

A STUDY OF THE RELATIONSHIP OF THE SELF-CONCEPT TO
ADJUSTMENT IN A SELECTED GROUP OF COLLEGE WOMEN

By

Frances H. DeLisle

A DISSERTATION

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Guidance and Counselor Training

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Year 1953

Approved

Walter L. Johnson

FRANCES H. DE LISLE

ABSTRACT

The general purpose of the study was to investigate the relationship of the self-concept to adjustment among selected freshman women at Michigan State College. Specific purposes included the investigation of: (1) how individuals see themselves in relation to certain facts which are known about them; (2) how the same individuals are seen by their peers; (3) what changes in self-understanding occur; and (4) what the consequences for personal adjustment appear to be.

Two groups of thirty-five freshman women representing opposite ends of a continuum of academic achievement comprised the sample. At the upper end of the continuum scale were the thirty-five women who had been selected on the bases of scholarship, character and leadership as the prospective members of Tower Guard, the sophomore honorary organization for women. At the lower end of the achievement scale were thirty-five women who had been placed on scholastic probation due to an accumulation of a deficiency of twelve or more honor points during the first two terms of college.

The procedure for all subjects consisted of the following:

1. Administration of a Test of Self-Understanding as a preliminary instrument to determine the initial picture of the self.

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2. Administration of a common battery of tests including: Social Personality Inventory for College Women, Self-Inventory of Personal-Social Relationships, and Kuder Preference Record--Vocational.

3. An interview with one of the four cooperating counselors for interpretation of the above tests and the A.C.E. Psychological Examination which had been previously administered.

4. Readministration of the Test of Self-Understanding for evidences of changes.

5. Distribution of an inventory to be completed and returned by two members of the peer group who knew the subject.

The test results and information from the inventories, college application blanks, grade sheets, and counselor records comprised the data which were compiled, tabulated, analyzed, and reported in the study.

The results of the research indicated that the higher achievement subjects tend: (1) to have a more realistic concept of self; (2) to demonstrate less tendency to minimize their difficulties and to distort their picture of the self; and (3) to utilize more fully the

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resources of the environment as a means of strengthening skills and overcoming difficulties.

In contrast, the lower achievement subjects tend: (1) to have a less realistic concept of the self; (2) to feel the need to deny or distort the perceptions which they interpret as damaging to the self; and (3) to experience more difficulty in utilizing environmental resources.

Both groups of subjects demonstrated a tendency to evaluate themselves more accurately than did their peers, and to change the picture of the self as a result of the opportunity for test interpretation.

Adequate personal adjustment appeared to be more promising for those subjects who were able to accept the perceptions of the self, to openly assess their weaknesses and limitations, and to utilize the resources of the environment as developmental aids.

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CHAPTER I

THE PROBLEM AND ITS THEORETICAL BACKGROUND

The unleashing of forces disruptive to social and personal organization characterizes modern civilization. Recorded history teaches us that such forces, once put in motion and gaining momentum, cannot easily be stemmed, despite our awareness of the casualties they leave in their wake. Man's inhumanity to man is written boldly behind many of the happenings of the day.

Ability to live peacefully in the world of nations will probably never be realized until individuals learn to live peacefully and confidently with themselves, by increased understanding and acceptance of the self, then to live with less friction with their families and neighbors, and, in an ever-increasing radius of understanding and acceptance, to gain peaceful relations in the larger world.

To entertain hopes of ever reaching such a goal, our knowledge of the concept of self and its operation, in all its dynamic aspects, must be extended so that the irrational hostility, frequently exhibited and thought of by many psychiatrists as projected self-hate, may be replaced by greater self-acceptance, which may also lead to greater social responsibility.

Statement of the Problem

The purpose of this study was to investigate the relationship of the self-concept to adjustment in a selected group of women at Michigan State College. The problem was concerned with: (1) learning how individuals see themselves in relation to certain facts which are known about them; (2) discovering how these same individuals are seen by members of their peer group; (3) investigating whether changes occur as a result of the opportunity to gain more information about themselves; and (4) exploring the consequences of the above for personal adjustment.

It was not the purpose of this study to establish any pattern of causal relationships for the findings but rather to speculate on their significance and to make inferences which may lead to fruitful hypotheses.

Theoretical Background

This investigation should be viewed within the framework of its theoretical background. In the attempts to understand and predict human behavior, the focus of attention has shifted gradually from a completely external frame of reference to a more individualized one. This utilizes the expressive manifestations of behavior but does not

base its conclusions completely upon them. The tempo of this development has been markedly increased within the past decade as a result of the work done by Rogers and many others who based either theory or practice upon the view the individual holds of himself.

Social scientists adopted the methodology of the physical sciences, as a point of departure, in the study of human behavior. Although valuable normative data resulted from the observations and measurements that were made, it eventually became obvious that such data were insufficient for the understanding and prediction of individual behavior. In this connection, Rogers (51:11) states: "Thus, we embarked on a search for the laws that prevailed in the client's private world of perception, and this has proved a fruitful course."

Many valuable contributions resulted from this departure into the inner field of the individual. Inadequacies of semantic equipment, however, engendered considerable confusion. Constructs and abstractions have been developed, upon which there is little agreement as to significance or meaning.

The use of "ego" and "the self" synonymously by Sherif and Cantril (54:156) is illustrative in the following statement: "The more we study, the more we find that the ego (self) consists mainly of those attitudes formed during the course of genetic development:

attitudes related to one's body, parents, family, school, church, profession, property, class and the like. As attitudes are formed (learned) in the course of genetic development, the ego is formed."

In contrast, Murphy (44:523) defines the "ego" as "a system of defenses engaged in the work of defending and enhancing the self."

Snygg and Combs (56:57-58, 112) differentiate between what they prefer to call "the phenomenal self" and "the self-concept." The former they believe to be "all those parts of the phenomenal field which the individual experiences as part of or characteristic of himself." The latter is viewed as "those parts of the phenomenal field which the individual has differentiated as definite and fairly stable characteristics of himself."

Somewhat more limited is Rogers' (49:498) use of "the self" to mean simply "the awareness of being, of functioning." By the "concept of self" he means "the individual's perceptions of his own characteristics, his relations to others, and the values he attaches to these perceptions [51:10]."

The term "self-concept" was first used by Raimy (47:156), who postulated three main principles about it, namely: (1) the self-concept may have little or no relation to external reality; (2) the self-concept is a learned perceptual system which functions as an

object in the perceptual field; and (3) the self-concept not only influences behavior, but is, itself, restructured by behavior and unsatisfied needs.

Frequently used interchangeably with the "concept of self" is "the self-image." Ichheiser (24:8) suggests a fundamental difference between them, however, with the "self-concept" representing the individual's view of himself and "the self-image" representing the view others have of him. Misunderstanding and misinterpretation of individual behavior, he believes, are due to the fact that "there is some, and frequently a great degree of discrepancy between expression and impression, as the normal state of affairs."

Despite these confusions, abstractions such as the self-concept are fundamental to a psychology of personality which seeks to understand the individual's inner field by inference based upon observations of external behavior. Understanding the distortions or lack of congruence between the inner field and external behavior also relies upon the use of such a conceptual framework.

Importance of the Problem

The fact of increasing complexities of contemporary society resulting in a high incidence of pressure and threat in the lives of

individuals and often leading to personal maladjustment is well documented. Yet, superficial observation seems to suggest that some individuals are able to function in spite of the social stresses, while others who seem to have the same resources available fail to do so. What are the variables that account for this difference?

In spite of the lack of sufficient theoretical and practical knowledge, it would still appear pertinent and important to extend our knowledge by reflection and speculation regarding the behavior of individuals. Few studies have been reported on the congruence or distortion of the concept of self in relation to goal-setting, utilizing the resources of the environment, and adjustment. Therefore, this study would seem to serve a timely purpose.

Scope of the Problem

This study was an analysis of the findings resulting from test administration and test interpretation to a selected group of college women at Michigan State College. The scope of the problem was delimited to studying that aspect of the self-concept which has to do with its accuracy or congruence in relation to certain known facts or observations which are readily perceived. That the latter constitute at least a portion of reality for the observer does not mean that

they are admitted as such into the perceptual field of the individual. The degree to which these facts are admitted, however, may have important consequences in terms of personal adjustment.

Criteria used for selection of the sample, choice of the instruments, and the selection of cooperating counselors, as well as techniques and procedures followed for compilation, tabulation, and interpretation of the data will be discussed in detail in Chapter III.

Definitions of Terms

No real clarity of meaning or common understanding exists for some of the terms used in this study. Reference has already been made, in discussing the theoretical background, to the lack of agreement on many of the constructs and abstractions. In the absence of such agreement, expert judgment as to meanings will influence, but not necessarily dictate, the definitions used herein. In order to develop a common frame of reference, some elaboration is necessary in relation to the following terms: the "self-concept," the meaning of "threat," "adjustment," and "realistic."

The term "self-concept" will be defined herein as the understanding which the individual has of himself in relation to his surrounding world as a motivating drive for behavior. Such a definition

will seek support in a set of assumptions to be described in the next section of this chapter.

"Threat" occurs when experiences are perceived as being contradictory to the structure of the self. The individual tends to respond to threat with anxiety and defensive behavior. In seeking to maintain the organization of the self, there may be a denial or distortion of the contradictions. Thus, the awareness of threat is reduced by defensive behavior, although the threat itself is not eliminated. Actually, defensive behavior increases the susceptibility to threat, as threat and defense recur in sequence. The more experiences are denied or distorted, the greater the possibility that any new experience will be considered threatening (23:175).

"Adjustment" is defined by Rogers (52:364) as follows: "It would appear that when all of the ways in which the individual perceives himself--all perceptions of the qualities, abilities, impulses, and attitudes of the person, and all perceptions of himself in relation to others--are accepted into the organized, conscious concept of the self, then this achievement is accompanied by feelings of comfort and freedom from tension which are experienced as psychological adjustment. . . ." Snygg and Combs (56:136) modify this definition in keeping with the phenomenological point of view by stating: "A

phenomenal self is adequate in the degree to which it is capable of accepting into its organization any and all aspects of reality." They add that "no phenomenal self is ever completely adequate[,] for adequacy is a function of degree. The phenomenal self may be more or less adequate; it can never be completely so [56:140]." Influenced by these definitions and incorporating the related idea of threat, adjustment will be defined herein, as follows: adequate adjustment is that state which renders the individual sufficiently free from threat to be able to admit all pertinent aspects of reality strongly enough into the perceptual field to be able to deal with these perceptions satisfactorily.

While reality for the individual consists of his own interpretations of his perceptual field, there is a common or social reality based upon commonly experienced meanings, legitimized by agreement among members of any particular group. Society constantly makes demands upon the individual in terms of this external reality. "A social being must necessarily adjust to the demands of society or remove himself from it. If he identifies himself with society, he cannot deny it for to do that is to deny himself [56:140]." Thus, the observer is able to evaluate the position of the individual as being relatively realistic or unrealistic only in terms of the degree to

which it is in agreement with the facts of external reality. Therefore, "realistic," herein, represents that quality of agreement with the objective facts which exist as a part of external reality, legitimized by more agreement than disagreement among members of the group.

Assumptions

The assumptions which need to be made are threefold, namely:

(1) assumptions related to the self-concept; (2) assumptions related to behavior and personality; and (3) assumptions related to this particular study.

There are three generally accepted assumptions related to the self-concept: (a) it is regarded as relatively enduring and consistent; (b) it is developed as a result of social interaction; (c) its consistency has an important relationship to personal adjustment.

Assumptions related to behavior and personality include: (a) behavior tends to be regular, consistent, and lawfully directed toward the fulfillment of basic needs which appear common to all individuals; (b) as the human organism seeks to maintain its organization and to enhance itself, interacting experiences with the surrounding environment are symbolized and integrated into its organization in the extent to which they contribute to fulfillment of basic needs;

(c) as the individual gradually develops a concept of self, perceptual experiences will be accepted, denied, distorted, or ignored in terms of their consistency with the concept of self; (d) when the human organism persists in denying significant experiences to awareness, the self-structure tends to organize itself more rigidly and a state of tension exists during which more and more experiences are perceived as threatening; (e) when threat to the self-structure is absent, the individual may admit to awareness the previously denied perceptions and may incorporate them into the self-structure.

Four assumptions have been postulated with specific reference to this study: (a) personal adjustment is affected by the concept the individual holds of himself; (b) the self-concept influences the degree to which the individual can make meaningful use of the social and cultural resources; (c) adequate personal adjustment is more likely for those individuals who, because of a more realistic self-concept, are able to utilize the social and cultural resources; and (d) conversely, inadequate personal adjustment is more likely for individuals who, because of a relatively unrealistic self-concept, do not or cannot make meaningful use of the social and cultural resources.

Limitations of the Study

The limitations to be found herein fall into four main categories:

(a) limitations related to the sample; (b) limitations related to the instruments used; (c) limitations related to using members of the peer group; and (d) limitations involved in using four different counselors in the test interpretation procedure.

The limitations inherent in the sample will be more apparent in the more detailed description of the selection of the sample in Chapter III. The number and representativeness of the sample may constitute a limitation.

The use of structured paper and pencil tests as a means of investigating the inner field of the individual constitutes a limitation of this type of instrument used for this purpose.

Limitations of the peer group respondents include their biases, the degree to which they were qualified to give the information requested, and the possible degree to which the members of the peer group permitted the subjects to participate in the completion of the Inventory.

The basis for the selection and participation of the four cooperating counselors will be discussed in greater detail in Chapter III. Recognition must be given to the limitation residing in the fact of

utilizing four different counselors to participate in what should be a common experience for all subjects, identical in every detail. Limitations of the counselors included their biases and their individual differences in ability to establish rapport. Such differences might be reflected in the changes in self-understanding. Thus, the foregoing limitations are to be found in this study.

Plan of Study

This thesis is divided into ten chapters: Chapter I includes a statement of the problem, the importance and scope of the problem, and other related information necessary to an understanding of the study. Chapter II contains a brief review of the pertinent research related to the self-concept and adjustment. Chapter III consists of a detailed account of the selection of the sample, the instruments, and the counselors. The entire study procedure is described and the method of reporting the results is outlined. Chapters IV through VIII concern analysis of various aspects of the findings. These five chapters are organized around the findings related to the answers to the following questions which stem from the purposes of the study:

1. How do the subjects see themselves in relation to certain facts known about them?

2. How are the subjects seen by members of the peer group?

3. What effect does the opportunity to learn more about themselves have on the subjects?

4. What are the consequences of the above for adjustment?

Chapter IX includes implications for teaching and counseling. Chapter X contains summary, conclusions, and recommendations for research.

Summary

This study was concerned with investigating the relationship between the self-concept and adjustment. Limited knowledge in the area of personal psychology suggests that this study would extend our knowledge and make a contribution to research. The scope of the study was delimited to studying that aspect of the self-concept that has to do with its congruence or distortion in relation to certain known facts. The answers to certain questions related to the purposes were sought. Certain assumptions and definitions of terms were proposed. Limitations related to the sample, the instruments, the selection of the counselors and the peer group respondents were present in the study. The study was divided into ten chapters with five chapters devoted to an analysis of the findings.

CHAPTER II

REVIEW OF THE LITERATURE

Research Related to the Self-Concept

The formulation of the abstraction, the self-concept, has influenced the investigation and development of theory about behavior and personality. A brief review of the initial development of this abstraction would seem to be pertinent and worthwhile. Utilizing the technique of therapy protocol analysis, Raimy (47) discovered that there was a definite pattern which developed from the beginning to the end of therapy. This pattern was characteristic of the cases which had previously been evaluated as successful in therapy outcomes, but not of the unsuccessful ones. The successful cases revealed a relatively high number of negative attitudes toward the self in the early stages of therapy, which decreased in number and tone as therapy progressed until at the conclusion of therapy; there were decidedly more positive attitudes expressed than negative.

This pattern of self-references influenced Raimy to postulate the idea of the concept of self. As a result of this research he states: "One of the most important characteristics of the self-concept

seems to be its exceedingly sensitive yielding to rapid restructuring if the conditions are sufficient, yet it may also remain unaltered under conditions which, to the external observer, are violent conditions of stress [47:175]."

