "Of all of the many activities I have participated in during my years in high school, I like football best." He stated that he never had time for hobbies nor did he have time for doing the things that he liked.

His I.Q. was 106 which is normal intelligence. His school record showed that he earned a yearly average of "B" during his last two years of school, which was a great improvement over the first two years. His total language usage was at the fiftieth percentile. His English grades for four years were "C," "C," "D," and "D."

His personal problems were many, they were:

- Slow getting acquainted with people
- Unsure of social etiquette
- Getting into arguments
- Being made fun of
- Being made nervous
- Parents sacrificing too much for me
- Not spending enough time in study
- Weak eyes
- Too few dates
- Getting embarrassed too easily

He also wrote: the following as a brief summary:

"I will summarize my chief problem by saying that if I could correct them, I would like school better and make a better appearance with my friends."
This and the above listed problems indicate that Z- is having difficulty with personal and social adjustment. The same traits and tendencies were revealed on the personality test.

Z- was offered scholarship on his athletic ability but he is unable to decide about college. He felt so insecure that he appeared confused and unhappy most times.

Case Study XXVII, Student XY: ZY- is the case of a twenty year old, who always appeared irritable and discontented. He is tall and rather handsome in appearance. He seldom smiles and was always apart from the other member of his class. He is the sixth child in a family of twelve children. This family lives about nine miles from the school. Sometimes he rode the school bus to school or the Greyhound. He stated that there were times when he preferred riding the Greyhound rather than the school bus, since he liked to be apart from the other boys and girls who rode the schoolbus. The family is an upper-lower-class reputable family. The father owns and operate a large farm and the larger boys work on this farm. During the planting and harvesting seasons, XY- attended school irregularly. The family lives on this large farm in an attractice eight room white house surrounded by beautiful flowers and shrubbery and trees. XY- did not enter school until he was eight years old, which perhaps accounts for his age as a senior in high school. The father and mother did not go beyond the fifth grade in school, but they enjoy the daily newspapers, the Bible and heir television.

His I.Q. was 70, which is borderline intelligence and his school record compares with his low intelligence. He ranked in the lowest group in Mechanics, Use of Words, and Sentences and Paragraphs on the language test. His grades in English for four years were "F," "D," "F," and "D."
XY- was neither personally nor socially well adjusted, as revealed by his rank on the California Test of Personality. He indicated on the Mooney Check List that his personal problems pertained to matters of sex.

He wrote that he had no vocational interest; he was merely waiting to go into the army.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introductory Statement.—Language is used as an instrument of thought and communication, which serves as a means of controlling the action of others, and as a means or device for uniting the members of a particular group.

The child in his development of language takes on the pattern of the family group and then the neighborhood groups of which he is a part, but families differ and the groups outside the family to which a child will be admitted tend to be set by the status of the family group in the larger community. Thus, within any modern community, one finds variations in language patterns which seem to be parallel to or closely related to the existing groups. However, the plan by which the young is to be taught language is schools does not take into consideration these variations in the language pattern of those who attend the school. Neither does the plan seem to recognize the social nature of language. Language, then, becomes abstract rather than functional. If students come from homes where the language differs widely from the school language, teachers cannot impose the school language upon them. Language differs by groups according to locality, occupation, and social class. Language differs from group to group, regardless to nature of group as to size.

We teach language as if there were only one group. Every person belongs to many groups, but while he belongs to many groups, he is more strongly orientated toward one of these groups than to the others. From time to time, one's orientation to a group may change.
The problem then for the teacher is to determine the relative influence of membership in these different groups upon the formal teaching of language. The group which the students are more strongly orientated at a particular time tends to set for that period of time the language pattern of the individual. These facts give rise to several important questions: What things are factors of the group? What things which are a part of the group situation affect the language pattern of the members of the group? What factors tend to influence most the language of the group?

Statement of the Problem.—The problem involved in this study was two-fold: (1) to determine the relationship, if any, between social factors and language usage of the twelfth grade pupils of Fairmont High School, Griffin, Georgia, and (2) to formulate or arrive at an overall pattern for each subject studied by developing case studies.

Limitations of the Study.—The limitations of this study were (1) the group was small and included members of the senior class of one high school; therefore, the generalization must be limited to the nature of the group studied; (2) the findings are limited by the validity which the instruments had for this group; and (3) case studies are limited to the data yielded by the data-gathering devices used for this study.

Subjects and Types of Materials Involved.—The subjects involved in this study were the twelfth grade students of the Fairmont High School of Griffin, Georgia. They ranged in age from seventeen to twenty-two. They were seventeen girls and ten boys.

The materials used included the Otis Quick-Scoring Mental Ability Test-Gamma Test, Form AM; the Rinsland-Beck Test of English Usage-Form A; the Warner, Meeker, and Eells' Index of Status Characteristics, modified
form; the California Test of Personality, Secondary Series, Form AA; the Mooney Problem Check List, High School Form, the cumulative record cards; and, an outline for autobiographies, which was planned by the writer.

The case study and the descriptive methods of research were used, employing standardized tests, interviews, inventory, and statistical techniques.

**Purpose of Study.**— The purposes of this study was to answer the following questions:

1. What is the intelligence status of the group?

2. What is the language status of the subjects as indicated by the total score and by the scores in the components of the Rinsland-Beck Test of English Usage?

3. What is the social status of the subjects as revealed by Warner, Meeker, and Eells' I.S.C?

4. What is the relationship, if any, between language usage and social status of the subjects?

5. What is the pattern of personality organization of these subjects as described by the components of personality considered?

**Procedure.**— The purposes of this study were achieved through the administration of the above mentioned tests, the analysis and interpretation of the data thus gained, and the collection and evaluation or rating given as the result of personal interviews.

The data were tabulated and appropriate tables were established. The median and the mean were computed for language status and intelligence status. The Personian "r" was used to determine the relationship between
Summary of Related Literature.-- A survey of the literature related and pertinent to this study indicates that there is a vast amount of material concerning the social and psychological aspects of language. The literature for this study is categorized for discussion purposes under the following areas: (1) the social aspects of language; (2) social factors with reference to the levels of socio-economic status; (3) intelligence; (4) personality with reference to personal, social and total adjustment; (5) case studies; (6) autobiographies; and research studies.

This literature was found in the writings and researchers of the following authorities: Charles C. Fries, S. I. Haykawa, Otto Klineberg, Ruth G. Strickland, Muriel Crosby, Elizabeth Hall Brady, Florence Chisholm Bowles, Lou La Brant, J. N. Hook, Robert C. Pooley, Luella Cole, and John J. B. Morgan, Warner, Meeker, and Eells', John Dollard, Allison Davis, Hawighurst and others, Louis P. Thorpe, Anne Anastasi, Havighurst and Taba, Frederick Lamon Whitney, Clyde Kluckholm, Mozell Hill, Viola Evans, and Helen Shorts. Significant abstracted statements from each of these authorities will be presented below:

1. Fries found that there are social or class differences in language practices. Just as the general social habits of such separated social groups naturally show marked differences, so their language practices inevitably vary. Our public schools, our churches, our community welfare work, our political life, all furnish rather frequent occasions for social class mixture.

2. Hayakawa says that language is social-reading or listening, writing or talking, we are constantly involved in the processes of social interaction made possible by language.

3. Klineberg wrote that language represents what is specifically human in social life, and it is hardly possible to over-estimate the part played by language in the development and control of social behavior.

4. Strickland found that studies carried on at the pre-school level indicate a relationship between the socio-economic status of the home and the language children develop in the home. Children whose socio-economic status is higher tend to have larger vocabularies, to ask more questions, and to use more remarks involving adapted information. Living in a superior environment appears to give these children additional advantages, though the differences may be partly one of intelligence. Children of higher socio-economic status tend to rate higher in intelligence than children of lower status. They also tend to have the advantage of parents of a higher level of education and to hear a larger vocabulary in daily use. Also, the child in the home of higher status is provided with books, play materials and enriching experiences, in most instances, which facilitate language development.

5. Crosby made the observation that language is a vehicle for

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communication, for thinking, and for the control of behavior, has its roots deeply buried in the life of the community of which the child is a part.

6. Brady concluded the following: Why should we be concerned about these children...? First, because school follows a pattern of standards, behavior, and expectations different from those which the majority of the children have learned. Each child who comes to public school brings with him a unique view of himself and of the world...."

7. Bowles pointed out that the teacher must realize that his pupils do hear and do read English outside the classroom, that they hear it and read it in environments which to them are far more challenging than the rarefield, controlled surroundings of the school.

8. La Brant says that there should be frank discussion about levels of usage, and an emphasis placed not on rightness and wrongness, but on the need of everyone to be able to use standard usage which admits him to the larger group of educated, literate adults.

9. Hook says that the English Teacher shares with all other teachers—and with the church and the home—the responsibility of developing in his students ethical character.

10. Pooley, too, says that the teaching of English usage is still

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1 Elizabeth Hall Brady, "Children Bring Their Families to School," The School Review, XLIII (May, 1952), 51.
3 Lou La Brant, We Teach English (New York, 1947), p. 21.
further confused by the conflict between the traditional rules and the modern science of linguistic, which is giving us entirely new concepts of language and its functions. Linguistic teaches us to look at language from the point of history, psychology and sociology, and to understand and interpret modern usage in the light of these factors rather than upon a set of traditional authorities.

11. Cole and Morgan\(^1\) wrote: "Social growth can be measured, although the scales are not as adequately standardized as tests of other phases of development."

12. Warner\(^2\) pointed out that most of the studies of social class and social mobility in America have not been done on a country-wide basis but as part of the researches on towns and cities in the several regions of the country. Further, they point out that our scientific literature is filled with thousands of references to the relation of income and prestige in occupation.

13. Havighurst and Taba\(^3\) state that social class is determined by (1) occupation, (2) amount of income, (3) source of income, (5) house-type, (5) area of town lived in, (6) education, and (7) ethnic group.

14. Davis\(^4\) wrote: "Just as soon as the teacher understands anything

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\(^1\) Luella Cole and John J. B. Morgan, Psychology of Childhood and Adolescence (New York, 1947), p. 204.


\(^3\) Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality (University of Chicago, 1940), p. 231.

about the child or adolescent as a member of his family group or play

group, a learning organism in a particular environment, the teacher begins
to see the pupils' behavior in an entirely new light."

15. Davis and Dollard\(^1\) wrote: "...it became clear that the structure

of men's bodies is for all practical purposes the same everywhere;

the difference between groups is in their groups' culture, their social

heritage. Men behave differently as adults because their cultures are
different; they are born in different habitual ways of life, and these

must be followed because they have no choice."

16. Havighurst, Warner, and Loeb\(^2\) made these statements: "Teachers

represent middle-class values and manners. In playing this role, teachers
do two things. They train or seek to train children in middle-class man-
ners and skills and they select those children from middle and lower classes
who appear to be the best candidates for promotion in social hierarchy."

17. Davis\(^3\) commented relative to the unsoundness of intelligence tests

as based mainly upon the use of language which isolates or segregates
children from underprivileged families. He further commented that the aca-
demic function of the school is to help the child learn how to solve a

wide range of mental problems.

18. Thorpe\(^4\) made the assumption that there is a modern way of viewing

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\(^1\) Allison Davis, op. cit., p. 12.


\(^3\) Allison Davis, op. cit., p. 88.

personality, which makes it definite to students and teachers. This modern way is known as the social skill concept which describes personality in terms of sincerity and intelligence in dealing with people in all types of social relations. It also stresses the importance of being free from nervous and introvertive or anti-social tendencies.

19. Klineberg\(^1\) states that many investigators agree that in their demonstration that occupational groups differ markedly from one another in their mental tests performances.

20. Hurlock\(^2\) wrote that a child whose intelligence is definitely below that of other children of the same age in school or in the neighborhood group soon finds himself an outsider. He cannot keep up to the standard that the others have set, either in academic work or in extra-curricula activities.

21. Judd\(^3\) believes that when a child cannot meet the requirements found to be normal for his age, he is classified as being dull; when a child meets the requirements beyond those of which he is expected, he is classified as being bright.

22. Pinter\(^4\) wrote the following: "No one believes that the actual score of I.Q. obtained by a child on any intelligence test is due wholly to heredity in the sense that it could not be changed by environmental forces working upon the child. The score or I.Q. is a measure of his

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present ability to respond to certain situations learned in a given environment....we can only make it possible for us to assess his intelligence in terms of the standard norms; we cannot compare him with other similar children...."

23. Kluckholm, et. al., wrote: "Personality is the continuity of functional forms manifested through sequences of organized regnant processes and overt behaviors from birth to death." They further commented that personality of an individual is the product of inherited disposition and environmental experiences. These experiences occur within the field of his physical, biological, and social environment, all of which are modified by the culture of his group.

24. Anastasi pointed out that increasing stress is being laid upon the influence of environmental conditions in determining or modifying the individual's characteristics.

25. Newcomb observed that the manner in which concepts of appropriate socialization and of personality goals vary according to the status of a given group in the local community. The child and adolescent in our society are socialized within a series of personal relationships characterized by rank.

26. Whitney wrote: "The case study is a complete analysis and report of the status of an individual subject with respect, as a rule, to

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specific phases of the total personality."