Changes in the Self-Concept

An abundance of literature exists to attest to the fact that changes in the self-concept occur, particularly as a result of therapeutic experiences. Raimy's example of therapy protocol analysis inspired others to pursue the same technique. This type of research has had far-reaching consequences in the restating of assumptions about behavior and personality. The accumulating data tended to deny some of the previously held theoretical positions and to stimulate inquiry along more fruitful lines.

Utilizing the same technique of analyzing therapy protocols, Haigh (20:181-89) found, in an analysis of ten cases, that, for most clients, there appears to be a decrease in defensive behavior and an increase in awareness of any current defensive behavior as therapy progresses. This conclusion coincided with the descriptions of behavior exhibited during therapy sessions as reported by the counselors. The limited number of cases and the evidence that one of the cases

increased in defensiveness during the course of therapy, despite many other positive outcomes, suggests the need for more investigation regarding the alteration of defensive behavior.

That changes in personality structure, as an outcome of therapy, can be measured by a projective technique was demonstrated in a study by Haimowitz (21). She administered the Rorschach ink-blot test before and after therapy to fifty-six clients and to fifteen other individuals, who were not undergoing therapy. Using an evaluation scale, which she had developed for the Rorschach results and a neuroticism index, she found that, after therapy, clients showed a decrease in neuroticism and an improvement in personality factors, while the control group showed little or no change.

Thetford (64) set up a standard frustration experience, involving failure in repetition of digits, to which he subjected nineteen individuals who were about to undergo therapy. Before, during, and after the frustration, various physiological functions were measured, using appropriate equipment. After this group had concluded therapy, the frustration experience was repeated, complete with measurements. A control group of seventeen was subjected to the same frustration experience which was repeated after a comparable length of time. Thetford's findings show that clients developed a higher frustration

tolerance after treatment and that they recovered physiological balance more rapidly after emotional stress, which did not prove to be characteristic of the control group.

Selecting at random ten cases, each of which had experienced from three to nine interviews, conducted according to nondirective principles, Stock (58) made a systematic analysis of therapy protocols. She established categories within the general area of feelings toward the self and others, and made judgments for each statement according to these categories. She concluded that a definite relationship exists between the way an individual feels about himself and the way he feels about other persons. An individual who holds negative feelings toward himself tends to hold negative feelings toward people in general. As his feelings about the self change to more positive ones, feelings about others tend to change in a similar direction.

In a study which appears to be closely related to that of Stock, Sheerer (53) set up twenty statements to define self-respect and acceptance and ten statements to define acceptance and respect for others. Using these statements, she asked four judges to rate, on a five point scale, fifty-one protocols revealing some self-evaluation and fifty protocols revealing evaluative attitudes toward others, all of which had been extracted from recordings of clients. On the five

point scale, step one represented an expression of lack of acceptance and respect, while step five represented an expression of acceptance and respect with no expression of lack of it. The items, on which the majority of judges agreed, provided illustrations of the five scale points for each of the two scales.

Sheerer then used these two scales in rating all the relevant items for ten recorded cases. As a result of this study, she concluded that acceptance of and respect for others can be operationally defined and objectively rated with a satisfactory degree of reliability. She found a marked and regular increase in acceptance of and respect for the self from the beginning to the end of therapy. Her further conclusion, that there is a definite and substantial correlation between attitudes of acceptance of and respect for self and attitudes of acceptance of and respect for others, corroborated the general findings of Stock in a somewhat less elaborate study.

Empathy in Social Interaction

Many writers in the field of social psychology have suggested that empathy may be a process of considerable significance in social interaction and that it probably provides a basis for understanding others. Dymond (14) defines empathy as the "imaginative transposing

of oneself into the thinking, feeling, and acting of another and so structuring the world as he does [14:127]." She developed a scale, requiring the subject to empathize with others, which also provided a measure for his accuracy. The scale was composed of four parts, each containing the same six items. In the first part, the subject was asked to rate himself, on a five point scale, on each of the following characteristics: self-confidence, superior-inferior, selfish-unselfish, friendly-unfriendly, leader-follower, and sense of humor. In the second part, the subject was asked to rate some other individual on these traits. Then the subject was asked to rate another individual as he believed this other individual would rate himself. Finally, the subject was asked to rate himself as this other individual would rate him.

This procedure was followed by fifty-three subjects in a social psychology class. The results are too preliminary for final claims as to the validity or reliability of the scale, although the evidence points to this possibility. It appears obvious that individuals differ in the sensitivity to others involved in empathic ability; but it has not yet been possible to account for these differences.

Adjustment and Acceptance of Damaging Statements About the Self

Taylor and Combs (63) hypothesized that, given two groups of children, one better adjusted than the other, it is possible to predict that the better adjusted children will be able to accept damaging statements about themselves more readily than the less well-adjusted children. To test this hypothesis, they administered the California Test of Personality, as a rough screening device to measure adjustment, to all sixth grade children in a group of consolidated rural schools. Using this external criterion of adjustment, the children were divided into two groups, one better adjusted than the other. They were then presented a list of damaging statements, which were thought to be "probably true" of all children, yet damaging to the self, if admitted. They were asked to indicate which of these statements, sometimes true of sixth graders, were true of them. The investigators found that the relationship between ability to accept damaging statements about the self and adjustment is a real one and can be experimentally demonstrated.

Personality and Thought Processes in the Classroom

By means of a relatively new type of research procedure which attempts to evaluate the educational process not by subject-matter

outcomes alone, but also by studying the thought-processes of students in classroom situations, significant relations have been demonstrated between the personality characteristics of students and the kind of thinking they reported doing in class. It was especially noteworthy that students, with a high degree of anxiety, spent much time in class thinking about themselves and their problems. Bloom (4) further reports that students with a high degree of rigidity were able to do little active thinking of a problem-solving nature in class, while students with considerable hostility and negativism spent much of their time evaluating, usually negatively, the persons in the class and the ideas or contributions being considered by the group. It was discovered that thoughts about adequacy or inadequacy of the self occur much more frequently during the discussion type of teaching, while thinking goes off on tangents about words or phrases spoken more frequently in lectures.

Relation of Occupational Choice to the Structure of Self and Adjustment

In a somewhat different but inseparable area, Ginzberg (18) reports the interdisciplinary research which took for its task the identification and evaluation of the major factors in vocational decision-making of the individual during successive periods of maturation.

In seeking to analyze the process, discover the most significant patterns, and describe the outstanding deviations, the following basic assumption was proposed: "An individual reaches his ultimate decision, not at any single moment in time, but through a series of decisions over a period of many years; the cumulative impact is the determining factor [18:492]." One of the basic elements of the theory regarding vocational decision-making, which was based on the study of individuals from the eleventh year through young adulthood, suggests that occupational choice is a process.

The investigators found it possible to analyze the process in terms of three periods: (a) the fantasy choice period, before eleven years of age; (b) the tentative choice period, between eleven and seventeen years of age; and (c) the realistic choice period, from seventeen years to young adulthood. During the fantasy period, the child believes he can become whatever he wishes to become. During the tentative period, the individual's choices reflect subjective factors largely and are considered tentative because reality factors have not yet been effectively incorporated. Seeking to work out a compromise between interests, abilities, and values, on the one hand, and the opportunities and limitations of the environment, on the other, characterizes the reality choice period.

The investigators appear to believe that this process of occupational choice, which they describe, is largely irreversible, because reality pressures introduce major obstacles to alterations in plans. For some, there are serious emotional barriers to a change in plans because such a change can so easily take on the quality of failure and present a threat to self-esteem. They believe, further, that every vocational choice is, of necessity, a compromise between subjective and reality factors.

Small's (55) more recent research in this area supports some aspects of Ginzberg's theory and repudiates others. The former studied measures of the reality and fantasy factors in the vocational choices of 144 boys for the purpose of testing the two principal components of Ginzberg's theory, namely: (a) that choice is a process becoming increasingly more realistic, and (b) that choice is a compromise between subjective and realistic elements. In studying equal numbers of boys, at each year level from fifteen through nineteen years of age, Small found no such linear relationship between age and realism. It is true that a change in direction takes place at each age level, but the change is sometimes toward less rather than greater realism. The determining factor for increasing realism appears, rather, to be that of personal adjustment.

Better adjusted boys were found, by Small, to be consistently more realistic in their choices than poorly adjusted boys, regardless of age. Thus, this research supports the position, not of the choice-process as an irreversible one, but more probably, that the means of making choices tends to remain consistent. When reality becomes the predominant factor in choice-making, there is less likelihood that a substitute for it will be used.

These studies, although preliminary, represent the beginning of a more dynamic approach to the study of the factors involved in the selection of an occupational field. Much more theoretical and practical testing of hypotheses is needed in order "to help a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society [61:92]."

Self-Concept and Motivation

"No problems are more fascinating than those of human motivation," states Hilgard (22), "and none are more in need of wise solution [22:374]." He supports the thesis that all the mechanisms of adjustment imply a self-reference and that "these mechanisms are

not comprehensible unless we adopt a concept of the self [22:375]."

The enormity and significance of the task in the search for greater understanding of the self and its relation to motivational theory, he believes, would justify the establishment of psychodynamic laboratories, devoted to such scientific endeavor, to represent all branches of psychology. He does not suggest an interdisciplinary approach to the research that would be undertaken; without it, our understanding of the self may remain, as it is today, elusive and fragmentary.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Preparatory Activities

The planning phase of this study was initiated by discussing the appropriateness, desirability, and need for investigating the relationship of the self-concept to adjustment among selected college students. The consensus of opinion, among various members of the Department of Education, the Board of Examiners, and the Counseling Center staff at Michigan State College, was favorable.

The second step involved a thorough search for information relative to studies which have been reported in this area. Periodicals, monographs, textbooks, unpublished theses and other related reference materials were reviewed. No evidence could be found that this study had been done. A wealth of research materials was found which related to adjustment, but little was evident which linked the accuracy of the self-concept to it.

Next, an attempt was made to gather all the research available which would reveal the present understanding of the dynamics involved in the development and operation of the self-concept.

Finally, the cooperation of the Testing Service of the Counseling Center was sought as an aid in the administration, scoring, and profiling of a battery of tests.

Considerable thought was given to the selection of the sample, instruments, and assisting counselors. These will be discussed in more detail in the sections of this chapter which follow.

Selection and Description of the Sample

This study was focused on two groups of freshmen women at Michigan State College. Each group had completed the second term of the freshman year by the end of the Winter Term, 1952. These particular groups were chosen in order to keep the variables at a minimum since they had in common: sex, age range, length of college experience, and some similarity of college experiences which could be attributed to the Basic College courses. The one obvious variable of academic achievement will be noted in the description of the two groups.

One group of thirty-five women represented the prospective members of Tower Guard, the sophomore honorary organization for women. They had been selected by members of their peer group, the current members of Tower Guard, in terms of character,

scholarship, and leadership in keeping with the service aims of the organization. For purposes of selection:

1. Character was defined as those personal qualities attributed to the potential candidate by dormitory advisers, house-mothers, organization advisers, the high school principal, and teachers.

2. Scholarship requirements were defined as a 3.1 (out of a possible 4.0, with 2.0 being equivalent to a "C") or higher scholastic average for the first two terms of the freshman year in college.

3. Leadership was determined by the evidence of outstanding participation and service to others through extracurricular activities.

One hundred twenty-five freshman women satisfied the scholarship criterion. All were investigated for evidences of character and leadership qualifications by the current members of Tower Guard. The findings were reported to the total Tower Guard group to whom few, if any, of the potential candidates were known. Voting was done, on a four point scale, for each of the one hundred twenty-five candidates. In keeping with the constitutional limitations, only the thirty-five women receiving the highest number of points could be "tapped" for membership. The voting system operated in such a way that each of the thirty-five candidates selected would have had a top rating of four from at least thirty-one of the thirty-five current members of Tower Guard. The thirty-five freshmen women

who were selected cooperated in this study as part of their pledge training program.

The other group of thirty-five freshman women were members of a group who were placed on academic probation at the end of their second term in college. This action was taken as the result of an accumulation of a point deficiency of twelve or more honor points during the first two terms in college. These students achieved, therefore, slightly better than a "D" average, when a "C" average is considered satisfactory. Letters¹ were sent to the seventy-six freshman women affected by this probation action, offering them assistance in the making of future plans and seeking their cooperation in this study.

A stamped postcard² was enclosed in each letter and was to be returned by mail as an indication of interest or lack of it. Eighteen students had indicated a desire to participate by the end of the first week. Additional responses during the second week and a telephone follow-up, selected at random from the nonresponse list, resulted in the total of thirty-five. Those students who were contacted

¹ See Appendix A for copy of the letter.

² See Appendix A for facsimiles of card.

by telephone and who indicated interest were specifically asked to complete and return the cards which had been mailed to them. This was done by all of them so that a final tabulation of the cards revealed that forty-five of the seventy-six sent out, or 59 percent, had been returned. Ten of these indicated a lack of interest in participating. All cards indicating interest were acknowledged by a second card.³

Thus, the criterion for selection for participation in this study was membership in two special groups representing opposite ends of a continuum of academic achievement.

Limitations related to the sample have already been referred to in Chapter I. More significant findings might result from studying those members of the probation group who did not respond. It may be that the responding group, by the fact of their responses, demonstrates a more realistic and insightful view of their present situation. Nevertheless, if this constitutes an error, it does so on the side of conservatism. If there are findings which seem characteristic for the responding probation group, these findings would probably be more pronounced for the nonresponding group. As far as the Tower

³ See Appendix A for facsimile of acknowledgment card.

Guard members are concerned, they are probably less atypical than if the sole criterion of scholarship had been used in their selection. It appeared justifiable, in terms of the purposes of this study: (1) to proceed with attempts to explore relationships which might exist to suggest characteristic patterns of feelings and behavior for the two groups; (2) to describe the congruence or lack of it between feelings about the self and external facts; and (3) from these to infer relationships between these findings and adjustment.

Selection and Description of the Instruments

The selection of completely adequate instruments for the exploration of the understanding the individual has of the self represented a difficult task. Scores of instruments were examined and rejected as unsuitable for purposes of this study. Although the instruments themselves do not represent the focal point of the study, it was necessary to select those which purported to give a picture of the inner feeling of the self in comparison with others and in relation to the social and emotional aspects of the environment. Primary concern was with regard for the differing ways the subjects had of responding to the instruments and the significance which the various aspects, measured by the tests, had for them in their picture of the self.

The following instruments, with a brief description of each, represent those selected as best serving the purposes and needs of this study:

1. Test of Self-Understanding.⁴ The Test of Self-Understanding is a relatively crude instrument by rigorous standards of test construction and validation. Cooperative effort on the part of the Counseling Center Staff at Michigan State College produced this instrument in 1948 as part of a research project investigating the effect of client-participation in test interpretation (11). With some modifications it was used for at least two years in the summer Counseling Clinics for the evaluation of growth of insight resulting from experiences in the clinic. A number of investigators in other educational institutions have used the instrument in research studies with varying degrees of satisfaction. For this study further modifications have been made in the Test of Self-Understanding in keeping with the content of the test battery used. Essentially, this inventory seeks responses related to interests, abilities, and feelings about the self.

⁴ See Appendix B for sample copy.

2. The Social Personality Inventory for College Women.⁵ The

Social Personality Inventory, herein also called the Test of Self-Esteem, was developed by Maslow (39) as a result of several clinical-experimental researches related to the role of self-esteem in the personalities of relatively normal people. This inventory has for its purpose the measurement of the level of self-esteem of the individual by discovering something about all those variables which are parts of the self-esteem syndrome or related to it. Maslow (35, 36) states that his research demonstrates that self-esteem is a syndrome, a complex of symptoms usually found occurring together. Thus, an exploration and analysis of all its aspects and their relationships to each other constitute an operational definition.

The items for the Test of Self-Esteem were clinically derived with each item separately validated clinically before its inclusion in paper and pencil form. The test, as a whole, was validated on subjects who had been studied carefully in clinical situations. The author (35, 36) states that clinical observation shows that the high scorers on this inventory tend to be characterized by self-confidence, social poise, self-assurance, a tendency toward extroversion, and freer

⁵ See Appendix C for sample of the inventory.

personality expression. The low scorers were more frequently observed clinically to be characterized by timidity, shyness, embarrassment, inhibitions, conservatism, feelings of inferiority, and generally more rigid personality characteristics.