27. Alexander wrote: "The primary concern of the psychiatrist, as well as of the educator, is the human being as an individual, with all his peculiarities and specific makeup. Both deal with personalities and educators cannot be satisfied with recognizing in their patients or pupils the exponents of cultural configuration; they must understand each on his own merits in terms of his own highly individual life-history."

28. Witty and Kopel found that the teacher's diagnostic study is influenced and limited by several considerations; the time and facilities available for study, the extent of the available information about the child's developmental history, the teacher's ability to understand the significance of symptoms and to use skillfully various appropriate techniques to discover particular needs.

29. Dollard discusses the possibilities of using intensive life history materials for what they reveal about group processes.

30. Shorts found no relationship between language usage and social status of the ninety-six subjects in the three schools.

31. Evans found no difference in the socially adjusted and socially

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2 Ibid., p. 674.
3 Ibid., p. 533.
maladjusted tenth grade pupils of the Lucy Laney High School.

32. Dollard\(^1\) made a detailed analysis or study of the behavior of Negroes in a social environment and social class.

33. Hill\(^2\) made a study of status in certain all-Negro communities in Oklahoma.

34. Davis and Dollard\(^3\) studied the life experiences of eight selected Negro adolescents.

35. Havighurst and Taba\(^4\) made a study of adolescent youth in a midwestern town which was fictiously named Prairie City. These authors described and measured character, personality, and social environments, and the relationship between them.

Summary of Findings of Statistical Data.—The following findings have been drawn from the statistical data and presented in accordance with the purpose of this study.

1. Intelligence Status: The mean for the group was 89.20. There was one student who would be classified as "bright," according to the Terman scale of intelligence; nine as "average;" fourteen as "dull-normal;" two "borderline or defective;" and one as "defective."

2. Language Usage Status: The total raw scores ranged from a low of 73 to a high of 126 or from the fifth to the ninetieth percentile. The mean for the total raw scores was 98, which was equivalent to the thirtieth percentile.

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\(^1\) John Dollard, Caste and Class in Southern Town (New Haven, 1937).
\(^3\) Allison Davis and John Dollard, Children of Bondage (Washington, 1940).
\(^4\) Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality (University of Chicago, 1949).
percentile. The median raw score was 83.07, which was equivalent to the tenth percentile.

The percentile scores for Part I - Mechanics of Writing ranged from the first percentile to the ninetieth percentile. For Part II - Accurate Use of Words, the percentile scores ranged from the fifth to the eightieth percentile. For Part III - Building Sentences and Paragraphs, the percentile scores ranged from the tenth to the ninetieth percentile.

3. Social Status: The data showed that fourteen or a majority of the twenty-seven subjects were of the lower-lower group, which tends to show that if social class is positively related to achievement in language usage, one could expect poor achievement in language. One of the female subjects was classified in the upper-middle group; two males and four females were classified in the lower-middle group; two males and four females were classified in the upper-lower group; and seven males and seven females were classified in the lower-lower group.

4. Relationship Between Language Usage and Social Status: There was no statistically reliable relationship between language usage and social status of the group as measured by the Rinsland-Beck Test of English Usage and the modified Warner, Meeker, and Lells' Index of Status Characteristics. The obtained "r's" as computed by the Pearson Product-Moment method of correlation, were .000, -.069, -.035, and .282, respectively.

Summary of Data in Case Studies. The case studies revealed many factors which, according to the findings and points of view of authorities in the field of language arts, effect one's language development. The case study findings are presented in Tables 3 and 6 of the thesis, and Tables 1 - 3 in the Appendix.

Conclusions. The findings seem to justify the following conclusions:
1. **Intelligence:** The intelligence of the subjects as a group was average or normal, although they tended to be at the lower limits of the range for the normal group. The intelligence varied greatly within the group.

2. **Language Usage:** The language usage for the group, as a whole, was low as indicated by the thirtieth percentile. The group varied greatly as indicated by the range of the eightieth percentile points or from the fifth to the ninetieth percentiles for the total score, and as indicated by the fact that the median raw score corresponded with the tenth percentile on the national norm.

3. **Social Status:** The social status, as a whole, was low for the group as shown by the majority or fourteen of the twenty-seven subjects being classified in the lower-lower group, with the remaining thirteen following in the upper-lower, lower-middle, and upper-middle.

4. **The Relationship Between Language Usage and Social Status:** There was no statistically reliable relationship between social status and language usage. On the basis of the obtained "r's," the relationship tended to be negative.

5. **Case Studies:** Many factors seem to be related to the development of language usage. Language seems to be a function of the total personality with its many facets rather than a function of any one factor.

**Educational Implications:** The findings of this research seem to warrant the following implications:

1. Too much emphasis has been placed on conformity, which means
that much of the language found in the English textbooks is artificial rather than functional.

2. Teachers should not loop upon the home from which the child comes as an insurmountable barrier or a guarantee to high achievement.

3. Since the total environment is important in the life of an individual, the school should provide a rich and varied program of instruction.

4. A total picture of the child is imperative in order to guide effectively the teaching-learning process.

5. Further research is needed to determine the potency of various factors in developing good language usage.

Recommendations.-- As a result of the findings of this study the following recommendations are made:

1. Constant use of cumulative records should be made by teachers as a means of getting a better understanding of each student.

2. A core curriculum should be developed in the school so that the personal-social problems of the student may be more adequately met.

3. Further research should be done, particularly on ninth grade level on the socio-psychological aspects of language.
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### TABLE 3

RAW SCORES OF TWENTY-SEVEN SUBJECTS MADE ON THE RINSLAND-BECK TEST OF ENGLISH USAGE AND I. S. C. SCORES

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DATA SHEET FOR ISC

Name ____________________________

House Number __________ Mailing Address ________________

Sex __________ Age __________

Occupation (head of household) ________________________________

(Relationship of) ____________________________________________

Source of Income ____________________________________________

Education (last year in school) ______

House Type (condition) ______________

ISC __________________________ Social Class ____________________

Church Membership ________________________________________

Reference to other data:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
FAIRMONT HIGH SCHOOL
HOME VISITATION RECORD

Teacher __________________________ Date ___________ Time _______

Pupil's Name ______________________ Grade ________ Date of Birth ______ Age ______
(Plast name first)

Pupil's Address ____________________________________________ Sex ______

Parents' Name ______________________ Occupation __________________________

Purpose of Visit ________________________________________________

Length of Visit __________________________

Did you notice any condition either favorable or unfavorable that would aid this faculty to better understand the child?

Yes _____ No _____ If so, please explain. __________________________

What is parents' attitude toward school? ______________________ or

Favorable ______ Unfavorable ______

Explain:

Were there any facilities for studying? __________________________

Result of visit _________________________________________________

Teacher __________________________
OUTLINE FOR AUTOBIOGRAPHY

I. Family
   A. Parents
   B. Grandparents
   C. Sisters (number of)
   D. Brothers

II. Home Life
   A. Special interests
   B. Dislikes
   C. Hobbies

III. School Life (9-12)
   A. Transported or nontransported
   B. Activities participated in
   C. Activities liked most

IV. Work Experiences
   A. Part-time jobs
   B. Summer jobs

V. Church Life

VI. Community life or Civic life

VII. Post Graduation Plans
   A. Ideas
   B. Limitations
INSTRUCTIONS TO STUDENTS:

This Test of English Usage is intended to show how well you understand and use the basic rules of English composition. The examiner will tell you how to mark your answers. Do not open this booklet until you are told to do so.

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.
Test 1. Mechanics of Writing

Part 1. Capitalization

Directions: Each of the following sentences has a word which contains a mistake in capitalization. Either the word begins with a small letter when it should begin with a capital, or it begins with a capital letter when it should begin with a small letter. Choose the word which contains the mistake from the four which follow the sentence and mark the letter of your choice as indicated below the example. Erase completely any answer you wish to change.

Example X: Mr. and Mrs. Brown are good neighbors.

If you are writing your answers in this test book-let, you would answer the above Example X by writing a d on the line to the right as shown above; but if you are using a special answer sheet, you would answer the above item by marking under the d like this: d X

1. The North had the men and materials to use in the generals.
   a. generals  b. South
   c. north  d. materials d 1

2. This graduation gift from my uncle Bill is the best one I received.
   a. Uncle  b. gift
   c. one  d. graduation  c 2

3. St. Patrick is the patron saint of the Irish.
   a. patron  b. Saint
   c. Irish  d. Patrick c 3

4. The class play will be held this Friday in the school auditorium.
   a. School  b. Friday
   c. auditorium  d. Class b 4

5. In history as well as in English good composition is necessary.
   a. English  b. Composition
   c. necessary  d. History b 5

6. The names of those who would like to subscribe to the National Geographic Society will be published in the school paper.
   a. school  b. Geographic
   c. Society  d. Paper  b 6

7. “O, what a tangled web we weave when first we practice to deceive!”
   a. web  b. Weave
   c. O  d. when  a 7

8. Have you read To Have and to Hold?
   a. Hold  b. To
   c. You  d. Read e 8

9. Lincoln’s Gettysburg Address begins with the words, “four score and seven years ago...”
   a. fourscore  b. Address
   c. seven  d. Gettysburg a 9

10. The beaches along the southern shore of Lake Michigan are ideal for swimming and picnic parties.
    a. Southern  b. Picnic
    c. shore  d. lake  c 10

11. Our family Doctor is Dr. Hoffman.
    a. Family  b. Dr.
    c. Hoffman  d. Doctor c 11

12. We’ll call the roll by having each one give a quotation from the Bible.
    a. Roll  b. Bible
    c. Quotation  d. We’ll  b 12

13. George Washington was the first president of the United States.
    a. States  b. Washington
    c. President  d. First c 13

14. In poetry our flag is often called the Red, white, and Blue.
    a. White  b. The
    c. Flag  d. Poetry c 14

15. The poet and the farmer are both especially interested in spring and summer.
    a. Farmer  b. Spring
    c. Poet  d. Summer b 15

16. One of our typically American holidays is Thanksgiving Day.
    a. American  b. Day
    c. Holidays  d. Thanksgiving f 16

Part 2. Apostrophe

Directions: In each of the following sentences one word has been omitted. Find the correct word among the four which follow each sentence and mark the letter of your choice as indicated below the example. Erase completely any answer you wish to change.

Example X: Reading books as interesting as doing things.

If you are writing your answers in this test book-let, you would answer the above Example X by writing a b on the line to the right as shown above; but if you are using a special answer sheet, you would answer the above item by marking under the d like this: d X

17. The club ______ keep up its membership without your help.
    a. Can’t  b. Can’t
    c. C'ant  d. Cant’ b 17

18. The ______ attitude made him an unpopular teacher.
    a. Mans’  b. Man’s
    c. Mans  d. Man’s d 18

19. Miss White claims that our privilege to attend Chapel.
    a. It’s  b. Its
    c. Its  d. I’ts b 19

20. Clothing was becoming easier to find except for ______ shirts.
    a. Boys’  b. Boys
    c. Boys’  d. Boys’ c 20

21. The ______ uniforms always get more attention than ours.
    a. Boys’  b. Boys’
    c. Boys’  d. Boys’ d 21

22. Make your ______ so that your teacher can tell what they are.
    a. 3’s  b. 3’s
    c. 3’s  d. 3’s c 22

23. Our house is just three blocks from my ______.
    a. Father’s-in-law  b. Father-in-law’s
    c. Father-in-laws  d. Father’s-in-law d 23
24. Jane ______ know that you are here.
   a. doesn’t    f. doesn’t
   g. doesn’t    h. doesn’t  
   Omitted

25. The dog dropped ______ bone.
   a. it’s       b. its’    c. it’s    d. its
   Omitted

Part 3. Punctuation

Directions: In each of the following sentences, a box, thus—□, indicates the need for additional punctuation. Select the one of the four punctuation possibilities preceding the group of sentences which will apply in the sentence. Then mark the letter of your choice as indicated below the example. Erase completely any answer you wish to change.

Group I

(Punctuation Possibilities for Sentences 26-30)

a. Place a period after an abbreviation.
b. Place a comma between the city and state in an address.
c. Use a colon after the salutation of a business letter.
d. Place a comma between the day of the month and the year.

Example X: Dear Sir □    X
Enclosed is a check for $4.00.

If you are writing your answers in this test booklet, you would answer the above Example X by writing a c on the line to the right as shown above; but if you are using a special answer sheet, you would answer the above item by marking under the e like this:

Example:

26. The date of Pearl Harbor, December 7 □ 1941, will be remembered by this genera-

27. Arlington, Va □ has grown in population since the war.

28. Dear Mr. Brown □ We received the shipment of paper May 2.

29. Strikes continued to impede industry in Detroit □ Michigan.

30. The letter was addressed to Mrs. Dora Jones, 109 Campbell Street, Grand Rapids □ Iowa.

Group II

(Punctuation Possibilities for Sentences 31-35)

a. Set off appositive elements with commas.
b. Set off contrasted words or words used in pairs with commas.
c. Use a comma after an introductory subordinate (dependent) clause when additive (nonrestrictive).
d. Place commas between coordinate adjectives.

31. He was guilty □ not only of carelessness, but also of recklessness.

32. Her home is the small □ white, old, frame □ house at the top of the hill.

33. Whatever her reason was □ the town suited her perfectly.

34. She fell, not a few steps □ but the entire length of the staircase, screaming in her fright.

35. My aunt □ the family’s authority on gossip, was sipping her tea.

Group III

(Punctuation Possibilities for Sentences 36-40)

a. Use the semicolon between two independent (main or principal) clauses not connected by a coordinating conjunction.
b. Set off an introductory expression when additive (nonrestrictive) with a comma.
c. Set off parenthetical (independent) elements with commas.
d. Separate the coordinate clauses of a compound sentence with a comma when the clauses are connected by one of the coordinating conjunctions.

36. Yes □ we can include your lecture in our schedule.

37. The matron uses her work time □ she seldom wastes her leisure time.

38. The boy put all of his strength □ puny as it was, into the blow.

39. Such action was unheard of in Clay County □ it was almost unthinkable.

40. We would like to go on the picnic □ but both of the children have colds.

Group IV

(Punctuation Possibilities for Sentences 41-45)

a. Use a semicolon between independent (main or principal) clauses connected by a conjunctive adverb (transitional adverb or adverbal conjunction).
b. Separate the members of a series by commas.
c. Set off additive (nonrestrictive) clauses with commas.
d. Separate the coordinate clauses of a compound sentence with commas when the clauses are connected by one of the coordinating (coordinate) conjunctions.

41. We’ll have rain within the hour □ whether it looks like it or not.

42. The meal was excellent □ and the guests leaned back in their chairs.

43. The calm was shattered suddenly by screams □ whistles, and shrill barks.

44. Last Friday we said we would not go □ however, we have had reason to change our minds.

45. We may be late at the game □ nevertheless try to save us some seats.
Group V
(Punctuation Possibilities for Sentences 46-50)
- Set off additive (nonrestrictive) clauses with commas.
- Use the colon or the period in expressions of time.
- Place quotation marks around a direct quotation.
- Use a comma after the salutation of a personal letter.

46. Stand back whoever you are, or I'll shoot!
47. Mother's letter began simply:
   Dear Mary
   You will be surprised to hear from me.
48. The 1, 50 Clarendon bus should get us there in time.
49. Spring which came late this year, ushered in a series of tornadoes.
50. I last remembered calling out feebly, Someone help us!

Group VI
(Punctuation Possibilities for Sentences 51-55)
- Place a question mark at the end of an interrogative sentence or phrase.
- Place an exclamation mark at the end of a exclamatory sentence or phrase.
- Place a period after an abbreviation.
- Place a period at the end of a declarative (assertive) sentence.

51. How exciting that final game was
52. We could find neither streetcar nor bus going our direction
53. Dr. and Mrs. Brown were waiting for us.
54. Who has a table that we might borrow for the play
55. During all the explanation I kept still. Why did I hold my peace I was afraid to speak.

Omitted Wrong Right

Test II. Accurate Use of Words

Part 1. Words in Action

Directions: In each of the following groups of four lettered sentences is one sentence containing a word used incorrectly. This word may be any part of speech. Find that one sentence in each group and mark the letter of your choice as indicated below the example. Erase completely any answer you wish to change.

Example X:
- She writes neat for one so young.
- Whatever you try to do, do as well as you can.
- Donald drove safely to the other side.
- The soprano trilled beautifully in her solo.

If you are writing your answers in this test booklet, you would answer the above Example X by writing an a on the line to the right as shown above; but if you are using a special answer sheet, you would answer the above item by marking under the a like this:

X | a b c d

56. a The rose smells sweetly.
   b His skin felt rough.
   c She seems patient enough.
   d This pie tastes sour.

57. a You can scarcely see ahead in this fog.
   b No frightened dog ever felt more grateful.
   c The farmer can't hardly pay for the feed.
   d Mary can't ever play ball again.

58. a Be sure to drive careful over those rough roads.
   b The chair is almost as good as new.
   c Our team played badly in the last two innings.
   d The bricks were scattered carelessly over the ground.

59. a You don't have this kind of gear shift in a truck.
   b In Ohio we buy these varieties of apples and others.
   c When I buy a new radio I prefer that kind to this.
   d If you find a good softball, don't play with those hard kind any more.

60. a Neither Susan nor her mother can dictate to me.
   b Either the teacher or the principal has the right to ask you.
   c Neither money nor fame make any difference to him.
   d Either Jim or Bill is coming tonight.

61. a I know a place where wild blueberries grow.
   b There are two facts to consider before buying.
   c If there is any doubt in your mind as to John's ability, don't vote for him.
   d Ann doesn't care how many there are to see the play.

62. a People don't always think before they act.
   b What Jack needs is encouragement.
   c The committee has full confidence in her judgment.
   d If the captain don't prove to be a liability, our team should win.

63. a Mother and father have both said that I might go.
   b The team and the coach are taking the school bus.
   c Harold and his brother Marvin hates to admit they are wrong.
   d People often lose in a game of solitaire.

64. a The men raised up before it was yet light.
   b To rise when an older woman enters the room is an act of courtesy.
   c E The committee considered different means for raising the needed money.
   d R aise the windows on the east side of the building.
65. • It is hard for Ellen to sit still in a meeting.
   b Let the boys set there on the bench.
   c If we girls set the table, then the boys will dry the dishes.
   d When the sun sets behind the hills, we have a beautiful view.

66. • Your son should lie down when too tired.
   b The story was so exciting that she couldn’t lay it down before finishing it.
   c The scout laid his supplies under leaves in the cave.
   d You shouldn’t lay here asleep without a light cover.

67. • The scout laid his supplies under leaves in the cave.
   b The president himself presides at each chapel meeting.
   c The girls kept quoting themselves as authorities during the debate.
   d My brother and myself will be there to show the way.

68. • My mother always prides herself on her cooking.
   b The principal has been looking for us boys.
   c I don’t know whom to suggest as a candidate.
   d If you’re talking to Joan and me, please lower your voice.

69. • We girls are to act as ushers for the play.
   b Go see whom is at the door, please.
   c John is the boy who lives in that apartment.
   d It is they who must defend themselves.

70. • Jane thought he was the man who she had seen.
   b The principal has been looking for us boys.
   c I don’t know whom to suggest as a candidate.
   d If you’re talking to Joan and me, please lower your voice.

71. • Alice doesn’t look at all like her mother.
   b The coach didn’t substitute like he should.
   c These clouds look very much like rain to me.
   d The stones were heaped up roughly like a pyramid.

72. • Where are you going this fine afternoon?
   b We met up with a former classmate.
   c The Indian rebellion was put down by troops.
   d Mother will divide the orange among the four of us.

73. • My father could have had a better position.
   b That failure wouldn’t have made any difference to the ambitious young man.
   c The bear could of gone straight to his hiding-place.
   d Silas wouldn’t have given a wooden nickel for his chance of escape.

74. • Neither my sister or I can guide you through the swamp.
   b The spy either goes with us, a prisoner, or stays here, a dead man.
   c You’ll find neither mercy nor help among those islanders.
   d I wouldn’t select either apples or oranges as my favorite fruit.

Omitted  Wrong  Right

Part 2. Verb Forms

Directions: Each of the following sentences contains a word printed in capital letters. Choose the correct form of the suggested word and mark as indicated below the examples, the form you used, according to this code: (Erase completely any answer you wish to change.)

- root verb (root infinitive) as fly
- gerund (verbal noun) or gerundive (verbal adjective) as flying
- past tense (preterit) as flew
- past participle as flown

Example X: You might have KNOW Johnny would quit.
   h X
Example Y: When we SEE her, we dropped the sack.
   g Y

If you are writing your answers in this test booklet, you would answer the above Example X by writing writing an h and a 9 on the lines to the right as shown above; but if you are using a special answer sheet, you would answer the above item by marking under the h and g like this:

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75. The doctor could have GO two hours ago.
76. Who TAKE the algebra book that was lying here?
77. The pony express riders of that day RIDE many long and dangerous miles.
78. When the scouts COME to the camp site they halted.
79. Has he ever SEE a pileated woodpecker?
80. Finally the native DO a very foolish thing.
81. The beans GROW as if by magic after he had planted them.
82. No man has ever BE through this wilderness.
83. When the lion had EAT his fill, he went to the pool to drink.
84. What BECOME of the red hat you had?
85. The picture I saw BEAR little resemblance to the real thing.
86. Jim RUN as fast as he could for, one hundred yards.
87. A man has just DROWN in the creek.
88. While I was watching, the guard SWIM with powerful strokes to the exhausted child.
89. The log, FLOAT too far out for us to get it, disappeared around the bend.
90. If they CLIMB the hill they can see the camp better.

91. Did you LAY the dress back on my bed?

92. Yesterday the bird SING merrily in its cage all day.

93. When we had assembled, Jack BEGIN the program by singing our marching song.

94. The dog has LIE there an hour without stirring.

95. He GIVE her his word of honor that he would be back.

96. Could father have FORGET the cake?

97. He took the dipper and DRINK thirstily of the fresh, cool water.

98. The girl HEAR the low whistle and turned.

99. The baby has BREAK all his toys.

100. When I MAKE a dress I find I have much to learn.

101. Who is RING that bell too early?

102. After he had SHOUT her name Perry regretted it.

103. The police DRAG the lake a second time, last week.

104. Why don't you ASK for more information?

105. USE all your soap flakes wasn't fair.

106. Your friends BE here for an hour.

107. The problems SEEM too hard for her that year.

Omitted........... Wrong........... Right...........

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Test III. Building Sentences and Paragraphs

Part 1. Sentences

Directions: Each of the numbered sentences or group of sentences below is poor, either in form, in meaning, or in effectiveness. The numbered sentence or sentences are followed by four rewritten lettered versions. Choose that one of the four lettered sentences which, in your judgment, is the most improved version of the numbered sentence or sentences and mark the letter of your choice as indicated below the example. Erase completely any answer you wish to change.

Example X: Robert, who is captain of the team, he is my big brother.

a My big brother, Robert, is captain of the team.

b The captain of the team, Robert, he is my big brother.

c Robert, who is my big brother, he is captain of the team.

d Robert, the captain of the team, he is my big brother.

If you are writing your answers in this test booklet, you would answer the above Example X by writing an a on the line to the right as shown above; but if you are using a special answer sheet, you would answer the above item by marking under the a like this:

---

108. The old lady is going to sell her house who is always scolding us for trespassing.

a The old lady is going to sell her house who continually scolds us for trespassing.

b Continually scolding us for trespassing, the old lady is going to sell her house.

c The old lady who continually scolds us for trespassing is going to sell her house.

d The old lady, intending to sell her house, continually scolds us for trespassing.

---

109. The daughter of a pioneer was taught that she should cook and sew, to make soap and candles, and spinning and weaving.

a The daughter of a pioneer was taught cooking and sewing, to make soap and candles, and that she should spin and weave.

b The daughter of a pioneer was taught to cook and sew, to make soap and candles, and to spin and weave.

c The daughter of a pioneer was taught to cook and sew, to make soap and candles, and spinning and weaving.

d The daughter of a pioneer was taught cooking and sewing, to make soap and candles, and spinning and weaving.

---

110. We see him when he was just crossing the stream.

a When he is just crossing the stream we saw him.

b We see him when he crossed the stream.

c Just when he was crossing the stream we saw him.

d Just when we saw him he is crossing the stream.

---

111. The bully struck the boy a hard blow just below the ear, who had no chance to defend himself.

a The bully struck the boy a hard blow, who had no chance to defend himself, just below the ear.

b The bully, who had no chance to defend himself, a hard blow struck the boy just below the ear.

c The bully struck the boy just below the ear, who had no chance to defend himself, a hard blow.

d The bully struck the boy, who had no chance to defend himself, a hard blow just below the ear.
112. Then the boys took their lunch, and they went on a picnic, and they went in swimming, and it was March and they caught cold.

- Taking their lunch, the boys went on a picnic. Although it was March they went in swimming and, as a result, caught cold.
- Then the boys took their lunch, and they went on a picnic, and they went in swimming because it was March, and they went in swimming.
- Then the boys went on a picnic and took their lunch. It was March, and they went in swimming, and, as a result, they caught cold.
- Then the boys, taking their lunch, went on a picnic, and they caught cold, and it was March, and they went in swimming.

113. The warmth of the sun. The sounds of summer which came in at the window. Jack found it hard to think about the lesson in the book open before him.

- The warmth of the sun and the sounds of summer which came in at the window. Jack found it hard to think about the lesson in the book open before him.
- Because of the warmth of the sun and the sounds of summer which came in at the window Jack found it hard. To think about the lesson in the book open before him.
- The warmth of the sun and the sounds of summer which came in at the window made it hard for Jack to think about the lesson in the book open before him.
- The warmth of the sun and the sounds of summer coming in at the window, Jack found it hard to think about the lesson in the book open before him.

114. The postman came. He rang the bell. He had a special delivery letter. My sister signed for it.

- The postman came and rang the bell. He had a special delivery letter. My sister signed for it.
- The postman came. He rang the bell. He had a special delivery letter, which my sister signed for.
- The postman came. He rang the bell and had a special delivery letter. My sister signed for it.
- When the postman came he rang the bell. My sister then signed for the special delivery letter which he had brought.

115. What he needs most is self-confidence in himself.

- Most of what he needs is self-confidence in himself.
- What he needs most is confidence in himself.
- Self-confidence in himself is what he needs the most.
- Among his needs the most urgent is self-confidence in himself.