The author claims that "the test relies on a clinical validation with an external criterion of validity and reliability rather than on mere statistical techniques, such as internal consistency and the like [39:2]." However, the test was eventually subjected to statistical treatment which permitted a more refined system of scoring weights. The criterion group was composed of 845 single, college women between the ages of eighteen and twenty-five.

This test is not a measure of behavior, but rather it aims to reveal something of the inner conscious feeling of the individual. Although it may represent a tendency to a particular form of behavior, whether that form of behavior is actualized will depend upon other determinants. Neither can the score be thought of as an indication of poor adjustment. Psychological security and anxiety, which are independent variables, will influence markedly the significance of any particular level of self-esteem.

Most of the items on the Test of Self-Esteem require the subject to express an attitude or feeling about a dominant or subordinate

status relative to other persons in many different situations. This social position is sometimes accompanied by the appropriate dominant or subordinate behavior, but there is no evidence to suggest a one-to-one relationship of association of feeling to behavior. Translation of feeling to behavior is usually tempered by the exigencies of the particular situation and by social and cultural pressures. This association of feeling of dominance and self-esteem should not imply domineering or overaggressive behavior. Whether this type of behavior results may depend much more on psychological security than on level of self-esteem (36).

Relationships have been found between self-esteem scores and family background. High scorers tended to come from families of higher socioeconomic status; they were found to have been given more freedom and independence as children and to have identified more strongly with the father than the mother (8).

In a study of classroom behavior, Meadow discovered that the intellectual performance of low self-esteem scorers was disrupted more by tension and pressure than was true for the high scorers (41).

The data from the research, related to the development and validation of the Test of Self-Esteem, support the idea that the

clustering of symptoms of behavior, known as the syndrome, is affected as a whole. External circumstances which influence the inner personality tend to be reflected in widespread and interrelated changes in behavior at the same time (35, 36).

3. The Self-Inventory of Personal-Social Relationships.⁶ The Self-Inventory of Personal-Social Relationships, also referred to herein as the P.-S. R. was developed as part of the Cooperative Study in General Education. This study was carried on over a period of approximately five years, from 1939 through 1944, under the sponsorship of the American Council on Education. The inventory represents the cooperative effort of many representatives from a variety of participating colleges.

Programs of general education usually have as one of their major goals the assisting of students to accomplish the developmental tasks leading to increased intellectual, social, and emotional maturation. Thus, it was perhaps inevitable that the Cooperative Study would give considerable attention to means of delineating the needs of students as they affected personal-social adjustment in the college environment.

⁶ See Appendix C for a sample of the inventory.

The development of the P.-S. R. went through the usual processes of experimentation, revision, further experimentation, and revision. Finally, it was administered to all the cooperating colleges in essentially the same form in which it now appears.

The general purpose of the inventory is described by the central staff as follows: "The Self-Inventory of Personal-Social Relationships may be thought of as a self-portrait. The inventory is not a test to measure the student's level of skill, information or ability; it is a description of the student made by himself, with reference to his feelings, activities and problems [6:173]."

The P.-S. R. consists of two principal parts, each containing one hundred items. The first part is related to activities and interests under which there are eight coded categories believed to be significantly related to the personal-social development of students. They include: opposite sex (o), home or family (h), faculty (f), participation in social groups or feeling of belonging (s), social skills (k), intellectual and aesthetic activities involving social relations (i), social service (r), and social leadership and initiative (l).

In this section of the inventory, the student is asked to respond to the list of one hundred activities in such a way as to reveal whether: (a) he participates in it; (b) he does not participate

in it but would like to; or (c) he does not participate in it and is indifferent to it. Each of the eight coded categories has sixteen items related to it which makes a total of 128. This is due to the fact that some items are classified into more than one category.

The second part of the inventory is related to concerns and difficulties under which there are also eight coded categories. These represent broad areas in which problems most frequently arise to hinder the achievement of purposes. They include: opposite sex (o), home or family (h), faculty (f), participation in social groups or feeling of belonging (s), social skills (k), physical well-being as related to social activities (p), likeness to others as a social need (n), and social experience (e).

In this second section of the inventory the student is asked to respond to a list of one hundred difficulties or concerns in such a way as to reveal which ones are: (a) of important concern to him; (b) of mild concern to him; or (c) of no concern to him at all. As in the activities and interests section, each of the eight categories has sixteen items related to it and cross classification results in a total of 128 rather than one hundred items.

The P.-S. R. has found two principal uses since its development. It has been used as a basis for individual counseling and as

a means of assessing the degree to which the needs of college students are adequately met by the existing resources of the college. The latter implies a use associated with continuous evaluation for the purpose of changing the environment to achieve increasing effectiveness in recognizing and meeting student needs.

4. The Image of Another Inventory.⁷ The Image of Another Inventory has no established validity or reliability. Its items were arbitrarily selected from the Test of Self-Understanding and the Test of Self-Esteem. The criterion for selection was the degree to which the items could probably be answered about the subjects by other persons who knew them well. The items were revised in terms of the purposes of the study but essential meanings were retained.

Since the subjects in the study had previously responded to these items, the purpose of the Image of Another was to secure data which would make it possible to compare responses of subjects and responses of peer group. It could probably be assumed that the subjects would select peer group members who would present them in the most favorable light.

⁷ See Appendix B for a sample of the inventory.

The inventory concluded with an open-end statement which permitted the respondent to give a more complete descriptive picture of the subject than the items might supply.

5. The Kuder Preference Record--Vocational.⁸ The Kuder Preference Record--Vocational is adequately described by the wealth of material appearing in the literature relative to its development and use.

In responding to items on an interest inventory, an individual reveals the kind of person he believes himself to be. His choices indicate behavior he considers to be appropriate for himself. For some, the choices are accompanied by evidence of activity along the same lines. For others, the choices reflect how successfully the individual has identified with parents, other adults, and peer group members. Some identifications have been accepted and others rejected; the characteristic behavior of the accepted or rejected persons may influence the associations the individual is willing to make as part of his life plan.

Selecting, preparing for, and entering into a particular vocation represents one of the major developmental tasks of adolescence. "The

⁸ See Appendix C for a sample of the test.

choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself . . . [61:88]."

Estimated interests and measured interests do not always agree. The appropriate role for each is suggested by Berdie (2:49): "In no occupational area was there close enough agreement between measured interests and self-estimated interests to suggest that counseling can be done on the basis of one or another. As long as measured interests have relevancy for vocational satisfaction and as long as self-estimated interests play an important role in the vocational deliberations of individuals both types of interests must be considered."

Thus it was important for the purposes of this study to include an interest inventory as one means of securing the individual's view of the self. The Kuder Preference Record was selected to fulfill this purpose because of the ease of administration, scoring, and plotting of profiles and because it lends itself to diagnosis of interests in counseling situations.

6. The American Council on Education Psychological Examination.⁹ The American Council on Education Psychological Examination,

⁹ See Appendix C for a sample of this test.

known as the A.C.E., is the test of scholastic aptitude most commonly used by the colleges and universities of the nation. The abundance of literature devoted to its description and use precludes further detailed information about it.

Of considerable significance in the individual's concept of himself are his feelings about his ability in relation to those with whom he competes. In an educational situation, the general ability is often called scholastic aptitude or intelligence. The complex of feelings which the individual may have about his scholastic aptitude may be tested against the actual examination results.

Since it seemed important to include a test of scholastic aptitude for the purposes of this study, the reasons for using the A.C.E. were threefold: (1) it is considered to be an unusually valid and reliable instrument; (2) it reflects constellations of related factors, rather than the single one of general intelligence; (3) the results were readily available for all the subjects.

Selection of the Counselors

Four counselors were selected to assist with the seventy test interpretation interviews in order to reduce the over-all amount of time it would require of one counselor. There were three female

counselors and one male counselor chosen for their similarities of philosophy, training, and experience. Prior to the test interpretation interviews, these counselors met in group sessions for a discussion of procedure and a common orientation to the research project. The limitation involved in assuming a common procedure and equal rapport has been discussed in Chapter I.

Agreement was reached that all counselors would record any significant data which would be revealing of the subject's concept of self as observed in the process of interviewing. Emphasis should be given to the fact that the subjects were not looked upon merely as experimental material. Counselors were prepared to follow through with each subject on the full implications of any problems which emerged. They wished to establish a relationship with the subject which would result in a continuing contact for the purpose of complete exploration of any existing problem with a view toward its eventual resolution. Considerable evidence exists to support the claim that what was planned in this respect was actually achieved.

Study Procedure

The following steps in the total procedure were completed for each subject:

1. Administration of the Test of Self-Understanding as a preliminary instrument.
2. Administration of the Social Personality Inventory for College Women.
3. Administration of the Self-Inventory of Personal-Social Relationships.
4. Administration of the Kuder Preference Record--Vocational.
5. Personal interview with a counselor for interpretation of the American Council on Education Psychological Examination, the Kuder Preference Record--Vocational, the Social Personality Inventory for College Women, and the Self-Inventory of Personal-Social Relationships.
6. Readministration of the Test of Self-Understanding as a final instrument.
7. Distribution of the Image of Another inventories to be given to two peer group members, to be completed by them and returned.

The Test of Self-Understanding was administered to each subject as a preliminary instrument for the purpose of getting a picture of her understanding of self, as indicated by responses to the items in the inventory, prior to test administration and test interpretation.

This was followed by a battery of tests administered through the Testing Service of the Counseling Center at Michigan State College. The battery included: (a) the Social Personality Inventory for College Women; (b) the Self-Inventory of Personal-Social Relationships; and (c) the Kuder Preference Record--Vocational.

Upon completion of the testing, an interview for test interpretation was arranged for each subject with one of four cooperating counselors from the Counseling Center staff. The results of the American Council on Education Psychological Examination, which had been administered to all freshmen in the fall, 1951, were added to the data from the above tests.

After the test interpretation interview, each subject was asked to complete again the same Test of Self-Understanding which had been administered as a preliminary instrument. This readministration was for the purpose of discovering what changes in the picture of self had taken place since the original administration.

In addition, each subject was given two copies of the Image of Another inventory, contained in stamped addressed envelopes. The subject was asked to give these inventories to two members of her peer group who knew her well enough to answer rather personal questions about her. The subjects were to request that they be

completed as soon as possible and returned by mail. Both copies were returned for approximately 80 per cent of the subjects; each subject had at least one returned for her.

Method of Reporting the Results

All information, from the inventories and test results, from college applications and admission slips, and from the counselor records, was compiled, tabulated, and analyzed. The combined material became the data for discovering the relationship between the self-concept and adjustment. Analysis of these data revealed how the subjects see themselves in relation to certain facts known about them; how they are seen by members of the peer group; what changes in self-understanding occurred; and what the consequences of the above were in terms of personal adjustment.

Because of the nature of the instruments and the nature of the resulting data, the statistical treatment is essential nonrigorous. In most instances comparisons have been made on a percentage basis. The following include categories within which comparisons were made:

1. Rank in High School Graduating Class. Students who enter college bring with them concepts based upon their understanding of

the background of experience and achievements they have had. Part of the content of the self-concept will be related to how well they were able to achieve in relation to other members of the group. In embarking upon a program of higher education, the feeling of confidence or doubt stems from the feeling about past experiences.

For this reason, it seemed appropriate to consider in this study the characteristic pattern of achievement which represented the background of the subjects as indicated by rank in the high school graduating class. This information was found on the college application blank and the college admission slip. Comparisons of the percent of Probation Group subjects and the percent of Tower Guard subjects ranking in the first, second, third, and fourth quartiles were made.

2. Composite of Personal Qualifications. The concept of self is developed as a result of social interaction. Feelings about the self are colored significantly by the acceptance or rejection, the approval or disapproval of others. Actually, much of the evaluation of the self is in terms of what is understood to be the evaluation of parents, teachers, and peer group members.

Ratings on personal qualifications as seen by high school teachers were secured from the college application blank. For both groups

mean composite ratings were computed and compared on a six point scale.

3. College Academic Record. For college students, feelings about the self are affected by the evidence of ability to master the demands of the academic program, as evidenced by grades. Inability to satisfy the demands and the constant threat of failure may have far-reaching consequences in terms of personal adjustment.

Records of credits carried, credits earned, honor points earned, and point averages were tabulated for both groups. These tabulations were not included for purposes of comparing the two groups, since the differences in academic achievement represented the known variable. Rather, they were included for the purpose of checking inventory responses against them, thus determining whether there was a characteristic pattern of responses for each group.

4. Test of Self-Understanding. Individual scores were figured for the pretest and posttest administrations on a five point scale. Five represented concordance and zero represented complete lack of agreement with the test data to which the item was related. Gain or loss between pretest and posttest self-understanding was indicated. Total pretest results, total posttest results, and total gains were computed

for the Probation Group and the Tower Guard Group. From these totals, mean scores were obtained for pretest results, posttest results, and gains for each group. In addition, comparisons were made for each of the ten items of the Self-Understanding Inventory on a percentage basis.

5. Social Personality Inventory for College Women. The scores for this inventory were figured according to the weights assigned in the Maslow key. Since the subjects in this study possessed characteristics similar to the validating group, it seemed appropriate to use the norms furnished in the manual. Using these norms served to distribute the scores in such a way as to describe seven levels of self esteem: very high, high, tendency to be high, average, tendency to be low, low, and very low. Comparisons were made between level of self-esteem and occupational level of the parents, peer group estimates, and self-estimates. In addition, correlations between self-esteem raw scores and A.C.E. raw scores were computed for both groups.

6. Self-Inventory of Personal-Social Relationships. Responses for each category were tabulated for the Activities and Interests section and for the Concerns and Difficulties section of the P.-S. R.

Mean and median scores were computed. The pattern for each subject was categorized, according to the number of responses falling in the "A," "U," and "D" portions of the distribution. If the groupings in the first section amounted to approximately one-third of the total number of responses, they were labeled "many"; if less than one-third of the total they were labeled "few." In the second section, if the "A" and "U" groupings together equaled approximately one-third of the total number of responses, the pattern was labeled "many" concerns, less than one-third was labeled "few" concerns. This was in accordance with the practice and views of those familiar with the use of this instrument. This difference could be attributed partially to the reporting of activities and interests in two categories --fulfilled and unfulfilled--but with no differentiation in the totals between important and mild concerns. Comparisons by percent were made between inventory patterns and self-estimates, peer group estimates, and occupational level of parents. An analysis of responses to items revealed those which differentiated between the two groups.

7. Image of Another. Responses on this inventory were tabulated and scored on a five point scale. Five represented complete concordance with the subject's response on the same item. Zero represented complete lack of agreement. Comparisons of totals

were made on a percentage basis with self-estimates and inventory scores.

8. Kuder Preference Record--Vocational. Individual raw scores for each of the ten interest areas were tabulated. Totals and mean raw scores were computed for the Probation Group and the Tower Guard Group. Comparisons were made on a percentage basis between self-estimated interests and measured interests. Suggested vocational objectives were evaluated as being realistically related to the pattern of high interests for each subject, if the research has shown a relationship between any or all of the estimated or measured interests and the occupational field suggested.

9. American Council on Education Psychological Examination. Scores on this test of scholastic aptitude were described as above average, average, or below average according to the distribution of derived scores for Michigan State College freshmen. Comparisons were made on a percentage basis between this distribution and self-estimates for both groups. Raw scores from the A.C.E. and raw scores from the Test of Self-Esteem were used in computing correlations between intelligence and self-esteem. Raw scores from the A.C.E. and from the Test of Self-Understanding were used to compute correlations between intelligence and self-understanding.

10. Occupational Level of Parents. The occupations of parents were classified according to groupings given in the Dictionary of Occupational Titles. Comparisons were made on a percentage basis between occupational level of parents and activities, unfulfilled interests, concerns, and level of self-esteem for both groups.

11. Descriptive Word Categories. Descriptions of the subjects, as given by the high school principal or counselor, by the peer group members in the Image of Another Inventory, and by the college counselors, were used as a basis for compilation of descriptive word categories. No description was included in the final compilation unless it had appeared on the records of at least 25 percent of the group. Thus, it was possible to obtain descriptive word categories more characteristic of one group than the other.