116. That water which is not absorbed in the ground finally runs into ponds, lakes, rivers, and oceans, for which men have found many uses.

117. Finally, and especially with friends at your house, rainy days are splendid for games of imagination and skill.

118. The walls and bars of the prison are the blanket of wetness with which the clouds have surrounded our house.

119. When I get up in the morning only to find rain running down the window panes and pelting the streets, I feel as if I had been put in prison over night.

120. Winter rains if driven by a cold wind are the most chilling, sometimes changing in to sleet storms and covering the earth with an icy coat.

121. The sentence I must serve in this prison is Mother’s answer, “No, you can’t play outside today.”

122. Of course I know that rains are necessary for the good of the earth.
In the spring with the first thunder showers rains seem more joyous.

In spite of the fact that I do not like rainy days, I have found many interesting things to do when it rains.

They clear and clean the atmosphere; and dust from living plants.

Summer rains are the best, for they are usually sudden, warm, and quickly over.

For spring rains promise change and the excitement of fruit and flowers, good things to eat and to see.

Rains, along with snow and other moisture, sink into the soil, making life possible for plants and animals.

I can put a new tail on a kite, a new tip on an arrow, re-tape a baseball bat, or re-glue an air-plane model.

When I see that it’s cold and rainy I feel like getting back into bed again.

All rainy days are not equally unpleasant; spring rains are often fun.

Rainy days are the best for making new things, too, like scout maps, school projects, models of any sort, or doing carpenter work.

Rains, in the fall, muffled by dead leaves, warn us that winter is coming soon.

For these games the right place is an attic, a hayloft in the barn, or a basement play room.

Paragraph I

The people who owned the mother dog had to find homes immediately for the pups.

They gave Teddy Boy to my uncle who brought the little fellow over to my house that very evening.

My dog, Teddy Boy, was given to me by my uncle.

Teddy’s mother had been crushed by a rolling log when her pups were about a week old.

Paragraph II

Over this frame he has a coat that is long and very thick, but not curly.

Teddy Boy is now full-grown, a beautiful creamy-white Samoyede.

Teddy’s face, friendly and alert, and his tail, curved over his back like a white plume, are characteristic marks of this splendid breed of dog.

He stands about 28 inches high at the shoulder, has strong legs, and a deep, powerful chest.

Paragraph III

During these baby days I kept his bed in a box right by my bed at night, but in the morning Mother always found him snuggled in my arms.

Since Teddy Boy had not yet been weaned when given to me, I fed him the first few weeks from a baby’s nursing bottle.

When he grew older I built a kennel for Teddy Boy in the backyard.

Although it wasn’t my idea to put him outdoors, I think he is happier there.

Paragraph IV

He can, of course, shake hands and come when I call him.

His very best trick, though, is the welcome he waits to give me at the corner every time I come home.

Like every other boy’s dog, mine is very clever.

However, Teddy Boy also can pull a wagon or a sled nicely.

Omitted................. Wrong................. Right
I. Purpose of the Test

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

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

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

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

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

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

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

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

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

a. Judgments of teachers and principals regarding their relative validity and significance.

b. The reactions of students, expressing the extent to which they felt competent and willing to give correct responses.

c. A study of the extent to which student responses and teacher appraisals agreed.

d. A study of the relative significance of items by means of the bi-serial r technique.

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

Part II. Nature of the Test

The California Test of Personality is a teaching-learning or developmental instrument primarily. Its purpose is to provide the data for aiding students to maintain or develop a sane balance between self and social adjustment. Student reactions to items are obtained, not primarily for the usefulness of total or section scores, but to detect the areas and specific types of tendencies to think, feel, and act which reveal undesirable individual adjustments. Each group of related unsatisfactory responses becomes in a sense, therefore, a major objective of student guidance. Part IX of this Manual presents methods of classifying and treating such adjustment difficulties. This is a unique feature of the test.

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

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

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

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

The differentiation of personality and social adjustment into twelve more or less well defined components is a basis for guiding students to better adjustment.

(Continued on page four)
ORGANIZATION OF THE CALIFORNIA TEST OF PERSONALITY

LIFE ADJUSTMENT:
A balance between self and social adjustment

1. Self Adjustment: Based on feelings of personal security

2. Social Adjustment: Based on feelings of social security

BRIEF DEFINITIONS OF THE VARIOUS COMPONENTS

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

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

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

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

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

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

2A. Social Standards—The student who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such a person understands what is regarded as being right or wrong.

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

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

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

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

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

*The reader’s attention is called to the fact that these components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.*
ments as a basis for diagnosis and guidance represents, in itself, a wide departure as well as a significant challenge for teachers. Such a treatment should result in an increasingly sympathetic and intelligent handling of adjustment problems.

**Part III. Reliability**

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

However, the reliability of the California Test of Personality does not suffer by comparison with many widely used tests of mental ability and school achievement. The following correlations were obtained with 558 cases by the split-halves method corrected by the Spearman-Brown formula:

<table>
<thead>
<tr>
<th></th>
<th>S.D. dist.</th>
<th>r</th>
<th>P.E. est.</th>
<th>score</th>
<th>score</th>
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<tr>
<td>Total Adjustment</td>
<td>.931</td>
<td>19.9</td>
<td>3.5</td>
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<tr>
<td>Sec. 1. Self Adjustment</td>
<td>.904</td>
<td>11.5</td>
<td>2.4</td>
<td></td>
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<td>Sec. 2. Social Adjustm't</td>
<td>.908</td>
<td>10.0</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The correlation between Section 1 and Section 2, .54, is sufficiently low to emphasize the desirability of studying the student from the standpoint of both self-adjustment and social adjustment. The reliabilities of the component tests vary from .60 to .87 and are thus sufficiently high to locate more restricted areas of personality difficulty. After these areas have been located, the teacher may proceed to identify specific adjustment difficulties as indicated in Part IX.

**Part IV. Validity**

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

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

Each of these factors will receive brief consideration.

A. Selection of Items

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

B. The Personality Components

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

C. Test Item Disguise

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

The authors do not ask, "Do you play truant?" but rather, "Are things frequently so bad at school that you just naturally stay away?" They do not ask, "Do you quarrel or are you quarrelsome?" but, "Does someone at your home quarrel with you too much of the time?" Such disguised items do not tempt the student to detect their purpose by asking, "Are you too sensitive?" but instead ask, "Do you find many people inclined to say and do things that hurt your feelings?"

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

D. Limitations

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

Language difficulties may affect the usefulness of tests and personality profiles. In spite of the safeguards used, the present test probably has not escaped the influence of this shortcoming. The differing points of view and attitudes of those who read the test items
will, no doubt, result in interpretations somewhat at variance from those intended. The varying language abilities of students may also produce discrepancies in understanding and response. Changing attitudes and a lack of self-knowledge are other problems which must be faced. However, the authors have evaluated the language of these tests by means of the Lewerenz Vocabulary Grade Placement Formula, teacher reactions, and student responses, and have, in general, kept the language difficulties at or below the seventh grade level of difficulty.

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

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

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

Part VI. Instructions for Administering
The student responses secured in this test are designed to furnish diagnostic information regarding various elements of personality and social adjustment. It will be noted that, beginning on page 3, there are twelve sections with a total of 180 questions. A list of interests and activities is presented on page 2 of the booklet. Students are to indicate the things they like and the things they really do. They are to draw a circle around "L" for things they like and around "Z>" for the things they really do.

Directions for Administering

The examiner is to demonstrate and be sure that students have finished them all.

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

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

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

Part VII. Directions for Scoring

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

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

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

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

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

—5—
Part VIII. Directions for Recording and Charting Scores and Percentiles

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

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

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

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

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

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

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

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

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

Part IX. Directions for Interpreting Profiles and Guiding Adjustment Activities

A. Student Adjustment a Problem for All Teachers

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

These adjustment problems vary in complexity. The great majority of them are probably unfortunate habit patterns of feeling and action which must be changed. Others have their origin in physical difficulties which must be relieved or corrected before re-education is possible. Actual or virtual mental deficiency may account for others. An appreciable number of problems now leads us in a similar manner to recognize and to meet his needs for assistance in personality development and social adjustment. Just as the teacher periodically combines the results of informal observation and tests to evaluate academic achievement, she may now take informal observation, the testimony of the profile, and other types of evidence to determine individual success or need for assistance in personality problems and social adjustment difficulties.

B. Studying the Profile

The profile (personality picture) has been divided into twelve aspects or components because these seem to represent the most important identifiable personality and social adjustment areas. An attempt has been made to give these components names which correspond in a general way to behavior concepts with which teachers are already familiar. Please note that components IE, IF, and 2C represent undesirable tendencies. The test is so devised, however, that a high score means a favorable score, and is to be interpreted as freedom from withdrawing tendencies, nervous symptoms, and anti-social tendencies.

Each component (self-reliance, for instance) is composed of fifteen personal questions yielding evidences of the presence or absence of an adjustment problem of its kind. From the profile the teacher first discovers the components, if any, in which a given student deviates seriously from young people in general. Such components may next be examined to discover specific answers which reveal lack of adjustment.

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

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

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

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

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

C. General Principles of Method

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

(Continued on page eight)
Name: Helen Smith  Grade: 11-A
School: Lincoln High  Age: 17  Last Birthday: May 14
Teacher: Miss Brown  Date: May 19  Sex: M—F

### COMPONENTS

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Possible Student's Score</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self Adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Self-reliance</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>B. Sense of Personal Worth</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>C. Sense of Personal Freedom</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>D. Feeling of Belonging</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>E. Withdrawing Tendencies</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>F. Nervous Symptoms</td>
<td>15</td>
<td>11</td>
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<tr>
<td>2. Social Adjustment</td>
<td>15</td>
<td>14</td>
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<tr>
<td>A. Social Standards</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>B. Social Skills</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>C. Anti-social Tendencies</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>D. Family Relations</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>E. School Relations</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>F. Community Relations</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL ADJUSTMENT</strong></td>
<td><strong>180</strong></td>
<td></td>
</tr>
</tbody>
</table>

The above profile of Helen Smith reveals that she is located at the 25 percentile in self adjustment. This means that she surpasses about one-fourth and is surpassed by three-fourths of the students on whom the percentile norms of this test are based. Her social adjustment is slightly below average (40 percentile) but not necessarily at a desirable standard.

Helen appears to have an adequate knowledge of social standards and is reasonably well adjusted in family and community relationships. She is also relatively free from anti-social tendencies and from nervous symptoms which might have indicated emotional conflicts.

On the other hand, Helen is decidedly lacking in social skills and in adjustment in school relationships. An inspection of the particular situations in these components in which she reports feelings and actions of an unsatisfactory nature may provide clues to her difficulty. On the self-adjustment side, Helen is also very low in her sense of personal worth and feeling of belonging. These difficulties are accompanied by a serious tendency to withdraw from reality and to secure personal satisfactions through the substitution of fantasies for successes in real life.

The profile as a whole suggests decided lack of success in attaining security and favorable recognition, particularly in school situations. It would seem that special attention to the development of social skills and the provision of opportunity for success might readily remedy a situation which if not adequately met, may lead to more serious difficulties. An examination of the specific item answers, particularly in those areas in which the percentile rank is low, will reveal the responses which resulted in the unsatisfactory ratings secured. These responses should then be analyzed and interpreted in relation to the recommended plan of treatment given in Part IX of the Manual of Directions.
California Test of Personality to create an instrument which will implement the desire of teachers to direct learning and adjustment in harmony with the major objectives of modern education. In other words, the test represents a means by which teachers can more easily and effectively translate their desires to aid students into actual accomplishments.

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

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

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

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

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

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

2. Correcting erroneous beliefs and attitudes. Such attitudes occur in components dealing with knowledge of social standards, sense of belonging, sense of freedom, and in many family, school, and community relationships.

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

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

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

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

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

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

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

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

The teacher should show the student that learning to deal with one's self and with others in an intelligent, sympathetic, and many-sided manner is one of the most important ways to attain happiness and success in life.
Space will not permit a separate illustration for each component of the profile; instead, six illustrations of these six approaches to improvement will be given.

D. Illustrative Examples and Suggestions for Treatment

1. Situations Aided by Practice

Component 1A: Developing Self-reliance.

Form A, Item 4: Is it hard for you to continue with your work when it becomes difficult?

A student is self-reliant if he performs many acts in a way that indicates an inner feeling of assurance and security. If he is unable to perform these acts in this manner he is said to lack self-reliance. The basic principle of improvement, therefore, consists of creating confidence and effecting improvement through sympathetic and intelligent planning of definite situations for practice purposes.

If the student deviates sufficiently in this component (as revealed by the profile) to warrant special attention, each evidence of difficulty should be noted.

In general, a successful attack consists of five steps:

1. The student must be sure of the teacher's sympathy and respect.
2. The student must feel sure that the teacher understands his difficulty.
3. Consideration of the problem must develop a feeling of security and a desire to improve on the part of the student. The seriousness of difficulties should not be overemphasized.
4. In the light of available knowledge about the student and of the seriousness of his adjustment difficulties, the teacher must break down his problems into their appropriate elements.
5. The teacher must guide the student in a graduated series (from easy to more difficult) of adjustment activities which challenge but do not defeat him.

Assume for example that a student finds it difficult to talk in class. Some or all of the following steps may be used to aid him. The extent to which these need to be utilized depends on the seriousness of his disability.

a. Before the class hour begins, tell the student that he will be asked a question, the correct answer to which is "Yes." Ask the question and have him answer it.

b. Repeat step a utilizing single word answers (or short answers) given him beforehand until he responds confidently and until the members of the class expect him to answer.

c. Tell the student before class what questions he will be asked. Be sure that the questions are simple, that they require little talking, and that he knows the answers.

d. Without previous arrangement, ask the student questions which it is certain he can answer.

e. Ask the student to make a simple report from notes.

f. Ask for a simple report without notes.

g. Continue to increase the complexity of the tasks until the student does as well as can be expected.

h. If the student fails at any point, ignore the failure, and repeat the previous step or steps until he appears ready to progress.

The following is another example: Assume that the student finds it very difficult to meet or introduce people. Among the steps which will aid him are the following procedures:

a. The teacher (or someone else) tells the student the name, as well as some interesting fact, about the person who is to be introduced. The teacher has him repeat the name and suggests a question or comment for him to make in starting the conversation. The student meets the stranger and starts the conversation.

b. The teacher emphasizes the desirability of giving attention to the other person's name when being introduced. The student is told several things about a new person, but not his name. The student uses the name of the person when acknowledging the introduction and begins a conversation.

c. The teacher informs the student that he is to meet another teacher, student, banker, or some other person. She requests him to think of something interesting to say. When introduced, the student repeats the name of the other person and starts a conversation.

d. The teacher asks the student to make a list of things which different people might be interested in at various social functions. She asks such questions as, "If you met Mr. Black, editor of one of our local newspapers and parent of another student in this school, what would you talk about?"

e. Continue planning and practice until the student adjusts as well as appears possible.

2. Erroneous Beliefs and Attitudes

Component 1D: Feeling of Belonging

Form A, Item 60: Do you feel that people usually think well of you?

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

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

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

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

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

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

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

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

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

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

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

3. Dealing with Unfavorable Environmental Conditions

Component 2E: School Relations

Form A, Item 151: Are some of your subjects so difficult that you may be in danger of failing?

Component 2D: Family Relations

Form A, Item 145: Do the members of your family seem to criticize you a lot?

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

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

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

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

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

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

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

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

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

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

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

4. Dealing with Anti-social and Withdrawing Tendencies

Component 2C: Anti-social Tendencies

Form A, Item 131: Do you often have to quarrel or fight in order to get your rights?

Component 1E: Withdrawing Tendencies

Form A, Item 69: Do you find many people inclined to say and do things to hurt your feelings?

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

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

Some students will give a large number of "yes" answers. Such responses are indicative of the need for a deeper feeling of security.

In general, the following treatment is recommended:

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

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

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

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

5. Dealing with Nervous Symptoms

Component 1F: Nervous Symptoms

Form A, Item 78: Do you have the habit of biting your fingernails often?

Form A, Item 81: Do you suffer often from annoying eye strain?

Form A, Item 82: Is it hard for you to sit still?

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

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

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

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

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

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

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

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

6. DEALING WITH MENTAL DISORDERS

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

It should be recognized, however, that some students display the early symptoms of what is in legal terms called "insanity" under the very eyes of the teacher. Many of these unhappy youths are no doubt disintegrating in their emotional life due to excessive frustration and the constant presence of hostility. Certainly an appreciable fraction of this group could be assisted to better adjustment if their difficulties were detected and treated in time.

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

E. Conclusions on Student Adjustment

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

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

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

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

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

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

1. Other teachers familiar with the student may be asked to respond to the items in question.
2. A few students may be asked to complete profiles for each other, including the student under examination.

3. After the parents have been apprised of the nature and objectives of the test, they may be asked to complete the items in question.

4. The student may be requested to repeat his performance at another time.

5. The teacher may keep a record of careful, systematic observation over a sufficiently extended period of time to obtain an adequate sampling of the student's characteristic behavior.

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

Part XI. Interests and Activities

The Interests and Activities questionnaire (page 2 of test booklet) is not a part of the test proper and is not scored or charted on the first page profile as are the twelve adjustment components. The teacher will find it profitable to study the responses in this Interests and Activities questionnaire for students whose percentile profiles are low or to the left in any of the twelve components, and for others about whom additional information is desired.

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

The interest and activity items are divided into (a) those of a primarily individual nature (Items 1-46) and (b) those that are predominantly social (Items 47-74). Within each of these two groups the items are arranged in the general order of the amount of activity involved, beginning with the more passive or sedentary types and advancing to those involving more activity or social participation.

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

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

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

Part XII. Administrative Uses

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

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

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

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

Unsatisfactory school and school district trends revealed by percentile summaries are to be regarded as the points of departure for investigating the need or
desirability of modification in the objectives, materials, and procedures of the curriculum.

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

A careful analysis of the available opportunities for personality development and their constructive utilization in the problem of student adjustment is the privilege and opportunity of all who are engaged in conducting the Nation’s educational program.

Part XIII. Percentile Norms

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

PERCENTILE NORMS

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|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

**SUB-SECTION SCORES AND PERCENTILES**

**Self Adjustment**

| Score | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1-A Self-reliance | 1   | 1   | 1   | 1   | 5   | 15  | 25  | 35  | 45  | 60  | 70  | 80  | 90  | 95  | 99  |
| 1-B Sense of Personal Worth | 1   | 1   | 1   | 1   | 1   | 5   | 10  | 20  | 35  | 50  | 65  | 80  | 95  |
| 1-C Sense of Personal Freedom | 1   | 1   | 1   | 1   | 5   | 5   | 5   | 10  | 20  | 30  | 45  | 70  | 90  |
| 1-D Feeling of Belonging | 1   | 1   | 1   | 5   | 5   | 5   | 10  | 15  | 20  | 30  | 45  | 70  | 90  |
| 1-E Withdrawing Tendencies | 1   | 1   | 1   | 1   | 5   | 5   | 10  | 15  | 25  | 35  | 50  | 65  | 80  | 95  |
| 1-F Nervous Symptoms | 1   | 1   | 1   | 1   | 5   | 10  | 15  | 30  | 45  | 55  | 65  | 75  | 85  | 95  |

**Social Adjustment**

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**DIRECTIONS:** To find the percentile value of self, social, or total adjustment score—use the upper table, locate the score, and read the percentile above or below the heavy black lines. Thus a score of 135 in total adjustment has a percentile value of 35. To find the percentile value of a component or sub-section score—use the lower table, locate the score above or below the black lines, and read the percentile opposite the appropriate component. Thus a score of 11 in the self-reliance component has a percentile value of 70. See also description of the profile on page 7.
### SUMMARY OF CLASS DATA — CALIFORNIA TEST OF PERSONALITY

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This Class Record Sheet provides space for the tabulation of test results secured by use of the California Test of Personality.

Instructions and Definitions

1. Name. To be arranged alphabetically by grade section with surname first. If desired, boys and girls may be listed separately.
2. Grade. This is the actual grade assignment of each pupil.
3-17. Percentile Ranks. These are determined from the norms given on the last page of the Manual of Directions and are recorded on the front of the test booklet, or the answer sheet if machinescoring edition is used.

Percentiles are interpreted as follows: A pupil with a percentile of 25 exceeds 25 per cent and is inferior to 75 per cent in comparison with typical school population. Likewise, a pupil with a percentile of 80 exceeds 80 per cent and is inferior to 20 per cent of the school population.

Numerical Value of Percentile Rank.

Summary of Class Date

The data for each of the subjects for which Percentile Ranks have been recorded should be summarized at the bottom of the page. This is done by counting the number of percentile ranks for each class interval and recording the number in the proper space.

Separate tabulations should be made for each teacher, home room or grade section.

Medians may be calculated and the deviation of this class average from the Norm recorded in the last column. For example, if the median for a given subject is 60, the class is (+10) percentile points above norm.
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<th>SEC. 1C</th>
<th>SEC. 1D</th>
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Published by California Test Bureau
5016 Hollywood Boulevard, Los Angeles 28, California
### A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

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

#### Components

1. **SF. ADJ.**
   - **A.** S.-rel. 15
   - **B.** Per. Wth. 15
   - **C.** Per. Fdm. 15
   - **D.** Belg. 15
   - **E.** Wd. Td. 15 (Freedom from)
   - **F.** Ne. $ 15 (Freedom from)

2. **SOC. ADJ.**
   - **A.** Soc. St. 15
   - **B.** Soc. Sk. 15
   - **C.** A-s. Td. 15 (Freedom from)
   - **D.** Fm. Rel. 15
   - **E.** Sc. Rel. 15
   - **F.** Cm. Rel. 15

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**TOTAL ADJ.** 180

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**5916 Hollywood Boulevard, Los Angeles 28, California**
INTERESTS AND ACTIVITIES

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

1. LD Play the radio
2. LD Read stories
3. LD Go to movies
4. LD Read comic strips
5. LD Work problems
6. LD Study history
7. LD Study science
8. LD Study literature
9. LD Do cross-word puzzles
10. LD Study trees
11. LD Study birds
12. LD Study animals
13. LD Study butterflies
14. LD Draw or paint
15. LD Work in laboratory
16. LD Model or design
17. LD Do housework
18. LD Sing
19. LD Play piano
20. LD Make a scrapbook
21. LD Keep a diary
22. LD Write poems
23. LD Speak pieces
24. LD Play an instrument
25. LD Visit museums
26. LD Collects stamps
27. LD Collect coins
28. LD Collect autographs
29. LD Collect pictures
30. LD Use a camera
31. LD Sew or knit
32. LD Repair things
33. LD Make boats
34. LD Make airplanes
35. LD Make a radio
36. LD Work with tools
37. LD Have a garden
38. LD Drive an automobile
39. LD Play with pets
40. LD Raise animals
41. LD Go fishing
42. LD Climb or hike
43. LD Skate
44. LD Ride a bicycle
45. LD Ride a horse
46. LD Practice first aid
47. LD Play cards
48. LD Play dominoes
49. LD Play checkers
50. LD Play chess
51. LD Go to church
52. LD Go to Sunday School
53. LD Belong to a club
54. LD Belong to YMCA or YWCA
55. LD Go to parks
56. LD Engage in sports
57. LD Go to a circus
58. LD Sing in a chorus
59. LD Sing in a glee club
60. LD Belong to a gang
61. LD Play ping pong
62. LD Play croquet
63. LD Play baseball
64. LD Play tennis
65. LD Go hunting
66. LD Go riding with others
67. LD Play in band
68. LD Play in an orchestra
69. LD Go to church socials
70. LD Go to parties
71. LD Go to dances
72. LD Be an officer of a club
73. LD Be a class officer
74. LD Go camping
SECTION 1 A

1. Do you usually do something about it if someone steps in front of you in line?  YES NO
2. Is it easy for you to introduce or be introduced to people?  YES NO
3. Do you find it hard to keep from being bossed by people?  YES NO
4. Is it hard for you to continue with your work when it becomes difficult?  YES NO
5. Do you give considerable thought to your future work or career?  YES NO
6. Do you usually get upset when things go wrong?  YES NO
7. Is it hard for you to go on with your work if you do not get enough encouragement?  YES NO
8. Do you usually do things that are good for you even if you do not like them?  YES NO
9. Is it hard for you to admit it when you are in the wrong?  YES NO
10. Is it easier to do things that your friends propose than to make your own plans?  YES NO
11. Do you feel uncomfortable when you are alone with important people?  YES NO
12. Do you prefer to keep your feelings to yourself when things go wrong?  YES NO
13. Do you usually feel uneasy when you are around people you do not know?  YES NO
14. Do you usually get discouraged when other people disagree with you?  YES NO
15. Is it natural for you to feel like crying or pitying yourself whenever you get hurt?  YES NO

Score Section 1 A  ..................................................