Summary

The sample was selected with a view to keeping the variables at a minimum insofar as sex, age, range, and background of educational experiences were concerned. Tests and inventories were used which would best serve to reveal the feeling of the subjects about the self. Suitability of the assisting counselors was determined in terms of similarity of philosophy, training, and experience. The

common procedure for all subjects consisted of determination of pre-test self-understanding, the administration of a common battery of tests, a test interpretation interview with a counselor, distribution of the Image of Another inventory, and determination of posttest self-understanding. The statistical treatment of the data was essentially nonrigorous and most comparisons were made on a percentage basis.

CHAPTER IV

FEELINGS ABOUT THE SELF RELATED TO CERTAIN KNOWN FACTS

The subjects from the Probation Group and the Tower Guard Group were administered a common battery of tests including the Kuder Preference Record--Vocational, the Self-Inventory of Personal-Social Relationships, and the Social Personality Inventory for College Women. To the data secured from these tests were added the results of the A.C.E. Psychological Examination which had been administered to all the subjects during the orientation period of fall, 1951. The total data which resulted from all the tests constituted certain known facts about the subjects. The initial and final administrations of the Test of Self-Understanding were given to determine the feelings and understandings which the subjects possessed about themselves in relation to the same areas which the instruments explored. This chapter consists of a presentation of the test data for both groups. Comparisons were made between the actual test data and the feelings or estimates which the subjects expressed on the initial administration of the Test of Self-Understanding.

Scholastic Aptitude

A significant aspect of the feelings about the self relates to ability to achieve in competition with others. Feelings of confidence or doubt in situations involving potentiality to learn may stem from the understanding of the individual relative to this intellectual capacity. Comparative data for the Probation Group and the Tower Guard Group with respect to A.C.E. derived scores, quantitative scores, linguistic scores, percentile ranks and group medians are presented in Table I.

This comparison using Michigan State College freshman norms permits the following observations:

1. In both groups the linguistic scores were slightly higher than the quantitative scores.
2. In the Probation Group fourteen subjects out of thirty-five (or 40 percent) scored average or higher on both the quantitative and linguistic sections; while eleven (or 31.4 percent) were average or higher on the total A.C.E. score.
3. Thirty-one subjects out of thirty-five (or 88.6 percent) of the Tower Guard Group scored average or higher on the quantitative section; thirty-three (or 91.6 percent) were average or above average on the linguistic score; and thirty-two (or 91.5 percent) were average or higher on the total A.C.E. score.

TABLE I

COMPARISON OF DISTRIBUTIONS OF A.C.E. PSYCHOLOGICAL
EXAMINATION SCORES

Derived Scores	Q		L		T		Per- centile Rank
	Pro- bation Group	Tower Guard	Pro- bation Group	Tower Guard	Pro- bation Group	Tower Guard	
10				1		1	100
9		1		3		4	99
8		5		12		11	96
7	1	12	2	11	2	9	88
6	4	9	5	4	3	6	72
5	9	4	7	2	6	1	50
4	6	3	8	1	10	3	28
3	11	1	6	1	7		12
2	4		7		7		4
1							1
N	35	35	35	35	35	35	
Median Score	4.5	7.083	4.625	7.90	4.4	7.88	

4. Median scores for the Probation Group were below average on all sections of the A.C.E., while median scores for the Tower Guard Group were above average on all sections.

When the subjects were asked to respond to an item on the Test of Self-Understanding which would reveal their understanding about aptitude for college, they were, in effect, being asked to give an estimate of the self in relation to others. The responses to the item and comparisons with actual test scores are shown in Table II. The following observations can be made:

1. Aptitude for college work was estimated as "about average" by 48.6 percent of the Probation Group. Since the actual test data indicate that 31.4 percent of these subjects scored average or higher, the self-estimates showed a tendency to estimate more frequently in the "about average" category.

2. In the same group 34.3 percent of the subjects described their aptitude for college work as "below average" while actual test scores indicate that 68.6 percent were in that category. Thus, there was a tendency in the self-estimates to underestimate in the "below average" category.

3. About 17 percent of the Probation Group were unwilling to estimate how they compared with other students in aptitude for college work, indicating that it was unknown to them.

TABLE II

COMPARISON BY PERCENT OF ESTIMATED AND ACTUAL
SCHOLASTIC APTITUDE SCORES

Categories	Probation Group		Tower Guard	
	Self- Esti- mates	Actual Test Scores	Self- Esti- mates	Actual Test Scores
Above average	00.0	14.3	80.0	88.6
About average	48.6	17.1	14.3	2.9
Below average	34.3	68.6	00.0	8.6
Unknown to me	17.1		5.7	00.0

4. In the Tower Guard Group 80 percent of the subjects estimated that their aptitude for college work was "above average." Since the actual test data indicate that 88.6 percent received "above average" scores on the A.C.E., the self-estimates showed some tendency to underestimate in the "above average" category.

5. In the same group 14.3 percent of the subjects described their aptitude for college work as "about average" while the actual test data place 2.9 percent in that category. This showed both a tendency to overestimate and a tendency to underestimate because in this group were some subjects who had received "above average" A.C.E. scores and some subjects who had received "below average" A.C.E. scores.

6. No member of the Tower Guard Group estimated her ability as "below average" although the actual test scores place 8.6 percent in that category. Thus, there was a tendency to overestimate in the "below average" category.

7. About 6 percent of the Tower Guard subjects were unwilling to estimate how they compared with other students in aptitude for college work, indicating that it was unknown to them.

The comparative data revealed, therefore, a tendency for the Probation Group subjects to overestimate their ability for college

work, while the Tower Guard subjects estimated themselves more accurately with respect to the test data, with some tendency to underestimate favorable scores. It should be noted that in the cases where the Tower Guard members overestimated themselves with respect to the actual test data, it was done on the basis of the evidence of their record of academic achievement over a period of two college terms. The Probation Group subjects had no comparable evidence on which to base their tendencies to overestimate.

Interest Patterns

In responding to items on an interest inventory, the subjects indicate an interest in those items which they conceive of as being characteristic of, or appropriate to, the picture of the self. In a similar manner they reject those items which they deem inappropriate to the concept of the self. When the total raw scores fall at the seventy-fifth percentile or higher, interests are considered as high interests; those at the twenty-fifth percentile or lower are considered as low interests.

Responses to the ten different scales on the Kuder Preference Record are compared in Table III. The percentage of subjects in each group, having a particular scale as a high interest or a low interest, is indicated. From these data it was determined that:

TABLE III

COMPARISON BY PERCENT OF INTEREST PATTERNS ON
KUDER PREFERENCE RECORD--VOCATIONAL

Scales*	Probation Group		Tower Guard	
	High Interests	Low Interests	High Interests	Low Interests
O	37.1	22.9	37.1	17.1
Me	25.7	40.0	14.3	40.0
Co	14.3	42.9	22.9	42.9
S	17.1	48.6	40.0	34.3
P	37.1	17.1	37.1	28.6
A	45.7	11.4	40.0	31.4
L	22.9	34.3	28.6	22.9
Mu	34.3	8.6	42.9	22.9
SS	65.7	14.3	57.1	20.0
Cl	5.7	62.9	8.6	68.6

* Key to Scales:

O = Outdoor

Me = Mechanical

Co = Computational

S = Scientific

P = Persuasive

A = Artistic

L = Literary

Mu = Musical

SS = Social Service

Cl = Clerical

1. The high interests which were characteristic of the Probation Group include in the following order: social service, artistic, outdoor, and musical. The low interests which were characteristic include clerical, computational, scientific, literary, and mechanical.

2. The high interests which were characteristic of the Tower Guard Group include, in the following order: social service, musical, artistic, and scientific. The low interests which were characteristic include clerical, computational, and mechanical.

3. Common components of the high interest patterns which were characteristic of both groups were social service, artistic, and musical.

4. Common components of the low interest patterns which were characteristic of both groups were identical, although they were not in the same order.

5. The profile elevations for the Tower Guard Group were not as sharp as for the Probation Group, suggesting a broader range of interests for the former.

The subjects were asked to respond to two items in the Test of Self-Understanding which would reveal their three highest and three lowest areas of interest. This is a decidedly different task from taking the interest inventory itself in which item-by-item responses

contribute to the elevation or depression of each scale. Table IV permits a comparison between estimated and measured interests as follows:

1. The estimated high interests which were characteristic of the Probation Group were identical to the measured high interests which were characteristic of this group.

2. The estimated high interests which were characteristic of the Tower Guard Group differed in one respect from the measured high interests. The self-estimates indicate that literary interests were among the high interests and did not include musical interests, while the measured high interests indicate just the opposite.

Thus the data revealed a greater tendency for the interests of the Tower Guard Group to fluctuate than was true for the Probation Group. This may be an additional indication that the members of the former group have a broader range of interests.

Mean raw scores and differences were computed for the ten interest scales. Comparative data are presented in Table V to show the following:

1. The mean raw score differences generally reflect a more characteristic pattern of academic interests for the Tower Guard Group including scientific, computational, and literary interests.

TABLE IV

COMPARISON BY PERCENT OF ESTIMATED AND MEASURED
HIGH INTERESTS ON THE KUDER PREFERENCE
RECORD--VOCATIONAL

Scales*	Probation Group		Tower Guard	
	Estimated	Measured	Estimated	Measured
O	60.0	37.1	8.6	37.1
Me	17.1	25.7	0.0	14.3
Co	8.6	14.3	11.4	22.9
S	2.9	17.1	42.9	40.0
P	0.0	37.1	34.3	37.1
A	37.1	45.7	37.1	40.0
L	37.1	22.9	62.9	28.6
Mu	45.7	34.3	28.6	42.9
SS	62.9	65.7	62.9	57.1
Cl	20.0	5.7	8.6	8.6

* Key to Scales:

O = Outdoor
 Me = Mechanical
 Co = Computational
 S = Scientific
 P = Persuasive
 A = Artistic
 L = Literary
 Mu = Musical
 SS = Social Service
 Cl = Clerical

TABLE V

COMPARISON OF MEAN RAW SCORES ON KUDER PREFERENCE
RECORD--VOCATIONAL

Scales	Probation Group	Tower Guard	Differences
O	36.1	38.6	2.5*
Me	23.1	20.9	2.2**
C	15.5	20.6	5.1*
S	27.3	34.1	6.8*
P	40.4	40.0	0.4**
A	27.8	28.2	0.4*
L	15.8	22.6	6.8*
Mu	14.7	16.5	1.8*
SS	57.9	55.2	2.7**
Cl	40.5	39.5	1.0**

* Favoring Tower Guard Group.

** Favoring Probation Group.

2. The mean raw score differences generally reflect a more characteristic pattern of nonacademic interests for the Probation Group including mechanical, social service, and clerical interests.

Since the mean raw score differences favored the Tower Guard Group on six of the ten scales, a broader range of interests was indicated for this group.

Activities and Interests

The degree to which an individual participates in certain kinds of activities may have significance related to how well the developmental tasks, leading to intellectual, social and emotional maturity, have been mastered. Unfulfilled interests and activities can be interpreted only in terms of the extent to which the individual is already participating in the areas in which there is still a lack of fulfillment. Indifference to many activities, on the other hand, may suggest a possible feeling of inadequacy and uncertainty about ability to participate.

The frequency with which items were selected by the subjects for the various categories of the Activities and Interests section of the P.-S. R. is reported in Table VI. From the data certain pertinent observation can be made:

TABLE VI
COMPARISON OF ACTIVITY AND INTEREST ITEMS BY
CATEGORIES* FROM THE P.-S. R.

Scales**	"A"		"U"		"D"	
	Pro- bation Group	Tower Guard	Pro- bation Group	Tower Guard	Pro- bation Group	Tower Guard
o	347	361	129	126	84	73
h	373	365	113	144	74	51
f	73	104	284	338	203	118
s	377	401	127	114	56	45
k	203	235	196	198	161	127
i	178	242	218	230	164	88
r	100	137	305	323	155	100
l	125	190	224	229	211	141
Totals	1,776	2,035	1,596	1,702	1,108	743
Mean Score . . .	50.7	58.1	45.6	48.6	31.7	21.2

* "A" participates in it; "U" does not participate in it but would like to; "D" does not participate in it and is indifferent to it.

** Key to Scales: o = opposite sex; h = home or family; f = faculty; s = participating in social groups or feeling of belonging; k = social skills; i = intellectual and aesthetic; r = social service; l = leadership.

1. Members of the Probation Group indicate many activities, many unfulfilled interests, and indifference to many activities; while the Tower Guard Members indicate many activities, many unfulfilled interests, and indifference to few areas of activity.

2. The areas of greatest activity were identical for both groups and include social participation or a feeling of belonging, home and family, and opposite sex.

3. The areas of most unfulfilled interests and activities for the Probation Group include social service, faculty relations, leadership, and intellectual and aesthetic activities. For the Tower Guard Group, the most unfulfilled interests and activities include social skills, opposite sex, and home and family.

4. Members of the Probation Group were most indifferent to activities in the areas of leadership, faculty relations, intellectual and aesthetic activities, and social skills. Tower Guard members were most indifferent to leadership, social skills, and faculty relations.

Despite the similarities between the two groups in each of the above categories, it should be noted that the Probation Group indicated fewer activities, fewer unfulfilled interests, and more indifference on most of the scales in comparison with the Tower Guard

Group. In the areas to which the latter group showed the most indifference, the evidence suggested that they were already participating more than the members of the Probation Group.

Concerns and Difficulties

Problems or conflicts which arise may serve as obstacles to the achievement of purposes. Physical energy which is dissipated in worry or anxiety may leave the individual with a depleted store of energy to channel into more constructive areas of activity. The subjects were requested to respond to items in the Concerns and Difficulties section of the P.-S. R. in such a way as to reveal those which were of important concern, of mild concern, or of no concern to them at all. The frequency with which the various items were indicated is shown for both groups in Table VII. The data in this table reveal the following:

1. Members of both groups admitted to more "mild" concerns than "important" concerns.

2. Concerns and difficulties were indicated most often by members of the Probation Group in the following order: faculty relations, participation in social groups or a feeling of belonging, and social skills. Concerns and difficulties were indicated most often

TABLE VII

COMPARISON OF CONCERNS AND DIFFICULTIES ITEMS BY
CATEGORIES* FROM THE P.-S. R.

Scales**	"A"		"U"		"D"	
	Pro- bation Group	Tower Guard	Pro- bation Group	Tower Guard	Pro- bation Group	Tower Guard
o	32	20	99	82	429	458
h	28	13	76	52	456	495
f	28	15	166	115	366	430
s	55	23	129	103	376	434
k	40	15	133	116	387	429
p	32	7	89	74	439	479
n	28	11	59	75	473	475
e	34	7	103	85	423	468
Totals	277	111	854	702	3,349	3,667
Mean Scores . .	7.9	3.2	24.4	20.1	67.7	76.7

* "A" = of important concern; "U" = of mild concern;
"D" = of no concern.

** Key to Scales: o = opposite sex; h = home or family;
f = faculty; s = participation in social groups or feeling of belong-
ing; k = social skills; p = physical well-being; n = likeness to
others; e = social experience.

by members of the Tower Guard Group in the following order: social skills, faculty relations, and participation in social groups or feeling of belonging.

3. Intensity of concern for the Probation Group was most often related to participation in social groups or a feeling of belonging, social skills, and social experiences. For the Tower Guard Group intensity of concern was most often related to participation in social groups or feeling of belonging, opposite sex, and faculty relations.

4. Problem areas for the Probation Group appear to be more closely related to the areas of least activities, most unfulfilled interests, and most indifference than is true for the Tower Guard Group, as shown in Table VI.

Despite the similarities in the areas of "important" and "mild" concerns for both groups, it should be noted that the Probation Group expressed more "important" and "mild" concerns on every scale with the exception of one. In the Likeness to Others scale, the Probation Group expressed a greater intensity of concern although the Tower Guard Group expressed "mild" concern more often. Since the totals of "A" and "U" on this scale are about the same, it can be concluded that being like other people is a matter of common

concern. The mean raw scores indicate the members of the Probation Group average ten concerns more for each individual than is true for the Tower Guard group.