SECTION 1 B

16. Are you usually considered brave or courageous?  YES NO
17. Do you feel that you are not very good at handling money?  YES NO
18. Do people seem to think that you are dependable?  YES NO
19. Do you feel that people often treat you rather badly?  YES NO
20. Are you often invited to mixed social parties?  YES NO
21. Do most of your friends and classmates do nice things for you?  YES NO
22. Do your folks seem to think that you are going to amount to something?  YES NO
23. Do people seem to think well of your family's social standing?  YES NO
24. Do your friends seem to think you have likeable traits?  YES NO
25. Do members of the opposite sex seem to like you?  YES NO
26. Do people usually seem interested in the things you are doing?  YES NO
27. Do your friends seem to think that your ideas are usually poor?  YES NO
28. Do you feel that people recognize your social standing as they should?  YES NO
29. Are you usually given credit for the good judgment you show?  YES NO
30. Are you considered a failure in many of the things you do?  YES NO

Score Section 1 B  ..................................................
### SECTION 1 C

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<td>32. Do you have to do what other people tell you to do most of the time?</td>
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<td>33. Do you work to earn part or all of your spending money?</td>
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<td>34. Do your folks give you a reasonable amount of spending money?</td>
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<td>35. Are you scolded for many little things that do not amount to much?</td>
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<td>36. Do you feel that you are given enough liberty in doing what you want to do?</td>
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<td>37. Do you sometimes go out with members of the opposite sex?</td>
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<td>38. Are you allowed to say what you believe about things?</td>
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<td>39. Do your folks often try to stop you from going around with your friends?</td>
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<td>40. Do your parents cause you embarrassment when you associate with the opposite sex?</td>
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<td>41. Do you feel that you are bossed around too much by your folks?</td>
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<td>42. Are you usually allowed freedom to attend the socials or shows that you like?</td>
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<td>43. Are you usually allowed to bring your friends to your home when you wish?</td>
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<td>44. Are you encouraged to help plan your future vocation or career?</td>
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<td>45. Are you free to go to interesting places during your spare time?</td>
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### SECTION 1 D

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<td>47. Do your teachers seem to want you in their classes?</td>
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<td>48. Do you feel that your relatives are as attractive and successful as those of your friends?</td>
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<td>49. Do your friends and acquaintances seem to have a better time at home than you do?</td>
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<td>50. Do the people at home make you feel that you are an important part of the family?</td>
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<td>51. Are you regarded as being as healthy and strong as most of your friends and classmates?</td>
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<td>52. Have you often wished that you had different parents than you have?</td>
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<td>53. If you are a young man, are you liked by the young women? If you are a young woman, do the young men like you?</td>
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<td>54. Have you found it difficult to make as many friends as you wish?</td>
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<td>55. Are you well enough liked at home so that you feel happy there?</td>
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<td>56. Are you invited to groups in which both young men and women are present?</td>
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<td>57. Do you have enough friends to make you feel good?</td>
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<td>58. Do you feel that you fit well into the community in which you live?</td>
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<td>59. Do you feel that your classmates are glad to have you as a member of their school?</td>
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<td>60. Do you feel that people usually think well of you?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score Section 1 C

Score Section 1 D
SECTION 1 E

61. Are certain people so unreasonable that you can't help but hate them? YES NO

62. Do you find it more pleasant to think about desired successes than to work for them? YES NO

63. Do you find that many people seem perfectly willing to take advantage of you? YES NO

64. Do you have many problems that cause you a great deal of worry? YES NO

65. Do you find it hard to meet people at social affairs? YES NO

66. Are your responsibilities and problems often such that you cannot help but get discouraged? YES NO

67. Do you often feel lonesome even when you are with people? YES NO

68. Do you think that most people are out to cheat or "put it over" their associates? YES NO

69. Do you find many people inclined to say and do things that hurt your feelings? YES NO

70. Are you sorry that you are continually growing older? YES NO

71. Do you find it difficult to overcome the feeling that you are inferior to others? YES NO

72. Do you find it difficult to associate with the opposite sex? YES NO

73. Does it seem to you that younger persons have an easier and more enjoyable life than you do? YES NO

74. Do you often feel that people do not appreciate you or treat you as they should? YES NO

75. Are people frequently so unkind or unfair to you that you feel like crying? YES NO

Score Section 1 E

SECTION 1 F

76. Are you likely to stutter when you get worried or excited? YES NO

77. Do your muscles twitch some of the time? YES NO

78. Do you have the habit of biting your fingernails often? YES NO

79. Do you sometimes have nightmares? YES NO

80. Do you sometimes walk or talk in your sleep? YES NO

81. Do you suffer often from annoying eyestrain? YES NO

82. Is it hard for you to sit still? YES NO

83. Are you more restless than most people? YES NO

84. Are you inclined to drum restlessly with your fingers on tables, desks, and chairs? YES NO

85. Do people frequently speak so indistinctly that you have to ask them to repeat their questions? YES NO

86. Do you frequently find that you read several sentences without realizing what they are about? YES NO

87. Do you find that you are tired a great deal of the time? YES NO

88. Do you often have considerable difficulty in going to sleep? YES NO

89. Do you have frequent headaches for which there seems to be no cause? YES NO

90. Are you bothered by periodic dizzy spells? YES NO

Score Section 1 F
SECTION 2 A

91. Is it right to create a scene in order to get your own way? YES NO

92. Is it all right to avoid responsibility or work if you are not required to do it? YES NO

93. Is it necessary to be especially friendly to new students? YES NO

94. If they look funny enough, is it all right to laugh at people who are in trouble? YES NO

95. Should students follow their parents' instructions even though their friends advise differently? YES NO

96. Is it always necessary to express appreciation for help or favors? YES NO

97. Does finding an article give a person the right to keep or sell it? YES NO

98. Is it all right to ignore teachers' requests if they appear to be unfair? YES NO

99. If you need something badly enough and cannot buy it, are there times when it is all right to take it? YES NO

100. Is it all right to cheat in a game when you will not get caught? YES NO

101. Do rich people deserve better treatment than poor ones? YES NO

102. Should a person be courteous to disagreeable people? YES NO

103. Are the beliefs of some people so absurd that it is all right to make fun of them? YES NO

104. Do older or elderly people deserve any special help not given others? YES NO

105. Is it necessary to obey "No Trespassing" signs? YES NO

Score Section 2. A

SECTION 2 B

106. Do you often introduce people to each other? YES NO

107. Is it hard for you to lead in enlivening a dull party? YES NO

108. Is it easy for you to talk with people as soon as you meet them? YES NO

109. Is it difficult for you to compliment people when they do something well? YES NO

110. Do you often assist in planning parties? YES NO

111. Do you usually remember the names of people you meet? YES NO

112. Do you keep from letting people know when they irritate you? YES NO

113. Do you frequently find it necessary to interrupt a conversation? YES NO

114. Do you find that it causes you trouble when you help others? YES NO

115. Do you attempt new games at parties even when you haven't played them before? YES NO

116. Do you have many friends rather than just a few? YES NO

117. Do you find that members of the opposite sex appear at ease when chatting with you? YES NO

118. Do you like to have parties at your home? YES NO

119. Do you find it hard to help others have a good time at parties? YES NO

120. Do you find that many people are easily offended by you? YES NO

Score Section 2. B
<table>
<thead>
<tr>
<th>Section 2 C</th>
<th>Section 2 D</th>
</tr>
</thead>
<tbody>
<tr>
<td>121. Are you justified in taking things that are denied you by unreasonable people?</td>
<td>136. Are you troubled because your parents are not congenial?</td>
</tr>
<tr>
<td>122. Do you have to stand up for your rights?</td>
<td>137. Do the members of your family frequently have good times together?</td>
</tr>
<tr>
<td>123. Are you often forced to show some temper in order to get what is coming to you?</td>
<td>138. Do your folks seem to believe that you are not thoughtful of them?</td>
</tr>
<tr>
<td>124. Do you often have to make your classmates do things that they don’t want to do?</td>
<td>139. Are there things about one or both of your folks that annoy you?</td>
</tr>
<tr>
<td>125. Are people often so stubborn that you have to call them bad names?</td>
<td>140. Are things difficult for you because your folks are usually short of money?</td>
</tr>
<tr>
<td>126. Do you find it easy to get out of troubles by telling “white fibs”?</td>
<td>141. Are you troubled because your folks differ from you regarding the things you like?</td>
</tr>
<tr>
<td>127. Do you sometimes think that it serves the school right if you break a few of their things?</td>
<td>142. Do your folks appear to doubt whether you will be successful?</td>
</tr>
<tr>
<td>128. Do you have to talk about yourself and your abilities in order to get recognition?</td>
<td>143. Does someone at your home quarrel with you too much of the time?</td>
</tr>
<tr>
<td>129. Are things frequently so bad at school that you just naturally stay away?</td>
<td>144. Do you like your parents about equally?</td>
</tr>
<tr>
<td>130. Are teachers and other people often so unfair that you do not obey them?</td>
<td>145. Do the members of your family seem to criticize you a lot?</td>
</tr>
<tr>
<td>131. Do you often have to fight or quarrel in order to get your rights?</td>
<td>146. Do you usually like to be somewhere else than at home?</td>
</tr>
<tr>
<td>132. Are people often so thoughtless of you that you have a right to be spiteful to them?</td>
<td>147. Do you avoid inviting others to your home because it is not as nice as theirs?</td>
</tr>
<tr>
<td>133. Do little “kids” often get in your way so that you have to push or frighten them?</td>
<td>148. Do some of those at home seem to think they are better than you?</td>
</tr>
<tr>
<td>134. Are people at home or at school always bothering you so that you just have to quarrel?</td>
<td>149. Are your folks reasonable to you when they demand obedience?</td>
</tr>
<tr>
<td>135. Have things been so bad at home that you have had to run away?</td>
<td>150. Do you sometimes feel like leaving your home for good?</td>
</tr>
</tbody>
</table>
### SECTION 2 E

151. Are some of your subjects so difficult that you may be in danger of failing? **YES** **NO**

152. Do you find that you can confide in at least one of your teachers? **YES** **NO**

153. Would you like to be chosen more often to take part in games and other activities? **YES** **NO**

154. If it were right would you stay away from school as often as possible? **YES** **NO**

155. Would you and your classmates like school better if teachers were not so strict? **YES** **NO**

156. Would you be happier if your classmates liked you better? **YES** **NO**

157. Does it seem to you that many of your teachers are nervous? **YES** **NO**

158. Do many of the teachers seem to be unfair or unreasonable to their students? **YES** **NO**

159. Do you like to go to school affairs with members of the opposite sex? **YES** **NO**

160. Do you find that classmates of the opposite sex are as nice as those of your own sex? **YES** **NO**

161. Do you enjoy being alone more than being with your classmates? **YES** **NO**

162. Are your classmates usually friendly to you? **YES** **NO**

163. Do your classmates seem to approve of the way you treat them? **YES** **NO**

164. Are many of your classmates so unkind or unfriendly that you avoid them? **YES** **NO**

165. Does your school discourage young men and women from enjoying each other’s company? **YES** **NO**

---

### SECTION 2 F

166. Do you dislike to take responsibility for the welfare or safety of children or old persons? **YES** **NO**

167. Do you like to take care of your own or some neighbor’s pets? **YES** **NO**

168. Are there any attractive members of the opposite sex in your neighborhood? **YES** **NO**

169. Do you know people who are so annoying that you would like to molest them? **YES** **NO**

170. Do you often play games with friends in your neighborhood? **YES** **NO**

171. Does it make you happy to know that your neighbors are getting along well? **YES** **NO**

172. Are there people of certain races that one should not be expected to tolerate? **YES** **NO**

173. Do you live in a rather uninteresting neighborhood? **YES** **NO**

174. Are the police officers of such a character that you would like to help them? **YES** **NO**

175. Do you visit with several young men and women in your neighborhood? **YES** **NO**

176. Do you sometimes go to neighborhood affairs with members of the opposite sex? **YES** **NO**

177. Do you ever do anything to improve the appearance of your home surroundings? **YES** **NO**

178. Are many of your neighbors the kind of people you dislike? **YES** **NO**

179. Do you usually speak to both young men and young women in your neighborhood? **YES** **NO**

180. Are most of the people in your community the kind you refrain from visiting? **YES** **NO**
Read this page. Do what it tells you to do.

Do not open this booklet, or turn it over, until you are told to do so.

Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name ........................................... Age last birthday ............... years
First name, initial, and last name
Birthday ................................ Teacher ............................. Date ............... 19...
Month Day
Grade ......... School ........................................ City ...........

This is a test to see how well you can think. It contains questions of different kinds. Here are three sample questions. Five answers are given under each question. Read each question and decide which of the five answers below it is the right answer.

Sample a: Which one of the five things below is soft?
   1 glass    2 stone    3 cotton    4 iron    5 ice...
   1 2 3 4 5

   The right answer, of course, is cotton; so the word cotton is underlined. And the word cotton is No. 3; so a heavy mark has been put in the space under the 3 at the right. This is the way you are to answer the questions.

   Try the next sample question yourself. Do not write the answer; just draw a line under it and then put a heavy mark in the space under the right number.

Sample b: A robin is a kind of —
   1 plant    2 bird    3 worm    4 fish    5 flower...
   1 2 3 4 5

   The answer is bird; so you should have drawn a line under the word bird, and bird is No. 7; so you should have put a heavy mark in the space under the 7. Try this one:

Sample c: Which one of the five numbers below is larger than 55?
   11 12 13 14 15

   The answer, of course, is 57; so you should have drawn a line under 57, and that is No. 14; so you should have put a heavy mark in the space under the 14.

   The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

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This test is copyrighted. The reproduction of any part of it by mimeograph, hectograph, or in any other way, whether the reproductions are sold or are furnished free for use, is a violation of the copyright law.
Note. This Answer Sheet is not intended for machine scoring.
1. The opposite of hate is —
   (a) enemy (b) fear (c) love (d) friend (e) joy

2. If 2 pencils cost 5 cents, how many pencils can be bought for 50 cents?
   (a) 10 (b) 10 (c) 20 (d) 25 (e) 5

3. A dog does not always have —
   (a) eyes (b) bones (c) a nose (d) a collar (e) lungs

4. A recollection that is indefinite and uncertain may be said to be —
   (a) forgotten (b) obvious (c) vague (d) imminent (e) fond

5. Which of these words would come first in the dictionary?
   (a) more (b) pile (c) mist (d) pick (e) mine

6. A fox most resembles a —
   (a) pig (b) goat (c) wolf (d) tiger (e) cat

7. Gold is more costly than silver because it is —
   (a) heavier (b) scarcer (c) yellower (d) harder (e) prettier

8. The first drawing below is related to the second in the same way that the third one is to one of the remaining four. Which one?