Patterns of Adjustment

The responses to the items in the Activities and Interests section of the P.-S. R. as indicated in Table VI and the responses to the items in the Concerns and Difficulties section of the P.-S. R. as indicated in Table VII were classified into appropriate patterns of adjustment according to the procedure described in Chapter III. Table VIII illustrates all possible combinations of activities, unfulfilled interests, and concerns using the descriptive terms of "many" and "few." This table, further, shows the numbers and percentages of subjects in each group who were most appropriately described by a particular pattern of adjustment.

Tables VIII and IX serve as sources for the summary of data in Table X. Totals from all the patterns of adjustment involving "many" activities, "many" unfulfilled interests, and "many" concerns are represented. Using the P.-S. R. profile scores, Table X serves to compare the Probation Group and the Tower Guard Group in the following ways:

TABLE VIII

COMPARISON OF PATTERNS OF ADJUSTMENT FROM
PERSONAL-SOCIAL RELATIONSHIPS PROFILES

Patterns	Pro- bation Group	Tower Guard	P. G. Per- centage	T. G. Per- centage
a. Many activities, few unfulfilled interests, and few concerns	4	9	11.4	25.7
b. Many activities, many unfulfilled interests, and few concerns	8	12	22.9	34.3
c. Many activities, many unfulfilled interests, and many concerns	9	9	25.7	25.7
d. Few activities, many unfulfilled interests, and many concerns	8	3	22.9	8.6
e. Many activities, few unfulfilled interests, and many concerns	4	0	11.4	0.0
f. Few activities, many unfulfilled interests, and few concerns	0	2	0.0	5.7
g. Few activities, few unfulfilled interests, and few concerns	1	0	2.9	0.0
h. Few activities, few unfulfilled interests, and many concerns	1	0	2.9	0.0

TABLE IX

COMPARISON OF SELF-ESTIMATES AND ACTUAL SCORES FROM
P.-S. R. PATTERNS OF ADJUSTMENT*

Patterns	Probation Group		Tower Guard	
	Self- Esti- mates	P.-S. R. Profiles	Self- Esti- mates	P.-S. R. Profiles
a. Many activities, few unfulfilled interests, and few concerns	25.7	11.4	48.6	25.7
b. Many activities, many unfulfilled interests, and few concerns	8.6	22.9	28.6	34.3
c. Many activities, many unfulfilled interests, and many concerns	0.0	25.7	8.6	25.7
d. Few activities, many unfulfilled interests, and many concerns	31.4	22.9	2.9	8.6
e. Many activities, few unfulfilled interests, and many concerns	2.9	11.4	2.9	0.0
f. Few activities, many unfulfilled interests, and few concerns	5.7	0.0	8.6	5.7
g. Few activities, few unfulfilled interests, and few concerns	25.7	2.9	0.0	0.0
h. Few activities, few unfulfilled interests, and many concerns	0.0	2.9	0.0	0.0

* By percentages.

TABLE X
COMPARISON OF SELF-ESTIMATES AND ACTUAL SCORES
FROM P.-S. R. PROFILES*

Patterns	Probation Group		Tower Guard	
	Self- Esti- mates	P.-S. R. Profiles	Self- Esti- mates	P.-S. R. Profiles
Many activities	37.2	71.4	85.8	85.7
Many unfulfilled interests . . .	45.7	71.5	48.7	74.3
Many concerns	34.3	62.9	14.4	34.3

* By percentages.

1. About 71 percent of the individual profiles for the Probation Group subjects were classified as involving "many" activities while about 86 percent of the Tower Guard Group profiles were classified in this category.

2. About 72 percent of the Probation Group had profiles classified as "many" unfulfilled interests compared with about 74 percent for the Tower Guard Group.

3. Approximately 63 percent of the individual profiles for the Probation Group subjects were classified as involving "many" concerns while about 34 percent of the Tower Guard profiles were so classified.

Thus, these data reveal a clear tendency for the Tower Guard subjects to be characterized by more activities, slightly more unfulfilled interests, and by considerably fewer concerns.

In the Test of Self-Understanding the subjects were asked to respond to an item which would reveal estimates of the self with respect to the appropriate pattern of adjustment. In this estimate they would be indicating the picture they had of the self. The self-estimates in Table X were summarized from Table IX to show the comparison between the estimates of the self and the actual P.-S. R. profile scores as follows:

1. The self-estimates of the Probation Group show a tendency to minimize the number of activities as compared with the P.-S. R. profiles, while the self-estimates of the Tower Guard Group are very accurate.

2. Both groups underestimated to about the same degree the number of unfulfilled interests as indicated by the P.-S. R. profiles.

3. Both groups also underestimated the number of concerns and difficulties, although the Tower Guard estimates were closer to the P.-S. R. profiles than were those of the Probation Group.

In general, these data reveal that the members of the Tower Guard Group show a tendency to approximate more closely the actual results of the P.-S. R. profiles than was true for the Probation Group subjects.

Levels of Self-Esteem

The responses in the Test of Self-Esteem were tabulated and the norms of the validating group were used to describe seven levels of self-esteem for the members of the Probation Group and the Tower Guard Group. Table XI serves to illustrate the comparison between the two groups as follows:

1. The distributions for both groups were negatively skewed in the direction of the lower levels of self-esteem.

TABLE XI
COMPARISON OF SOCIAL PERSONALITY INVENTORY
DISTRIBUTIONS

Self-Esteem Categories	Probation Group		Tower Guard	
	Number	Percent	Number	Percent
Very high	1	2.9	1	2.9
High	2	5.7	2	5.7
Tendency to be high	0	0.0	2	5.7
Average	15	42.0	16	45.7
Tendency to be low	6	17.1	5	14.3
Low	6	17.1	5	14.3
Very low	5	14.3	4	11.4
Totals	35	100.0	35	100.0
Median score	-26.1		-18.0	

2. Fifty-one and five-tenths percent of the Probation Group scored average or higher in self-esteem, while 60 percent of the Tower Guard Group scored in these categories.

3. The median raw score for self-esteem was more favorable to the Tower Guard Group.

In the Test of Self-Understanding the subjects were requested to estimate the level of self-esteem which best described them: above average, average, or below average. The relationship of the self-estimates to the actual test scores is indicated in Table XII. The following observations can be made:

1. The estimates of the Probation Group members indicate that 17.1 percent judged themselves as being "above average" in self-esteem. This was about twice as many as shown by the actual test scores. The Tower Guard self-estimates reveal that 20 percent of the members judged themselves as being "above average" in self-esteem. While these estimates indicated a tendency to overestimate self-esteem in the "above average" category, the tendency was more pronounced for the Probation Group than for the Tower Guard Group.

2. Fifty-seven and one-tenth percent of the members of the Probation Group estimated themselves as "about average" in self-

TABLE XII
COMPARISON OF SELF-ESTIMATES AND ACTUAL SCORES
ON TEST OF SELF-ESTEEM

Categories	Probation Group		Tower Guard	
	Self	Test Scores	Self	Test Scores
Above average	17.1	8.6	20.0	14.3
About average	57.1	42.9	45.7	45.7
Below average	25.7	48.5	34.3	40.0
Unknown to me	0.0	0.0	0.0	0.0

esteem as compared with 42.9 percent indicated by the P.-S. R. profiles. The self-estimates of the Tower Guard Group were exactly the same as the P.-S. R. profile scores in the "about average" category.

3. The self-estimates of the Probation Group indicate that 25.7 percent of these subjects judged themselves to be "below average" in self-esteem. This was only about half the number which were classified in the "below average" category by the P.-S. R. profiles. The Tower Guard members estimated that 34.3 percent were in the "below average" category while the P.-S. R. profiles show 40 percent in that category. Thus, both groups tended to underestimate their levels of self-esteem at this point but the tendency was much more pronounced in the Probation Group.

At all levels of self-esteem, these data reveal that the Tower Guard Group tended to approximate more closely the actual results of the Test of Self-Esteem than was true for the Probation Group subjects.

Summary

Scholastic aptitude scores were below average for the Probation Group while for the Tower Guard Group they were above

average on Michigan State College freshman norms. There was a tendency for the members of the Probation Group to overestimate their scholastic aptitude scores. The tendency for the Tower Guard Group was to underestimate the scores on the A.C.E.

The interest pattern which was characteristic of the Probation Group tended to be along practical lines in contrast to the more academic interest pattern characteristic of the Tower Guard Group. The interest pattern for the latter group also tended to be broader in range. For both groups there was a trend toward agreement between the estimated and measured interest patterns.

The Activities and Interests pattern from the P.-S. R. for the Probation Group was characterized by many activities, many unfulfilled interests, and many indifferences. The Tower Guard pattern was more characteristically composed of many activities, many unfulfilled interests, and few indifferences. The Probation Group generally had fewer activities, fewer unfulfilled interests, and more indifferences than the Tower Guard Group.

The Probation Group averaged more concerns and difficulties of a greater degree of intensity than did the Tower Guard Group. In estimating for the self this pattern of activities, interests, and concerns, the Probation Group demonstrated a much more pronounced

tendency to minimize the number of concerns and difficulties than was true for the Tower Guard Group.

The level of Self-Esteem scores was somewhat more favorable for the Tower Guard Group. Both groups overestimated the "above average" and underestimated the "below average" scores, although the discrepancy was less pronounced for the Tower Guard Group.

- However, the latter group estimated the "about average" scores with exactness, while the Probation Group also overestimated the scores in this range.

There was a general and clear tendency for the estimates of the self made by the Tower Guard Group to approximate more closely the evaluations of the instruments used than was true for the Probation Group. There was a greater degree of accuracy in the picture of the self in relation to certain known facts, as represented by the test data, for the Tower Guard Group than was true in the picture of the self revealed by the Probation Group.

CHAPTER V

HOW THE SUBJECTS ARE SEEN BY PEER GROUP MEMBERS

Specialists in adolescent psychology have described a peer group culture existing as a subculture in the larger society. Similar to most subcultures, different standards and values have significance for the members and cause them to evaluate behavior accordingly. Descriptions of this subculture suggest that the standards and values are not fixed and permanent but highly flexible and that they form a common bond among the members. The motivation to conform to the standards and values which characterize the peer group culture is especially strong during adolescent years. To be accepted by and to achieve a feeling of belonging in this culture represent developmental tasks of extreme importance. During this period the individual tends to identify with and adopt the standards of conduct and behavior valued by the peer group society as being more significant than the rules proposed by the adult society.

Common characteristics with respect to age, sex, educational background, and socioeconomic status suggest that the subjects in this study and their age-mates represent a segment of the peer

group culture. If this is true, the members of the group may see each other differently and use different standards of evaluation than adults would use. Because of the common culture which they share, the subjects were requested to elicit the cooperation of their age-mates in the evaluation of some of their characteristics. Thus, the term "peer group" is used to suggest that the subjects were evaluated by their "equals" rather than by individuals occupying status positions of authority over them. This chapter is devoted to a presentation of the data related to how the peers see the subjects.

Patterns of Adjustment

Members of the peer group were requested to submit evaluations of the Probation Group members and the Tower Guard members in areas for which self-estimates and test data had already been obtained. Comparative data with respect to peer group evaluations and patterns of adjustment from the P.-S. R. profiles are shown in Table XIII. At least six pertinent observations can be made:

1. Peer group members judged that 48.6 percent of the Probation Group subjects belonged in categories of adjustment involving "many" concerns. The self-estimates, as shown in Table X (p. 76), placed 34.3 percent in these categories. The P.-S. R. profiles

TABLE XIII
COMPARISON OF PEER GROUP ESTIMATES AND ACTUAL
PATTERN OF ADJUSTMENT PROFILES FROM
THE P.-S. R.*

Patterns of Adjustment	Probation Group		Tower Guard	
	Peer Esti- mates	P.-S. R. Profiles	Peer Esti- mates	P.-S. R. Profiles
a. Many activities, few unfulfilled interests, and few concerns	8.6	11.4	40.0	25.7
b. Many activities, many unfulfilled interests, and few concerns	0.0	22.9	0.0	34.3
c. Many activities, many unfulfilled interests, and many concerns	5.7	25.7	31.4	25.7
d. Few activities, many unfulfilled interests, and many concerns	42.9	22.9	11.4	8.6
e. Many activities, few unfulfilled interests, and many concerns	0.0	11.4	5.7	0.0
f. Few activities, many unfulfilled interests, and few concerns	1.4	0.0	0.0	5.7
g. Few activities, few unfulfilled interests, and few concerns	41.4	2.9	11.4	0.0
h. Few activities, few unfulfilled interests, and many concerns	0.0	2.9	0.0	0.0

* By percentages.

indicate that 62.9 percent of this group had "many" concerns and difficulties. The peer group evaluations approximated the P.-S. R. scores more closely than did the self-estimates.

2. Peer group members judged that 48.5 percent of the Tower Guard members belonged in categories of adjustment involving "many" concerns. The self-estimates, as shown in Table X (p. 76), placed 14.4 percent in these categories. The P.-S. R. profiles indicate that 34.3 percent of this group had "many" concerns and difficulties. Thus, the members of the peer group overestimated and the self-estimates underestimated the percentages as indicated in the P.-S. R. profiles.

3. Members of the peer group judged that 14.3 percent of the Probation Group members could be described as having "many" activities. The self-estimates, as shown in Table X (p. 76) indicate that 37.2 percent belonged in these categories. The P.-S. R. profiles classified 71.4 percent in categories involving "many" activities. Both groups underestimated the scores indicated by the P.-S. R., but the peer group lack of agreement was more pronounced.

4. Members of the peer group judged that 77.1 percent of the Tower Guard members could be described as having "many" activities. Self-estimates of this group in Table X (p. 76) show that

88.7 percent described themselves that way. The P.-S. R. profiles indicate that 85.7 percent were classified as having "many" activities. In this case the self-estimates approximated the P.-S. R. profiles more closely than the peer group estimates did.

5. Peer group members judged that 50 percent of the members of the Probation Group had "many" unfulfilled interests. The self-estimates as shown in Table X (p. 76), describe 45.7 percent in that manner. The P.-S. R. profiles indicate that 71.5 percent of this group belonged in the categories involving "many" unfulfilled interests. Thus, the peer group estimates were slightly closer to the P.-S. R. profiles.

6. Peer group members judged that 42.8 percent of the Tower Guard members could be described as having "many" unfulfilled interests. Self-estimates as shown in Table X (p. 76) indicate that 48.7 percent belonged in categories involving "many" unfulfilled interests. Both groups underestimated the 74.3 percent shown by the P.-S. R. profiles although the self-estimates were slightly closer than the peer group estimates.

Level of Self-Esteem

The members of the peer group were requested to judge whether the subjects were above average, average, or below average in self-esteem. A comparison of their evaluations and the actual test scores is shown in Table XIV. It was found that:

1. The members of the peer group judged that 32.9 percent of the Probation Group were "above average" in self-esteem. The self-estimates, as shown in Table XII (p. 81), indicate that 17.1 percent belonged in this category. Actual test scores placed 8.6 percent in the "above average" classification. The peer group overestimated this category to a much greater degree than did the self-estimates.

2. The members of the peer group judged that 71.4 percent of the Tower Guard Group could be described as "above average" in self-esteem. Self-estimates, as shown in Table XII (p. 81), indicate that 20 percent belonged in this category. Actual test scores classified 14.3 percent as "above average" in self-esteem. The self estimates approximated the actual test scores much more closely than did the peer group estimates.

3. Peer group members judged that 50 percent of the Probation Group members could be described as "about average" in

TABLE XIV

COMPARISON OF PEER GROUP ESTIMATES AND ACTUAL
RESULTS FROM THE TEST OF SELF-ESTEEM*

Categories	Probation Group		Tower Guard	
	Peer Esti- mates	Test Scores	Peer Esti- mates	Test Scores
Above average	32.9	8.6	71.4	14.3
About average	50.0	42.9	25.7	45.7
Below Average	17.1	48.5	2.9	40.0
Unknown to me	0.0	0.0	0.0	0.0

* By percentages.

self-esteem. The self-estimates, as shown in Table XII (p. 81), indicate that 57.1 percent belonged in this category. Actual test scores place 42.9 percent in the "about average" classification. In this case peer group estimates approximated actual test scores more closely.

4. Peer group members judged that 25.7 percent of the Tower Guard Group could be described as "about average" in self-esteem. The self-estimates as shown in Table XII (p. 81) place 45.7 percent in this category. Actual test scores also show that 45.7 percent of this group were classified as "about average" in self-esteem. Thus, the peer group underestimated the percentages as shown by the test data, while the self-estimates indicated it with perfect accuracy.

5. Members of the peer group judged that 17.1 percent of the Probation Group members could be described as "below average" in self-esteem. Self-estimates, as shown in Table XII (p. 81), place 25.7 percent in this category. Actual test scores indicate that 48.5 percent of this group were classified in the "below average" self-esteem category. Both groups underestimated considerably the percentages from the actual test data.

6. Members of the peer group judged that 2.9 percent of the Tower Guard Group belonged in the "below average" category of

self esteem. Self-estimates as shown in Table XII (p. 81) indicate that 34.3 percent described themselves that way. Actual test scores show that 40 percent of this group were in the "below average" self-esteem category. Thus, the self-estimates of the Tower Guard members approximated the test scores much more closely.

Total College Adjustment

The subjects were asked to express a degree of feeling related to satisfaction or dissatisfaction with their total college adjustment. Members of the peer group were requested to evaluate how the members of the Probation Group and the members of the Tower Guard Group felt about total college adjustment. Table XV serves to compare the evaluations of the peer group and the self-evaluations to show that:

1. Peer group members judged that 4.3 percent of the Probation Group were "very well satisfied" with total adjustment to college. The self-estimates of this group indicate that 2.9 percent described themselves that way.

2. Peer group members judged that 50 percent of the Tower Guard members were "very well satisfied" with total college adjustment. The self-estimates of this group indicate that 40 percent described themselves that way.

TABLE XV
COMPARISON OF PEER GROUP ESTIMATES AND SELF-
ESTIMATES ON TOTAL COLLEGE ADJUSTMENT*

Categories	Probation Group		Tower Guard	
	Peer Esti- mates	Self- Esti- mates	Peer Esti- mates	Self- Esti- mates
Very well satisfied	4.3	2.9	50.0	40.0
Satisfied	57.1	62.9	44.3	60.0
Dissatisfied	27.1	28.6	5.7	0.0
Very much dissatisfied	11.4	5.7	0.0	0.0

3. Members of the peer group judged that 57.1 percent of the Probation Group were "satisfied" with their total adjustment to college. Self-estimates of this group show that 62.9 percent described themselves as "satisfied."

4. Members of the peer group judged that 44.3 percent of the Tower Guard members were "satisfied" with their total college adjustment. Self-estimates indicate that 60 percent of this group described themselves as "satisfied."

5. Peer group members judged that 27.1 percent of the Probation Group felt "dissatisfied" with total college adjustment. Self-estimates indicate that 28.6 percent felt that way.

6. Peer group members judged that 5.7 percent of the Tower Guard Group were "dissatisfied" with their total adjustment to college. Self-estimates reveal no member of the group in this category.

7. Members of the peer group judged that 11.4 percent of the Probation Group were "very much dissatisfied." Self-estimates show that 5.7 percent described themselves as being "very much dissatisfied" with total adjustment to college.

8. Neither the peer group evaluations nor the self-estimates for the Tower Guard Group show any member of this group as being "very much dissatisfied" with total college adjustment.

9. If both degrees of satisfaction and dissatisfaction are combined, the total peer group evaluations and the total self-evaluations for both groups show equally close agreement.

Kinds of Help Needed

The subjects were asked to indicate their feelings with regard to the kinds of help they needed in order to achieve a personally satisfying adjustment. The members of the peer group selected by the subjects were requested to indicate their observations and understanding with respect to the kinds of help the subjects needed to achieve a personally satisfying adjustment. Table XVI compares the peer evaluations and the self-estimates in the following manner:

1. Members of the peer group felt that 47.7 percent of the Probation Group needed help for more satisfying academic achievement. Self-estimates of this group indicate that 88.6 percent were in need of this kind of help.

2. Members of the peer group felt that no member of the Tower Guard Group needed help related to the improvement of academic achievement. Self-estimates reveal that one subject (2.9 percent) felt that she could benefit from such assistance.

3. The peer group members estimated that 25.2 percent of the Probation Group needed help in defining vocational goals. Forty

TABLE XVI

COMPARISON OF SELF-ESTIMATES AND PEER GROUP
ESTIMATES ABOUT KINDS OF HELP NEEDED*

Categories	Probation Group		Tower Guard	
	Self- Esti- mates	Peer Esti- mates	Self- Esti- mates	Peer Esti- mates
For more satisfactory academic achievement	88.6	47.7	2.9	0.0
In defining vocational goals	40.0	25.2	42.9	14.3
In developing skill in social situations	8.6	9.9	20.0	4.3
In resolving personal or emotional problems	14.3	13.5	25.7	24.3
No help at all	5.7	3.6	25.7	57.1

* By percentages.

percent of the Probation Group expressed a need for this kind of help in their self-estimates.

4. The peer group members estimated that 14.3 percent of the Tower Guard members needed help in defining vocational goals, while 42.9 percent of the Tower Guard subjects expressed a need for this kind of help in their self-estimates.

5. Peer group members felt that 9.9 percent of the Probation Group needed help in developing skill in social situations. Self-estimates show a need for this kind of help by 8.6 percent.

6. Peer group members felt that 4.3 percent of the Tower Guard Group needed help in developing skill in social situations. Self-estimates reveal that 25.7 percent felt the need for this kind of help.

7. Members of the peer group expressed the opinion that 13.5 percent of the Probation Group needed help in resolving personal or emotional problems. Self-estimates indicate a need for this kind of help by 14.3 percent.

8. Members of the peer group expressed the opinion that 24.3 percent of the Tower Guard Group needed help in resolving personal or emotional problems. Self-estimates indicate a need for this kind of help by 25.7 percent.

9. Peer group members felt that 3.6 percent of the Probation Group needed no help at all while the self-estimates of this group show that 5.7 percent made the same evaluation.

10. Peer group members felt that 57.1 percent of the Tower Guard Group needed no help at all while the self-estimates of this group show that 25.7 percent placed themselves in this category.

Descriptive Word Categories

Members of the peer group were asked to describe their image of the subject as completely as possible. Table XVII summarizes the word descriptions which were mentioned in 25 percent or more of the descriptions. The comparative descriptions illustrate the following:

1. The general tone of the peer descriptions for the Probation Group was negative in relation to adequate personal adjustment, while the general tone for the Tower Guard Group was positive.

2. Peer descriptions for the Probation Group indicated generally nonadjustive, nonintegrative behavior which could be classified as: (a) withdrawing, (b) submissive, (c) overdependent, (d) defensive, (e) anxious, (f) behavior commonly associated with those who are under threat from the environment, and (g) behavior commonly associated with the psychologically insecure.

TABLE XVII

COMPARISON OF WORD CATEGORIES USED MOST FREQUENTLY*
BY PEER GROUP AND COUNSELORS TO DESCRIBE
PROBATION GROUP AND TOWER GUARD GROUP

Word Descriptions	Probation Group		Tower Guard	
	Peers	Coun- selors	Peers	Coun- selors
Agreeable	X			
Ambitious			X	
Attributes difficulties to uncontrollable factors		X		
Avoids responsibilities	X			
Broad in interests and activities			X	X
Capable			X	
Concern about finances				X
Conscientious			X	
Considerate			X	
Cooperative			X	X
Daydreams	X			
Defensive relationship with others	X	X		
Defers to parental demands	X	X		

TABLE XVII (Continued)

Word Descriptions	Probation Group		Tower Guard	
	Peers	Coun- selors	Peers	Coun- selors
Dependable			X	
Difficulty adjusting to new situations	X			
Difficulty making independent decisions	X	X		
Easily discouraged	X	X		
Easy going	X			
Efficient			X	
Emotionally unstable	X			
Enthusiastic about college			X	X
Extremes of behavior apparent . .	X	X		
Feelings of inferiority	X	X		
Feelings of social inadequacy . .	X	X		
Frequent period of depression . .	X			
Friendly				X
Generous			X	
Good-natured			X	

TABLE XVII (Continued)

Word Descriptions	Probation Group		Tower Guard	
	Peers	Coun- selors	Peers	Coun- selors
Hostile	X	X		
High standards			X	
Immature	X			
Impulsive	X			
Inefficient study habits	X	X		
Inefficient use of time	X	X		
Intellectually curious			X	
Kind			X	
Lacks interest in school	X	X		
Lacks initiative and persistence	X			
Lacks motivation to succeed	X			
Lacks self-confidence	X	X		
Leadership qualities			X	
Mature in judgment and decision-making			X	X
Needs encouragement	X	X		
Needs to grow in social skills	X	X	X	X

TABLE XVII (Continued)

Word Descriptions	Probation Group		Tower Guard	
	Peers	Coun- selors	Peers	Coun- selors
Open-minded			X	
Overdependent	X	X		
Pleasing in personality			X	X
Poised and self-assured			X	X
Popular and well-liked			X	
Procrastinates	X			
Rejected by some associates	X			
Responsible			X	
Scholastically superior			X	
Selfish, self-centered	X			
Sensitive to feelings of others . .			X	
Socially skilled			X	
Submissive	X			
Tension and anxiety evident	X	X		
Tolerant			X	
Trustworthy			X	

TABLE XVII (Continued)

Word Descriptions	Probation Group		Tower Guard	
	Peers	Coun- selors	Peers	Coun- selors
Uncertain about goals	X			
Unchallenged by demands of some college courses			X	
Understanding and sympathetic . .			X	
Unresponsive, distant, reserved .		X		
Unsatisfactory home and family relationships	X	X		
Unselfish			X	
Well adjusted, stable			X	
Withdrawing behavior evident . . .	X	X		
Worries about grades but takes no action to improve them	X			

* The category is checked if it appeared on 25 percent or more of the descriptions.

3. Peer descriptions for the Tower Guard Group were generally indicative of the integrative behavior of the individual who is fairly well at home in the environment and relatively unthreatened by its demands. There was the suggestion of satisfying and responsible social interaction and behavior commonly associated with the psychologically secure.

Summary

Self-estimates and peer evaluations underestimated by a considerable margin the number of concerns and difficulties shown in the P.-S. R. profiles for the Probation Group. Although the Tower Guard self-estimates underestimated and the peer evaluations overestimated the concerns and difficulties for this group as revealed by the P.-S. R. profiles, the inaccuracy of the self-estimates was not as pronounced as it was for the Probation Group.

The activities and unfulfilled interests of the Probation Group were estimated more closely by the self-estimates than by the peer evaluations when compared with the P.-S. R. profiles. The activities and unfulfilled interests of the Tower Guard Group were much more accurately assessed in their self-estimates than in the peer evaluations when compared with the P.-S. R. profiles.

Level of self-esteem was estimated more closely by the Probation Group self-estimates than by peer evaluations in the "above average" self-esteem category but in the "about average" category the situation was reversed. Both groups underestimated the "below average" self-esteem category. The Tower Guard self-estimates were more accurate in every category than the peer evaluations in comparison with the test data.

Although the total adjustment to college is usually colored significantly by academic success or failure, a majority of the Probation Group subjects indicated that they were "very well satisfied" or "satisfied" with their total adjustment to college. There was substantial agreement with this in the peer evaluations. Self-estimates for the Tower Guard Group were also in substantial agreement with peer evaluations which indicated that over 90 percent of this group were "very well satisfied" or "satisfied" with their total adjustment to college.

The rank order of kinds of help needed by the Probation Group as reflected by their self-estimates and as evaluated by the members of the peer group was in complete agreement. The self-estimates of Tower Guard reflected more strongly their feeling of need for help in defining vocational goals than did the peer evaluations.

Word descriptions used by members of the peer group to describe the Probation Group were generally negative in tone and suggestive of nonadjustive behavior. In contrast, the word descriptions used by members of the peer group to describe Tower Guard subjects were generally more positive in tone and more indicative of integrative behavior.

There was a general tendency for the members of Tower Guard to evaluate themselves more accurately in relation to the test data than did their peers. This tendency was not as pronounced for members of the Probation Group. There was an accompanying tendency for the estimates of the Tower Guard subjects to bear a closer relationship to the objective situation.

Since the peer evaluations were based upon the observations of the self which the subjects presented some distortion would be expected. It appears obvious that some of the subjects revealed themselves more fully to their associates than others and that what was revealed may suggest significant differences between these two groups.

CHAPTER VI

CHANGES IN SELF-UNDERSTANDING

The degree to which an individual possesses limited or adequate self-understanding may be due, in part, to the limited or adequate opportunities to learn more about the self and its relationship to others. Growth of self-understanding and development of insight assume important significance only to the extent to which the change endures over a period of time leading to change in the self-concept which is followed by appropriate changes in behavior and goals.

After the Probation Group subjects and the Tower Guard subjects had completed the test interpretation interview with a counselor in which they had the opportunity to learn more about themselves; the Test of Self-Understanding was readministered to each subject. This readministration had for its purpose the comparison of responses from the initial and the final administrations. This chapter is devoted to an analysis of the data from these two administrations of the Test of Self-Understanding with respect to evidences of the changes in self-understanding.

Scholastic Aptitude

The subjects were requested to respond to an item in the Test of Self-Understanding which would reveal an estimate of their scholastic aptitude as being above average, about average, below average, or unknown. Table XVIII serves to compare pretest and posttest responses related to scholastic aptitude. This table serves, further, to show the relationship between these responses and actual A.C.E. scores. From the data it was noted that:

1. There was an increase in the Probation Group self-estimates from zero percent prior to test administration to 14.3 percent after the test interpretation in the "above average" scholastic aptitude category. This was in complete agreement with the actual test results for this category.

2. There was an increase in the Tower Guard Group self-estimates from 80 percent prior to test administration to 82.9 percent after test interpretation in the "above average" scholastic aptitude category. This increase brought the estimates to a little closer agreement with the 88.6 percent indicated by the actual test scores for this category.

3. Self-estimates for the Probation Group increased from 48.6 percent before testing to 54.3 percent after test interpretation

TABLE XVIII

COMPARISON OF ESTIMATED AND ACTUAL SCHOLASTIC
APTITUDE SCORES*

Categories	Probation Group			Tower Guard		
	Pre- test	Post- test	Actual	Pre- test	Post- test	Actual
Above average . . .	0.0	14.3	14.3	80.0	82.9	88.6
About average . . .	48.6	54.3	17.1	14.3	14.3	2.9
Below average . . .	34.3	31.4	68.6	0.0	2.9	8.6
Unknown to me . .	17.1	0.0		5.7	0.0	0.0

in the "about average" scholastic aptitude category. Since actual test data indicate that 17.1 percent of the scores could be classified in this category, there was considerable tendency in both estimates to overestimate the "about average" scores.

4. Self-estimates for the Tower Guard Group remained exactly the same in the "about average" scholastic aptitude category. The estimates consistently indicate that 14.3 percent should be "about average" while actual test data classified only 2.9 percent in that category.

5. There was a slight decrease in the Probation Group from the 34.3 percent prior to test administration to 31.4 percent after test interpretation in the "below average" scholastic aptitude category. Since 68.6 percent of the actual test scores were classified in this category, there was an indication of a somewhat greater rejection of the scores in this category than there had been initially.

6. There was a slight increase in the Tower Guard self-estimates from zero percent in the pretest to 2.9 percent in the posttest for the "below average" scholastic aptitude category. Actual test scores show 8.6 percent in this category.

7. In the posttest self-estimates no member of either group indicated that the scores were completely unknown to them or that they had no evaluation of them.

These data reveal a clear tendency for change in self-understanding to occur in the members of the Probation Group when actual test results were in a favorable direction. There was an accompanying tendency of general resistance to changing ideas about scholastic aptitude when the evidence was damaging to the self. In the change from 48.6 percent to 54.3 percent in the "about average" category, there is not only the illustration of subjects defending previously conceived ideas about the self-but also, under threat, the illustration of raising the estimate in defense. This occurred in spite of the lack of supporting evidence, by way of academic achievement, to warrant it.