9. This
   (a) is to this
   (b) as this
   (c) is to
   (d) 36
   (e) 2

10. A radio is related to a telephone in the same way that (a) is to a railroad train.
    (a) a highway (b) an airplane (c) gasoline (d) speed (e) noise

11. The opposite of wasteful is —
    (a) wealthy (b) quiet (c) stingy (d) economical (e) extravagant

12. A debate always involves —
    (a) an audience (b) a debate (c) a prize (d) a controversy (e) an auditorium

13. One number is wrong in the following series.
    1 5 2 6 3 7 4 9 5 0
    What should that number be?
    (a) 9 (b) 7 (c) 8 (d) 10 (e) 5

14. A school is most likely to have —
    (a) maps (b) books (c) a janitor (d) a teacher (e) a blackboard

15. What letter in the word WASHINGTON is the same number in the word (counting from the beginning) as it is in the alphabet?
    (a) A (b) N (c) G (d) T (e) O

16. Which word makes the truest sentence? Fathers are (a) wise than their sons.
    (a) always (b) usually (c) much (d) rarely (e) never

17. Four of these five things are alike in some way. Which one is not like the other four?
    (a) nut (b) turnip (c) rose (d) apple (e) potato

18. The opposite of frequently is —
    (a) occasionally (b) seldom (c) never (d) periodically (e) often

19. This
    (a) is to this
    (b) as this
    (c) is to
    (d) 20
    (e) 40

20. At a dinner there is always —
    (a) soup (b) wine (c) food (d) waiters (e) dishes

21. If 10 boxes of apples weigh 400 pounds, and each box when empty weigh 4 pounds, how many pounds do all the apples weigh?
   (a) 40 (b) 36 (c) 396 (d) 400 (e) 404

22. If a boy can run at the rate of 5 feet in 7 of a second, how many feet can he run in 10 seconds?
   (a) 1 (b) 20 (c) 200 (d) 2 (e) 25

23. A thermometer is related to temperature as a speedometer is to —
    (a) fast (b) automobile (c) velocity (d) time (e) heat

24. "State of changing place" is a good definition for —
    (a) advancement (b) retardation (c) rotation (d) motion (e) revision

25. If the first two statements following are true, the third is (a)?
    All residents in this block are Republicans.
    Smith is not a Republican.
    Smith resides in this block.
    (a) true (b) false (c) not certain

26. If the words below were arranged to make a good sentence, with what letter would the second word of the sentence begin?
   (a) same (b) large (c) the (d) a (e) t

27. Sunlight is to darkness as (a) is to stillness.
    (a) quiet (b) sound (c) dark (d) loud (e) moonlight

28. A grandmother is always (a) her granddaughter.
    (b) smarter (c) more quiet (d) older (e) smaller

29. Such things as looks, dress, likes, and dislikes indicate one's —
    (a) character (b) wisdom (c) personality (d) gossip (e) reputation

30. A tree always has —
    (a) leaves (b) fruit (c) buds (d) roots (e) a shadow

31. In general it is safest to judge a man's character by his —
    (a) voice (b) clothes (c) deeds (d) wealth (e) face

32. Which of these words is related to many as exceptional is to ordinary?
   (a) none (b) each (c) more (d) much (e) few

33. This
   (a) is to this
   (b) as this
   (c) is to
   (d) 7
   (e) 10

34. What is related to a cube in the same way that a circle is related to a square?
   (a) circumference (b) corners (c) sphere (d) solid (e) thickness

35. Which one of these pairs of words is most unlike the other three?
   (a) run — fast (b) large — big (c) loan — lend (d) buy — purchase

36. The opposite of awkward is —
   (a) strong (b) pretty (c) graceful (d) short (e) swift

37. The two words synonymous and opposite mean —
    (a) the same (b) the opposite (c) neither same nor opposite

38. Of the five words below, four are alike in a certain way. Which is not like these four?
    (a) push (b) hold (c) lift (d) drag (e) pull

39. The idea that the earth is flat is —
    (a) absurd (b) misleading (c) improbable (d) unfair (e) wicked

40. The opposite of loyal is —
    (a) treacherous (b) enemy (c) thief (d) coward (e) jealous

41. The moon is related to the earth as the earth is to —
    (a) Mars (b) the sun (c) clouds (d) stars (e) the universe

42. The opposite of sorrow is —
    (a) fun (b) success (c) joy (d) prosperity (e) hope

43. If the first two statements are true, the third is (a)?
    Frank is older than George.
    James is older than Frank.
    George is younger than James.
    (a) true (b) false (c) not certain

44. If 24 yards of cloth cost 30 cents, what will 10 yards cost?
    (a) $0.20 (b) $0.75 (c) $0.40 (d) $3.00 (e) $37.50

45. Congest means to bring together; conglutinate means to grieve together. Therefore con means —
    (a) to bring (b) to gather (c) to grieve (d) to bring or grieve together

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46. The law of gravitation is —
@ absolute @ approximate @ conditional @ constitutional

47. Oil is to fuel as (?) is to hate.
@ love @ work @ boil @ ate @ hate

48. If 44 yards of cloth cost 50 cents, what will 39 yards cost?
@ 33.15 @ 80¢ @ 79¢ @ 89¢ @ 35¢

49. Which number in this series appears a second time nearest the beginning?
6 4 5 7 8 0 9 5 0 8 8 5 4 7 3 0 8 9 1
@ 9 @ 0 @ 8 @ 6 @ 5

50. This is to this as this is to —
@ person @ skill @ spirit @ mood @ set

51. If the first two statements following are true, the third is (?)
Some of our citizens are Methodists. Some of our citizens are doctors.
Some of our citizens are Methodist doctors. @ true @ false @ not certain

52. Which of the five words below is most unlike the other four?
@ fast @ agile @ run @ quick @ speedy

53. One who says things he knows to be wrong is said to be —
@ careless @ misled @ concealed @ untruthful @ prejudiced

54. If the words below were arranged to make the best sentence, with what letter would the last word of the sentence end? (sincerity traits courtesy character of desirable and are)
@ r @ y @ s @ e @ d...

55. If a strip of cloth 26 inches long will shrink to 22 inches when washed, how many inches will a 48-inch strip be after shrinking?
@ 44 @ 42 @ 46 @ 45 @ 44

56. Which of these expressions is most unlike the others?
@ draw pictures @ clean house @ come home @ work problems

57. If the following words were seen on a wall by looking at a mirror on the opposite wall, which word would appear exactly the same as if seen directly?
@ MEET @ ROTOR @ MAMA @ DEED @ TOOT

58. Find the two letters in the word ACTOR which have just as many letters between them in the word as in the alphabet. Which one of these two letters comes first in the alphabet?
@ A @ C @ G @ D @ F

59. A surface is related to a line as a line is to a —
@ solid @ plane @ curve @ point @ string

60. One number is wrong in the following series. What should that number be?
1 2 4 7 11 16 23
@ 3 @ 6 @ 10 @ 15 @ 22

61. This is to this as this is to —
@ triangle @ square @ circle @ line @ triangle

62. How many of the following words can be made from the letters in the word STRANGE, using any letter any number of times?
greatest, tangle, garage, stresses, related, grease, nearest, reeling
@ 7 @ 6 @ 3 @ 4 @ 8...

63. Which of the following is a trait of character?
@ reputation @ wealth @ influence @ thickness @ strength

(5) (Go right on to the next page.)

64. A statement the meaning of which is not definite is said to be —
@ erroneous @ doubtful @ ambiguous @ distorted @ hypothetical

65. Evolution is to revolution as crawl is to —
@ baby @ floor @ stand @ run @ hands and knees

66. Coming is to come as now is to —
@ today @ some time @ tomorrow @ before now @ hereafter

67. One number is wrong in the following series.
1 2 4 8 16 32 64 96
What should that number be?
@ 3 @ 6 @ 12 @ 45 @ 128

68. If George can ride a bicycle 60 feet while Frank runs 40 feet, how many feet can George ride while Frank runs 30 feet?
@ 50 @ 30 @ 45 @ 20 @ 70

69. What letter is the fourth letter to the left of the letter which is midway between D and F in the word REPRODUCTION?
@ C @ G @ R @ O @ N @ D

70. Which of the few things following is most like these three: ivory, snow, and milk?
@ butter @ rain @ cold @ cotton @ water

71. A hotel serves a mixture of 2 parts cream and 3 parts milk. How many pints of milk will it take to make 25 pints of the mixture?
@ 10 @ 16 @ 15 @ 14 @ 10

72. A man who spends his money lavishly for non-essentials is considered to be —
@ fortunate @ thrifty @ extravagant @ generous @ economical

73. This is to this as this is to —
@ living @ old @ big @ small @ bad

74. If the first two statements following are true, the third is (?)
One cannot become a good violinist without much practice.
Charles practices much on the violin. Charles will become a good violinist. @ true @ false @ not certain

75. Which of these expressions is most unlike the others?
@ small to tiny @ pretty to beautiful @ warm to hot @ excellent to good

76. If the words below were rearranged to make a good sentence, the first word in the sentence would begin with what letter?
like friends valuable to The make some in a is ability
@ l @ f @ v @ t @ a...

77. What number is in the space that is in the rectangle and in the triangle but not in the circle?
@ 1 @ 2 @ 3 @ 4 @ 5

78. What number is in the same geometrical figure or figures (and no others) as the number 6?
@ 1 @ 2 @ 3 @ 4 @ 5

79. How many numbers are there which of which is in two geometrical figures but only two?
@ 1 @ 2 @ 3 @ 4 @ 5

80. If a wire 40 inches long is to be cut so that one piece is $x$ as long as the other piece, how long must the shorter piece be?
@ 56¢ in. @ 39¢ in. @ 13 in. @ 94¢ in. @ 16 in.
OTIS QUICK-SCORING MENTAL ABILITY TESTS

By Arthur S. Otis, Ph.D.
Formerly Development Specialist with Advisory Board, General Staff, United States War Department

MANUAL OF DIRECTIONS FOR GAMMA TEST
FORMS AM AND BM

THE QUICK-SCORING SERIES

The Otis Quick-Scoring Mental Ability Tests comprise three tests, called Alpha, Beta, and Gamma. The three tests are designed for grades as follows:

Alpha Test...Grades 1-4
Beta Test...Grades 4-9
Gamma Test...High Schools and Colleges

The Alpha Test consists entirely of pictures and is completely new. The Beta and Gamma Tests are revisions and extensions of the Intermediate and Higher Examinations, respectively, of the Otis Self-Administering Tests of Mental Ability.

PURPOSE OF THE TESTS

The purpose of the three tests in the series is to measure mental ability — thinking power or the degree of maturity of the mind.

It should be understood from the outset that it is not possible to measure mental ability directly. It is possible only to measure the effect mental ability has had in enabling the pupil to acquire certain knowledge and mental skill. Of course the answering of some types of questions depends less upon schooling and more upon mental ability than the answering of others, and in making up the test the aim has been for the most part to choose that kind of question which depends as little as possible on schooling and as much as possible on thinking.

However, in the interest of variety it has been found necessary and even advantageous to include in verbal tests of mental ability such as the Beta and Gamma Tests certain questions which might seem at first glance to be mere measures of achievement. This type includes questions on vocabulary, arithmetic reasoning, etc. It must be remembered, however, that any test which involves the use of language can measure mental ability only to the extent to which we may assume that pupils of the same age have had approximately the same opportunity to learn. Consequently, if a pupil has grown up with a limited educational opportunity, especially with reference to language, his mental ability is not fairly measured by any test involving language. But in a given community in which all children have approximately the same educational opportunity, it is reasonable to assume that a pupil who progresses rapidly in school and learns much has greater mental ability for his age than one who progresses less rapidly and learns less. To this extent, therefore, certain achievement questions such as vocabulary and arithmetic-reasoning questions, even though depending on language, do measure mental ability.

ALTERNATIVE FORMS

There are four forms of the Gamma Test (Forms AM, BM, C, and D), similar in construction but differing in content. Forms C and D are published in a smaller size with a special folding, as in Beta Test: Forms A and B.

SPECIAL FEATURES

The tests are self-administering in the same sense as the Otis Self-Administering Tests of Mental Ability, in that it is necessary merely to pass out the booklets, allow the pupils time to study the first page with a minimum of directions, and then let them go ahead and take the test. A single examiner may administer the tests to all the classes of a moderate-sized school in a day, by devoting a few minutes to start one class taking the test, leaving the class in care of the teacher, and going on to the next class, etc. This is a good way to assure reasonable uniformity of procedure in the giving of the tests.

In addition to the ease of administration which these tests afford by virtue of their single time limit, a new method of stencil scoring is provided by which the tests may be scored even more rapidly than the Self-Administering Tests.

Provision is made in Forms AM and BM for the pupil to put his answers to all the questions on one sheet, called the Answer Sheet, which is page 2 of the test booklet. To
use the Answer Sheet, the pupil tears it off from the rest of
the booklet and slips it under the booklet in such a way
that the spaces for the answers appear just to the right
of the test page.
A row of 5 spaces like this 1  2  3  4  5 on the
Answer Sheet corresponds to each question. The spaces
are numbered consecutively and arranged so as to align
perfectly with the questions on the test paper in order
to make sure the pupil will not put his answer mark in
the wrong row of spaces.
To indicate his answer to a question, the pupil makes
a vertical mark in the space that has the same number
as the answer he has chosen, like this: 1  2  3  4  5
The Answer Sheet is then scored by a stencil key con-
taining holes so spaced that if the pupil has put his mark
in the right space it will show through the hole in the
Key; otherwise not. To score the paper, it is necessary
merely to count the marks that can be seen through the
holes in the Key. One application of the Key is suffi-
cient, of course, to score the whole test.
Experience shows that this is the quickest possible
method of scoring a test "by hand," so to speak. Its
principal advantage is that the scorer does not have to
look at each answer to see whether a cross is in or not
in a given square or circle—he disregards all wrong
answers completely and merely counts right ones.
It is by reason of this new scoring feature that the
tests are called "Quick-Scoring Tests."

MACHINE SCORING
Forms AM and BM of the Gamma Test may be scored
also by the International Business Machines Corporation
scoring machine. For this purpose a special extra
Answer Sheet must be used. It is used in the same way
as the attached Answer Sheet but has to be printed
separately. It is also sold separately.
Further information about machine scoring of these
tests may be had by addressing World Book Company.

DIRECTIONS FOR ADMINISTERING
To administer Form AM or BM of the Gamma Test,
address the pupils as follows: (Give all directions
slowly and distinctly, with a pause after each sentence.)
"We are now going to give you some tests that
measure your ability to think. I will pass out the test
papers and as soon as you receive one, read the first
page and do what it tells you to do; that is, fill the blanks,
giving your name, age, etc., and answer the sample
questions.
"Do not open or turn over the booklet. Part of the
test is to see if you can follow directions."

Have the test papers passed, one to each pupil, right
side up; that is, with the title page up. If separate
Answer Sheets are to be used, pass these out also. See
that every pupil is supplied with two pencils and an
eraser. It is better not to have the pencils too sharp,
principally because it is better to have the pupils make
wide marks, since these are easy to see.
Allow a reasonable time for all to finish reading the
first page; then say: "Is there anyone who does not
understand how to answer the samples?" Be sure all do.
If the attached Answer Sheet is to be used, read the
first indented paragraph below and skip the second.
If the machine-scoring Answer Sheet is to be used,
skip the first indented paragraph and read the second.

(Attached Answer Sheet)

"Now turn to page 2, which is the Answer Sheet.
You are to put your marks in the spaces on this
Answer Sheet. Tear off the Answer Sheet."

(Machine-Scoring Answer Sheet)

"Now notice the separate Answer Sheet that has
been passed to you. You are to put your marks in
the spaces on this Answer Sheet.

(Continue here.)

"Slip the Answer Sheet under the edge of page 3 so
that the column of spaces marked 'Page 3' is alongside
of page 3 like this." (Show by holding up page 3 with
the "Page 3" column of the Answer Sheet close to page 3
of the booklet.) "Notice that the arrow tips on the
Answer Sheet point directly toward the arrow tips on
page 3. In answering the first question, you put a mark
in one of the spaces in the first row, and so on.
"When you finish page 3, pull out the Answer Sheet
a little way like this," (Show.) "so that you can see the
column of answers for page 4, and do page 4. Always
keep the Answer Sheet shoved under the booklet so
that the column of the Answer Sheet on which you are
working is close to the test paper.
"When you come to page 5, fold page 6 under like
this," (Show how.) "so that you can get the 'Page 5'
column of the Answer Sheet close to page 5 of the book-
let like this." (Show.)
"Never put more than one mark in any row of spaces.
"Is there anyone who does not understand what to
do?" (Answer any questions about how to take the
test.) Then say:
"As explained in the paragraph below the samples,
the test contains eighty questions. You are not expected
to be able to answer all of them, but do the best you can.
You will be allowed a half hour. Try to get as many
right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered after the test begins.

* * * * *

Now go ahead and answer the questions. Remember to make heavy black marks.

Write immediately on the blackboard the exact time when the pupils begin to take the test. It is helpful to write on the blackboard also the time the pupils must stop work. Thus, if pupils are started at 1:17, write this on the blackboard and under it write 1:47. Or if you set your watch exactly on the hour and when it is exactly half-past the hour by your watch, the time will be up.

It should be understood by the examiner that no questions about the test are to be answered which might give the pupils the slightest help in answering the questions; that is, the examiner or teacher may not explain the meaning of any word or give any hints. It is permissible at the beginning of the examination for the examiner to move quietly about the room to make sure that the pupils are indicating their answers in the proper manner (making heavy black marks), and if during the examination a pupil becomes confused on account of the use of the separate Answer Sheet, it is permissible for the examiner to explain to him how to proceed. Thereafter it is better for the teacher to remain seated at her desk so that the room is quiet and the pupils may work undisturbed.

The one in charge of timing the test should be particularly impressed with the need to watch the time carefully, for it is very easy to forget the time and let the pupils work more than the time allowed.

When the stopping time is reached, say: *Stop! Lay your pencil down.*

Have the Answer Sheets collected. Then have the pupils write their names at the top of page 3 of the booklet. Then have the booklets collected. The booklets should be preserved until after the scoring of Answer Sheets is done; then they may be destroyed.

**Directions for Scoring**

A Key for scoring the test is included in each package of tests.

To score an Answer Sheet, lay the Key over the Answer Sheet in such a way that the heavy circles which are printed with crosses in them at the top of the test appear through the appropriate holes at the top of the Key. The Key will then be adjusted so that all the marks that are to be made in the right spaces will show through the holes. The number of marks so appearing is the pupil's score. This should be written in the space provided at the top of the title page.

The pupils have been instructed to be sure not to put more than one mark in any row of spaces. However, if in the case of any item two marks have been put in the same row of spaces, no credit is given for that item.

Ordinarily in scoring this test there is no need to mark the answers right or wrong but merely to count them, for only the total score is of significance. To avoid errors in counting, after the number right have been counted, continue the count with the wrong and omitted items and make sure that you end with 80.

In the interest of accuracy it is well for each Answer Sheet to be scored independently by two persons. If this is done, the score obtained by the first scorer may be written at the foot of the page. Then, after the next scorer has scored the paper and compared his count with that made by the first scorer and found it to check, the sheet may be turned and the checked score written on the title page.

**Directions for Recording Scores**

In each package of tests there is included a Class Record which provides for the recording of scores of a class.

Before entering the scores, arrange the papers in alphabetical order or in order of magnitude of score, according to preference. Then enter the name of each pupil, his age in years and months, and his score.

Note that provision is made on the Class Record for entering later the IQ of the pupil and any additional data, such as percentile rank in the class or school, classification designation, etc., and for entering the median age, etc., of the class.

Provision is made at the foot of page 2 of the Class Record for distributing the scores of a class or a school. To distribute the scores of a class, make a mark in the second column of the table for each pupil's score putting the mark opposite the interval within which the score falls. Thus, if the first pupil has a score of 63, put a mark opposite 60-64. Draw each fifth mark across the preceding four like this: [ ] [ ] [ ] [ ] [ ]. This makes it easier to count the marks.

After the marks are all entered, count those in each interval and write the number in the column headed "Freq." (Frequency).

To find the median (middle) score, count from either end of the distribution to the middle mark. If the middle mark falls, say, in the interval 50-54, sort out the papers whose scores fall in this interval, and, if the median is the third mark in the interval, find the score on the third paper in that bunch of papers. That score is the median score of the class. (See Chapter II of Otis: Statistical Method in Educational Measurement; or a similar test, for detailed explanations of other methods for finding the median.)

**Reporting to the Author**

To assist in making the norms more comprehensive, the author would appreciate the favor of receiving from each school system using 100 or more the following data for each grade.

- Test used (Gamma) Form used (Am or Bm)
- Median Age (when each grade has been recorded in years and months)
- Date of the test

That is, the author wishes to know the median age in years and months and the median score of all the pupils in the school system who are in the fifth grade, the same for all who are in the tenth grade, etc., whatever grades were tested. Address Dr. Arthur S. Otis, care of World Book Company, Yonkers, New York. This courtesy will be appreciated.

**Norms**

If a large number of 15-year pupils take a test and their scores are arranged in order, the median or middle score is considered as just normal for said to be the norm for the age group.

Table I gives the norms for the various ages of pupils taking Gamma. The table is read as follows: The norm for the age of 11 years 0 months is a score of 20, etc. The norm for adults is 42.

**Table 1**

<table>
<thead>
<tr>
<th>YEARS-0</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18 or over</th>
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<td>45</td>
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</table>

1 Published by World Book Company.
were without exception positive for both sexes, having a median value of + .51. This experiment indicates that all the items of the Higher Examination have real validity in a mental ability test.

The correlation between the Gamma Test and the Higher Examination was found for the 100 pupils tested in Yonkers, New York. The coefficients were as shown in Table 2.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>AVERAGE</th>
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<td>Gamma A 1st — Higher Exam. 2d</td>
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<td>.86</td>
<td>.83</td>
<td>.86</td>
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<td>Gamma A 2d — Higher Exam. 1st</td>
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<td>.83</td>
<td>.85</td>
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<tr>
<td>Gamma B 1st — Higher Exam. 1st</td>
<td>.82</td>
<td>.83</td>
<td>.82</td>
<td>.83</td>
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<tr>
<td>Gamma B 2d — Higher Exam. 1st</td>
<td>.84</td>
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<tr>
<td>Average number of pupils per coefficient = .84</td>
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</table>

The reliability of the Gamma Test was investigated by correlating the odd-numbered and even-numbered items of the test papers of 257 pupils in Grades 10, 11, and 12. The coefficients so found were, respectively, .82, .83, and .76 for the three grades. When corrected by the Spearman-Brown formula, the reliability coefficients for the three grades were found to be .90, .91, and .85, respectively.

**APPLICATION OF RESULTS**

**Purposes of mental ability tests.** The principal purposes for which mental tests are given are these:

1. For teaching purposes, to discover which pupils are bright and capable of doing better school work than they are doing and to discover which pupils are dull and may be attempting work beyond their capacity.

2. For administrative purposes, to regrade pupils so that the pupils in any one grade will be more homogeneous in mental ability and therefore able to progress at more nearly the same rate than otherwise.

3. For administrative purposes, to classify pupils into separate groups within grades in order that the brighter or the more mature pupils may be given an enriched curriculum and in order that the duller or the less mature pupils may be allowed to progress at a slower rate.

Such classifying is sometimes done on the basis of score (dividing the pupils on the basis of mental maturity) and sometimes on the basis of IQ (dividing the pupils on the basis of brightness). The first of these methods is recommended.

4. For research purposes, to obtain two or more groups of equal mental ability or brightness which may be given different methods of instruction for the purpose of determining which method is superior.

5. For guidance purposes, to assist pupils to choose wisely in planning their educational, recreational, and vocational programs.

6. For administrative purposes, to determine the comparative mental status of pupils of different schools or localities.

**Distributing scores.** For any one of the purposes mentioned above it is desirable to distribute the scores of a class. This is usually done by finding the intervals 0-5, 6-9, etc., into which the scores fall. Provision is made for so distributing the scores of a class on the Class Record, a copy of which is enclosed in each package of tests.

Classification of pupils according to score. If desired to divide the pupils of a grade into classes according to score, the scores of all the pupils of the grade may be entered in one distribution on a Class Record or the test papers may be arranged in order of score. The scores may then be divided into an upper third, middle third, and lower third, or in any other convenient way, and the pupils classified accordingly.

It will be found that pupils so grouped are much more alike in their ability to learn than the pupils of the whole group and can be taught together much more easily.

**ACKNOWLEDGMENTS**

Thanks are due to A. L. Maxon, Director of Research, Department of Public Instruction, Schenectady, New York, to Lloyd N. Morrisett, Director of Secondary Education in Yonkers, New York, to Frank L. Baker, Principal of the Yonkers High School, and to Arthur Bibbins of the Danion, Connecticut, Public Schools for kind cooperation in the equating experiments. Thanks are due also to J. Henry Highsmith of the Division of Instructional Service, North Carolina, and to C. Everett Myers, Supervisor of Research, State Department of Education, Virginia, for providing distributions of scores for large numbers of cases.
OTIS QUICK-SCORING MENTAL ABILITY TESTS
CLASS RECORD FOR BETA TEST: FORMS CM, DM, EM, & FM
AND GAMMA TEST: FORMS AM, BM, EM, & FM

Test used (underline)  Beta  Gamma

Form used  Examiner

Grade  Teacher  School

City  Date of exam  19

<table>
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<tr>
<th>Name</th>
<th>Age</th>
<th>Score</th>
<th>IQ</th>
<th>Add'l data (?)</th>
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</tbody>
</table>

Class Medians

(Continued on reverse side)

Note. See under "Reporting to the Author" in the Manual of Directions, regarding a request for data.
### Directions

To distribute the scores of a class, make a mark in the second column for each score opposite the interval within which the score falls. In the "Frequency" column write the number of tally marks that fall in each interval.

### Scores Distribution

<table>
<thead>
<tr>
<th>Scores</th>
<th>Distributing Marks</th>
<th>Fre.</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>75-79</td>
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<tr>
<td>70-74</td>
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<tr>
<td>65-69</td>
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<td>60-64</td>
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<td>55-59</td>
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<td>50-54</td>
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<td>0-4</td>
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Total: 50

Median: 50