The Tower Guard subjects, on the other hand, demonstrated a slight tendency to underestimate themselves if the evidence was favorable and an accompanying tendency not to accept below average test scores for scholastic aptitude when the record of academic achievement did not support this evaluation. In general, the members of Tower Guard estimate themselves more accurately in this respect than the members of the Probation Group.

Changes in Vocational Objectives

The subjects were requested to list vocational objectives in keeping with their high interests on the pretest and posttest self-

estimates. Table XIX indicates the extent to which the vocational objectives named in the posttest estimates represented a change in the direction of greater realism as compared with pretest self-estimates. It will be noted in Table XIX that vocational choices became increasingly more realistic, as indicated by the change from 43.8 percent to 61.9 percent. However, these posttest choices were not as realistic as the choices made by the Tower Guard Group which demonstrated no change from pretest to posttest. This difference would be even more pronounced if the level of intellectual capacity were also considered as a criterion for realism.

Value in the Test Data

The subjects were asked to express their feelings about the value of going over the test data in the test interpretation interview. Although there was almost complete unanimity of feeling reflected in the pretest estimates for both groups, there was evidence of change in the degree of feeling in a positive direction as illustrated in Table XX. This evidence suggests that the counselors were able to establish rapport in a sufficient degree to have the subjects feel that the interview was a worthwhile experience.

TABLE XIX

PERCENT OF SUGGESTED VOCATIONAL OBJECTIVES WHICH
ARE REALISTIC IN TERMS OF MEASURED
INTEREST PATTERNS

Probation Group		Tower Guard	
Pretest	Posttest	Pretest	Posttest
43.8	61.9	75.2	75.2

TABLE XX

COMPARISON BY PERCENT OF VALUE OF GOING OVER
TEST DATA

Categories	Probation Group		Tower Guard	
	Pretest	Posttest	Pretest	Posttest
a. Of great importance	45.7	65.7	51.4	62.9
b. Valuable	54.3	34.3	45.7	37.1
c. Of minor importance	0.0	0.0	2.9	0.0
d. Of little or no practical value	0.0	0.0	0.0	0.0

Total College Adjustment

The subjects were asked to express the degree of their feeling of satisfaction or dissatisfaction with regard to total college adjustment. Table XXI illustrates the change in feeling from pretest to posttest estimates. From this table the following observations can be made:

1. There was an increase in the Probation Group from 2.9 percent in the pretest to 8.6 percent in the posttest estimates in the "very well satisfied" category. For the Tower Guard Group there was a decrease from 40.0 percent in the pretest to 34.3 percent in the posttest estimates for the same category.

2. The members of the Probation Group demonstrated a decrease from 62.9 percent in the pretest to 57.1 in the posttest estimates in the "satisfied" category. In the same category the Tower Guard members show an increase from 60 percent in the pretest to 62.9 percent in the posttest estimates.

3. The members of the Probation Group show an increase from 28.6 percent in the pretest to 34.3 in the posttest estimates in the "dissatisfied" category while the Tower Guard members increased slightly from zero to 2.9 percent in the same category.

TABLE XXI

COMPARISON BY PERCENT OF FEELINGS ABOUT TOTAL
COLLEGE ADJUSTMENT

Categories	Probation Group			Tower Guard		
	Pre- test	Post- test	Peer Group	Pre- test	Post- test	Peer Group
Very well satis- fied	2.9	8.6	4.3	40.0	34.3	50.0
Satisfied	62.9	57.1	57.1	60.0	62.9	44.3
Dissatisfied	28.6	34.3	27.1	0.0	2.9	5.7
Very much dis- satisfied	5.7	0.0	11.4	0.0	0.0	0.0

4. There was a decrease from 5.7 percent in the pretest to zero in the posttest estimates of the Probation Group in the "very much dissatisfied" category, while no member of Tower Guard indicated this degree of dissatisfaction in either estimate.

The data suggest that there was little change in satisfaction or dissatisfaction in either group from pretest to posttest estimates except in the degree of feeling. If both degrees of satisfaction and dissatisfaction are combined, the totals remain about the same. There is some suggestion that the Tower Guard members became somewhat more critical of themselves as a result of test interpretation although this tendency was not noted for the Probation Group.

Kinds of Help Needed

The subjects were asked to respond to an item in the Test of Self-Understanding which would reveal their feelings with regard to the kinds of help they needed in order to achieve a more personally satisfying adjustment. Table XXII serves to compare the responses made in the pretest and posttest estimates for both groups. It was noted that:

1. There was no evidence of change in either group relative to need for help related to more satisfactory academic achievement.

TABLE XXII

COMPARISON BY PERCENT OF KINDS OF HELP NEEDED

Categories	Probation Group			Tower Guard		
	Pre-test	Post-test	Peer Group	Pre-test	Post-test	Peer Group
a. For more satisfactory achievement	88.6	88.6	47.7	2.9	2.9	0.0
b. In defining vocational goals . .	40.0	37.1	25.2	42.9	28.6	14.3
c. In developing skill in social situations	8.6	22.9	9.9	20.0	34.3	4.3
d. In resolving personal or emotional problems	14.3	8.6	13.5	25.7	20.0	24.3
e. No help at all .	5.7	2.9	3.6	25.7	34.3	57.1

2. There was a decrease from 40 percent in the pretest to 37.1 percent in the posttest estimates of the Probation Group relative to need for help in defining vocational goals. In the same area there was a decrease from 42.9 percent in the pretest to 28.6 percent in the posttest estimates of the Tower Guard Group.

3. Both groups demonstrated the same percentage of increase in the area of help in developing skill in social situations, the Probation members changing from 8.6 percent in the pretest to 22.9 percent in the posttest estimates and the Tower Guard members changing from 20 percent in the pretest to 34.3 percent in the posttest estimates.

4. Both groups also indicated an equal percentage of decrease in the area of help in resolving personal or emotional problems, the Probation group changing from 14.3 percent in the pretest to 8.6 percent in the posttest estimates and the Tower Guard Group changing from 25.7 percent in the pretest to 20 percent in the posttest estimates.

5. There was a slight decrease in the Probation Group from 5.7 percent to 2.9 percent relative to the feeling of no need for help at all, while in the same area there was an increase from 25.7 percent to 34.3 percent for the Tower Guard Group.

The data suggest that changes in feeling about the need for help of various kinds did occur in both groups. In some areas the subjects apparently received sufficient assurance about themselves to decrease their feeling of need for help while in other areas the feeling of need was accentuated.

Total Changes in Self-Understanding

The responses on the pretest and posttest administrations of the Test of Self-Understanding were evaluated on a five point scale related to concordance of the responses to the test data. Table XXIII illustrates the comparison between individual and group changes in self-understanding for members of the Probation Group and members of the Tower Guard Group. At least three pertinent observations can be made:

1. There were 85.6 percent of the members of each group whose responses indicate some growth in self-understanding as a result of testing and test interpretation.
2. There was an indication that the Tower Guard subjects possessed an initial self-understanding, as measured by this inventory, that was superior to that of the Probation Group. This was indicated by a mean score of 23.8 for the Tower Guard Group and a mean score of 19.8 for the Probation Group on the pretest self-estimates.

TABLE XXIII
COMPARISON OF INDIVIDUAL CHANGES IN SELF-
UNDERSTANDING RESULTING FROM TEST
INTERPRETATION

Student Number	Probation Group				Tower Guard			
	Pre- test	Post- test	Gain	Loss	Pre- test	Post- test	Gain	Loss
1	15	18	3		27	30	3	
2	21	20		1	27	31	4	
3	24	29	5		31	35	4	
4	22	29	7		23	27	4	
5	18	25	7		23	33	10	
6	26	33	7		29	31	2	
7	22	24	2		27	29	2	
8	18	19	1		20	25	5	
9	19	21	2		27	31	4	
10	12	35	23		21	35	14	
11	14	21	7		23	35	12	
12	21	25	4		25	29	4	
13	17	31	14		25	29	4	
14	7	23	14		22	31	9	
15	25	27	2		15	29	14	
16	17	23	6		33	31		2
17	27	29	2		19	25	6	
18	16	25	9		17	31	14	
19	12	20	8		22	29	7	

TABLE XXIII (Continued)

Student Number	Probation Group				Tower Guard			
	Pre- test	Post- test	Gain	Loss	Pre- test	Post- test	Gain	Loss
20	29	27		2	33	33	0	0
21	17	29	12		27	29	2	
22	29	27		2	27	25		2
23	21	27	6		24	29	5	
24	23	23	0		16	31	15	
25	22	26	4		14	30	16	
26	18	27	9		17	33	16	
27	22	29	7		22	29	7	
28	15	20	5		21	27	6	
29	20	20	0	0	23	29	6	
30	24	25	1		31	31	0	0
31	19	25	6		27	29	2	
32	25	27	2		21	27	6	
33	20	26	6		27	26		1
34	17	27	10		20	28	8	
35	18	23	5		27	29	2	
Totals	692	885	196	5	833	1,041	213	5
Mean Score	19.8	25.3	5.5		23.8	29.7	5.9	

3. The total gain in self-understanding was slightly favorable also to the Tower Guard Group as indicated by the mean gain of 5.9 as compared with the mean gain of 5.5 for the Probation Group.

Summary

The Probation Group demonstrated a tendency to change feelings about scholastic aptitude only when the actual scores were in a positive direction. There was an accompanying indication of resistance to change if the evidence was damaging to the self. The Tower Guard members showed some tendency to underestimate their scholastic aptitude if it was above average. There was also a tendency in this group toward nonacceptance of below-average scholastic aptitude scores when the record of academic achievement did not support this evaluation.

There was a trend toward more realistic vocational objectives, insofar as they related to high interests, on the part of the Probation Group. No change was demonstrated for the Tower Guard Group who apparently received assurance regarding original choices from the test interpretation interview. Despite the changes for the Probation Group, eventual choices were not as realistic as for the Tower Guard Group.

Changes were demonstrated only in the degree of positive feeling about the value of gaining more information about the self from testing and test interpretation.

Little tendency to change the feelings about total college adjustment was demonstrated by either group. Changes were slight and only in degree of feeling.

The number of subjects who felt the need for help related to improving skill in social situations increased in both groups as an outcome of testing and test interpretation. There were decreases in the number of subjects in both groups who felt the need for help in defining vocational goals and for help in resolving personal and emotional problems. No changes were apparent in either group related to need for help in improving academic achievement.

Changes in total self-understanding, as measured by the Test of Self-Understanding were evidenced for 85.6 percent of both groups. The initial self-understanding of the Tower Guard Group was superior to that of the Probation Group and the mean gains in self-understanding were slightly in their favor.

CHAPTER VII

OTHER MISCELLANEOUS FINDINGS

A number of miscellaneous findings emerged from this study which did not contribute to the central body of the findings. They were sufficiently pertinent to the peripheral areas to be included, since they represent the outcome of particular kinds of behavior on the part of the subjects. On this basis it is possible to speculate regarding the significance such behavioral outcomes may have had for the subjects.

Rank in High School Class

Rank in the high school graduating class which reflects the pattern of academic achievement over a four-year period in the secondary school is considered to be the best single predictor of college success. The concept of the self which the student brings to college also reflects the status he has achieved in the past. Since the character of the competition changes from high school to college the student may be called upon to alter the concept of the self in relation to it. Table XXIV illustrates the comparison between

TABLE XXIV

COMPARISON BY PERCENT OF RANK IN HIGH SCHOOL
GRADUATING CLASS

Rank	Probation Group	Tower Guard
Upper quarter	23.5	91.7
Second quarter	50.0	5.7
Third quarter	14.7	0.0
Lowest quarter	11.8	2.6

the Probation Group and the Tower Guard group with respect to rank in high school graduating class as follows:

1. The Probation Group had 23.5 percent of its members ranking in the upper quarter of the high school graduating class, while the Tower Guard Group had 91.7 percent in the same category.

2. Fifty percent of the members of the Probation Group ranked in the second quarter of the high school graduating class, while 5.7 percent of the members of Tower Guard ranked in this category.

3. The Probation Group had 14.7 percent of its members in the third quarter of the high school graduating class, while the Tower Guard Group had none.

4. The Probation Group had 11.8 percent of its members in the lowest quarter, while the Tower Guard Group had 2.6 percent.

5. Thus the Probation Group had 73.5 percent of its members in the upper half of the high school graduating class while the Tower Guard Group had 97.4 percent.

If high school achievement or rank in high school graduating class were an adequate predictor of college success, about three-fourths of the members of the Probation Group would have been able to achieve in college in ways similar to the achievement of the

Tower Guard Group. This serves to highlight the fact that college success can be attributed to a complex of characteristics rather than to a single one.

Composite of Personal Qualifications

Since the pattern of personality characteristics which an individual possesses will influence the ways in which he utilizes his intellectual capacities, colleges and universities usually seek an evaluation of the college applicant as he is seen by high school teachers, counselors, and administrators. The sample of characteristics will typically reflect those which are thought to be most significant by a particular college or university. Table XXV illustrates the comparison of composite ratings on personal qualifications for the Probation Group and the Tower Guard Group as follows:

1. The range on the composite ratings of personal qualifications for the Probation Group was from 3.8 to 4.7, or from between "average" and "fairly high" to between "fairly high" and "high." The range for the Tower Guard Group was from 5.1 to 5.7, or from "high" to "very high." Thus the Tower Guard range was a much narrower one than the range of the Probation Group.

2. The greatest differences in ratings between the two groups were on potential intellectual capacity, actual intellectual

TABLE XXV

COMPOSITE OF PERSONAL QUALIFICATIONS RATED BY
HIGH SCHOOL PERSONNEL

Traits	Probation Group	Tower Guard
Potential intellectual capacity	3.8	5.2
Actual intellectual performance	3.8	5.4
Seriousness of purpose	4.6	5.7
Originality	4.3	5.1
Tractability	4.5	5.2
Social-Mindedness	4.8	5.2
Independence of Effort	4.7	5.5
Popularity	4.5	5.1

Key: 6 = very high
5 = high
4 = fairly high
3 = average
2 = low
1 = very low

achievement, and seriousness of purpose. These ratings favored the Tower Guard Group.

3. The ratings showing the least differences were social-mindedness and popularity.

College Scholastic Record

The data related to the college scholastic record was included only to furnish part of the backdrop against which to view some of the evaluations of the self made by the subject. There were obviously extreme differences between the two groups which were inherent in the selection of the sample. Table XXVI summarizes the scholastic records of the two groups as follows:

1. There was an average loss of 1.3 credits per term for the members of the Probation Group as illustrated by the difference between credits carried and credits earned.

2. There was an average loss of nine honor points per term for the members of this group as illustrated by the difference between honor points earned and twice (the value of "C" being two honor points) the credits carried.

3. Since the requirements for graduation at the time this class entered were generally 200 credits, this group carried 1.5

TABLE XXVI

SCHOLASTIC RECORD FOR FIRST TWO COLLEGE TERMS

	Probation Group	Tower Guard
Credits carried per term	15.0	19.0
Credits earned per term	13.7	19.0
Honor points per term	21.0	70.0
Total point average	1.4	3.6

credits less than the average load per term and earned 2.8 credits less than the average per term.

4. The Tower Guard members carried and earned an average of 19 credits per term, indicating an acceleration of the program to the amount of about 2.5 credits per term. This was due, in part, to the acceleration which is possible in the Basic College courses.

5. The members of Tower Guard earned on the average an excess of 32 honor points per term (over a "C" average).

Occupational Level of Parents

Differences in occupational level of the parents may suggest differences in educational and cultural backgrounds of the subjects. These may also suggest differences in opportunities which are related to the economic and financial status of the family. Feelings about the self may be colored significantly by these influences. Table XXVII summarizes the data with respect to distribution of occupational level, self-esteem, activities, unfulfilled interests, and concerns to provide a comparison between the Probation Group and the Tower Guard Group as follows:

1. The parents of Probation Group members were chiefly engaged in some field associated with the field of business, while

TABLE XXVII

COMPARISON OF SELF-ESTEEM, ACTIVITIES, UNFULFILLED
INTERESTS, AND CONCERNS WITH OCCUPATIONAL
LEVEL OF PARENTS

Occupational Levels	Distri- bution		Self- Esteem		Activi- ties		Unfulfilled Interests		Concerns	
	P.G.	T.G.	P.G.	T.G.	P.G.	T.G.	P.G.	T.G.	P.G.	T.G.
Profes- sional . . .	10.0	47.1	66.7	81.3	66.7	81.3	66.7	81.3	66.7	37.5
Business .	43.3	29.4	46.2	35.7	84.6	100.0	61.5	37.5	46.2	10.0
Farming .	16.7	11.8	40.0	0.0	80.0	100.0	62.5	100.0	40.0	75.0
Skilled . . .	13.3	2.9	50.0	*	50.0	*	75.0	*	75.0	*
Semi- or Unskilled .	16.7	8.8	40.0	66.7	40.0	66.7	80.0	66.7	80.0	33.3

* Too few cases to figure.

the greatest number of Tower Guard parents were working at a professional level of activity.

2. The least number of parents of Probation Group members were engaged in work at the professional level, while the least number of Tower Guard parents worked at a skilled level of activity.

3. In the Probation Group 66.7 percent of the subjects whose parents were professional workers scored average or higher in self-esteem; while for the Tower Guard Group 81.3 percent of the subjects whose parents were professional workers scored average or higher in self-esteem.

4. In the Probation Group 40 percent of the subjects whose parents were engaged in farming or semiskilled or unskilled work scored average or higher in self-esteem. The Tower Guard Group had no member whose parents were engaged in farming, who scored average or higher in self-esteem, although about two-thirds of those whose parents work in semiskilled or unskilled jobs scored in these categories.

These data suggest that there is a hierarchy of occupations, some of which appear to occupy higher positions of status and prestige; and that the subjects whose parents are engaged in them tend to have more self-esteem.

With regard to the relationship between activities and level of parental occupation Table XXVII shows that:

1. In both the Probation Group and the Tower Guard Group, a higher percentage of the subjects whose parents were engaged in business and in farming indicated many activities than was true for the other occupational levels.

2. In both groups also the least percentage of subjects indicating that they engaged in many activities was associated with the semiskilled or unskilled level of work for the parents.

The relationship between unfulfilled interests and occupational level of the parents as illustrated in Table XXVII indicates that:

1. In the Probation Group 80 percent of the subjects whose parents work at a semiskilled or unskilled type of work have many unfulfilled interests. The other occupational levels rank in the following order: skilled, professional, farming, and business.

2. In the Tower Guard Group, all the subjects whose parents engage in farming have many unfulfilled interests. The other occupational levels rank in the following order: professional, semiskilled or unskilled, and business.

The data related to activities and unfulfilled interests suggest that, in general, subjects who participate in many activities tend

also to have many unfulfilled interests. The more the subjects participated, the more they wished to extend their activities. Lack of fulfillment of these desires appears to be associated, in part, with lack of time and lack of financial resources.

The relationship between concerns and the occupational level of the parents is illustrated in Table XXVII and shows the following:

1. In the Probation Group frequency of concerns was most often associated with semiskilled or unskilled and skilled work as parental levels of employment. The number of concerns in this group was least often associated with farming as a parental area of work.

2. In the Tower Guard Group frequency of concerns was most often associated with farming as a parental area of work and least often associated with business.

Although the data are far from conclusive there is a suggestion that concerns and difficulties are more numerous for subjects whose parents work at the lower levels of the occupational hierarchy in jobs which require less education, less training, or less experience.

Descriptive Word Categories

The descriptive word categories written by high school teachers, counselors, or administrators supplied rather meager additions

to the data. They are included in Table XXVIII principally because, despite the meagerness, they illustrate the same general tone of the word descriptions written by members of the peer group. The word descriptions for the Tower Guard Group are generally positive; for the Probation Group, they are more negative in tone.

Correlations Between Various Instruments

Correlations were computed using the raw scores from the A.C.E. scholastic aptitude test, the raw scores from the Test of Self-Esteem, and the scores from the pre- and posttest administrations of the Test of Self-Understanding. Table XXIX shows the obtained correlations and permits the following observations:

1. All but two of the obtained correlations were positive but not statistically significant.
2. A correlation of 0.438 between the A.C.E. and the posttest was obtained for the Probation Group.
3. A correlation of 0.411 between the A.C.E. and the Test of Self-Esteem was obtained for the Tower Guard Group.

Thus, there was no conclusive evidence in the statistical data to show that a positive and significant relationship existed between any of the instruments for which the correlations were computed.

TABLE XXVIII

COMPARISON WORD CATEGORIES USED MOST FREQUENTLY* BY
HIGH SCHOOL PERSONNEL TO DESCRIBE THE SUBJECTS

Word Categories	Probation Group	Tower Guard
Conscientious student		85.2
Consistent pattern of achievement		92.4
Excellent attitude		82.1
Good home environment and family background		50.3
Never worked up to ability	75.6	
Not consistent in application and achievement	82.3	
Participates broadly in school activities		95.6
Pleasing personality		84.5

* Word categories were included if they appeared on 25 per-
cent or more of the descriptions.

TABLE XXIX

CORRELATIONS FOR VARIOUS INSTRUMENTS USED

Tests	Self-Esteem		Pretest		Posttest	
	P. G.	T. G.	P. G.	T. G.	P. G.	T. G.
A.C.E.	0.250	0.411	0.127	0.250	0.438	0.185
Self-esteem . . .			0.257	0.110	0.135	0.177
Pretest					0.323	0.166

The correlations which were more positive may be artifacts rather than truly related factors.

Summary

A majority of the Probation Group subjects ranked in the upper half of their high school graduating class and their mean ratings on the personal qualifications listed on the Michigan State College application blank were "above average." The majority of Tower Guard members ranked in the upper quartile of their high school graduating class and the mean ratings on the personal qualifications were from "high" to "very high."

A relationship was demonstrated between the occupational level of the parents and the self-esteem, activities, unfulfilled interests, concerns, and difficulties of the subjects in the Probation Group and the Tower Guard Group.

Descriptive word categories of high school teachers, counselors, and administrators tended to support the descriptive word categories of the peer group.

No conclusive evidence was obtained from the correlations to show that a positive and significant relationship existed between any of the instruments for which the correlations were computed.

CHAPTER VIII

RELATIONSHIP OF THE DATA TO PERSONAL ADJUSTMENT

Within the framework of the assumptions about behavior and personality proposed herein, the data presented in the preceding chapters has significance for personality adjustment. In addition to considering raw scores and percentages on the various instruments, important insights may be gained by analysis of responses to the items in the instruments in an effort to determine differences in degree or quality of responses. In isolating those responses which tend to differentiate one group from another, responses are considered characteristic of a particular group if the majority of the members respond to them in the same way, while the majority of the members of the other group do not. This chapter is devoted to a discussion which attempts to synthesize all the data in its relationship to, and implications for, personality adjustment.

Reference has been made in earlier chapters to the meaning of adjustment in this study. The state of adjustment has been defined in relative terms suggesting that adequacy of adjustment in an individual is a matter of degree. The ability to admit significant

and pertinent perceptions into awareness in sufficient strength to deal with them satisfactorily supplied the criterion with which to view characteristic differences between the Probation Group and the Tower Guard group as revealed by the data. Inferences have been made concerning the relationship of these differences to personal adjustment.

Self-Inventory of Personal-Social Relationships

An analysis of responses on the P.-S. R. showed characteristic differences in responses for the two groups. These differences for the Activities and Interests section¹ clustered mainly in the areas to which the subjects expressed indifference. The differentiating scales as indicated by the responses of the two groups included: (a) faculty, (b) intellectual and aesthetic, and (c) social leadership and initiative.

The following sample items represented those to which the members of the Probation Group were most frequently indifferent, while the members of the Tower Guard Group rarely expressed indifference to these particular items:

¹ See Table VI on page 68.

1. Attending student-faculty teas.
2. Serving on a student-faculty project to render a special service to the school or community--e.g., raising funds for social services, improving housing, et cetera.
3. Attending departmental club meetings--e.g., science, economics, journalism, home economics, et cetera.
4. Discussing problems of sex and marriage with members of the faculty.
5. Participating in a student-faculty committee or discussion group to consider improvements in the curriculum or other aspects of the school or college program.
6. Participating in a debating or literary club.
7. Working on the staff of a student publication.
8. Acting as a leader in a journalistic or literary activity --e.g., editor, business manager, officer of club, et cetera.
9. Being a leader in student government--e.g., member of the student council, chairman of a committee, officer or candidate for office, et cetera.
10. Being on a debate team or making prepared talks at assemblies, student meetings, et cetera.

Under the section of the P.-S. R. devoted to Concerns and Difficulties, certain important and mild concerns differentiated the

responses of the Probation Group which were not characteristic of the Tower Guard Group. The clustering of these differentiating items occurred in the areas of: (a) social experiences (b) participation in social groups or feeling of belonging; (c) faculty; and (d) social skills.

The following sample items indicate those which were characteristically of more concern to the members of the Probation Group than to the members of the Tower Guard Group:

1. Lacking confidence in myself in almost all social situations.
2. Being afraid of my instructors.
3. Lack of previous experience making it difficult for me to get into student affairs.
4. Failure of my high school to provide adequate experiences in preparation for college social life.
5. Being in too few student activities.
6. Lack of interest in the student activities available.
7. Feeling that what I can contribute to student groups is not considered important.
8. Feeling that there is too much cliquishness in student activities.
9. Not finding opportunity to discuss problems with instructors outside of class.

10. Feeling that I do not know my instructors at all well.

11. Instructors getting the impression that I am indifferent or antagonistic.

12. Not being able to understand my own behavior and why I do the things I do.

13. Not having the skills or talents required to excel in extracurricular activities.

14. Being unable to hold my own in a discussion.

15. Not ever being able to take the lead in social activities.

Discussion

The recurring theme in these differentiating responses for the Probation Group reflected feelings of inadequacy, inferiority, self-depreciation, defensiveness, fears, and anxieties. The areas of indifference in Activities and Interests became understandable in the light of the characteristic Concerns and Difficulties.

Members of this group chose three principal ways of meeting these threats of the environment against which they felt the need to defend the self: (a) by turning their feelings inward against themselves as incapable and unworthy individuals; (b) by defensive or aggressive behavior which involved a denial that certain areas of

activity held any meaning or significance for them; or (c) by maintaining that they were interested in these areas but that circumstances over which they had no control prevented translating such interest to reality.

These characteristic differences in the means of dealing with the concerns and difficulties represented one of the most striking differences between the Probation Group and the Tower Guard Group. While it was true that some members of the latter group expressed the same inadequacies as were typical of the Probation Group, they seldom expressed indifference to the activities which would make demands on them in the area of the expressed inadequacy.

Thus, this attitude made it possible for the members of the Tower Guard Group to avail themselves more fully of the resources of the environment as a means of strengthening their skills and overcoming their difficulties. On the other hand, having chosen a means of dealing with their concerns which implied a self-defending, environment-avoiding means, members of the Probation Group were characteristically less capable of utilizing the resources of the environment as a means of strengthening skills and overcoming difficulties.

The contrast between the two groups, in this respect, was apparent. The members of the Tower Guard Group appeared to be

more characteristically accepting of their weaknesses and limitations. They did not tend toward self-recriminations and they saw the environment as a relatively friendly one whose resources they could use as a means of self-development. In contrast, the members of the Probation Group tended to be less accepting of their weaknesses and limitations and to view the environmental resources chiefly as a source of increasing feelings of inadequacy, and, therefore, as something to be avoided.

When the environment is feared and avoided as a means of protecting the self from harm or destruction, the perceptions which are admitted to awareness are more limited in number and more rigid in content. Thus, it would be extremely difficult to admit all pertinent and significant perceptions in sufficient strength to deal with them satisfactorily so that a relatively adequate state of adjustment results.

Test of Self-Esteem

The general dynamic point of view with regard to behavior and personality relies, in part, upon the syndrome concept as "a natural clustering of the parts into groups which seem to intrinsically belong together [33:540]." Outward behavior is an expression of

the inner integration influenced by the cultural setting and the immediate situation. Furthermore, all the syndromes of personality in their dynamic relationships to each other influence and are influenced by the changes which may occur as a result of external pressures. This holistic view of personality and behavior is exemplified by the manner in which the human organism responds when confronted with a great emergency or a threat related to the fulfillment of basic needs. Unfortunately, no existing mathematic or logic serves to suitably express the syndrome symbolism nor to manipulate syndrome data.

In the absence of a systematized methodology, the various aspects of the self-esteem syndrome, which are considered to belong together, may be viewed separately. Reference has been made in earlier chapters to the fact that self-esteem scores were somewhat more favorable to the Tower Guard Group. Much more striking than the differences in levels of self-esteem between the two groups was the quality of self-esteem as indicated by analysis of the responses.

Inferences have been made on the basis of analysis of responses, and characteristic differences in the quality of self-esteem can be viewed by a discussion of some of the more prominent components of the self-esteem syndrome.

1. Self-consciousness. Feelings of self-consciousness were expressed by members of both groups. Members of the Probation Group appeared to be more often self-conscious as a result of pre-occupation with their own inadequacies. There was the suggestion of a generalized feeling of self-consciousness which influenced the classroom behavior and all situations involving social interaction. On the other hand, self-consciousness in the Tower Guard Group appeared to be more related to external factors than to overconcern about the shortcomings of the self.

The spread of self-consciousness seemed to differ in the two groups. The effective social radius for the members of the Probation Group tended to be smaller than the effective social radius for the Tower Guard Group. As the social radius extended from primary to secondary groups, there was increased evidence of self-consciousness in both groups--more pronounced in the members of the Probation Group. This increase in feelings of self-consciousness with social radius, however, seemed to be produced for different reasons. It appeared more characteristic for the members of the Probation Group to attribute feelings of self-consciousness to feelings of inadequacy of the self to meet the demands of situations involving social interaction. The Tower Guard Group tended more characteristically

to attribute feelings of self-consciousness to external or environmental factors rather than to the shortcomings of the self.

2. Feelings of embarrassment. Subjects in both groups admitted to feelings of embarrassment. The members of the Probation Group appeared, however, to be more easily and more often embarrassed than members of the Tower Guard Group. As with feelings of self-consciousness, the reasons for feeling embarrassed varied with the two groups. The members of the Probation Group more often felt embarrassment to be related to their own inadequacies. Tower Guard members appeared more often to find the source of embarrassment residing in the situation itself rather than within themselves. Thus, these two groups appeared to differ in terms of the extremeness of the embarrassing situation and to feel embarrassment for different reasons.

3. Fearfulness and anxiety. If the differentiation between fears and anxieties as being commensurate with the objective situation for the former and as appearing unreasonable and out of proportion to the objective danger of the situation for the latter is accepted, both groups admitted to such feelings. There were indications that the members of the Probation Group were fearful and

anxious about more things, and more intensely so, than were members of the Tower Guard Group. In the former group the fears and anxieties appeared to be more generalized and pervasive, while in the latter group they seemed to be more often attached to specific situations.

The greater and the more generalized the spread of fear-arousing and anxiety-producing situations, the less the individual feels sufficiently free to be able to utilize the resources of the environment as a means of overcoming such feelings. Thus, a dilemma exists for those whose generalized anxieties influence them to view the environmental resources as a source of exaggerating these feelings rather than as a means of helping them eventually to reduce or eliminate them.

4. Self-confidence. Two mutually dependent aspects of self-confidence should be considered. There is a generally pervasive feeling of confidence in the self and a feeling of confidence in relation to performing certain tasks or meeting certain situations. Changes in feeling about one may alter the feeling about the other. There appeared to be a broader spread in the feelings of self-confidence among the members of the Tower Guard Group. Evidence of this feeling was further indicated by the broader range of interests and

activities and by evidence of indifference to very few things. In areas where indifference was indicated, the members were already participating in other ways.

A paradoxical situation may seem to be represented when it is noted that there was a characteristic tendency for the members of the Probation Group to express self-confidence and optimism regarding their chances for academic improvement. A majority of these subjects felt that there was a decided improvement in academic achievement which would soon be reflected in their grades, despite the lack of evidence of any significant change in the objective situation. On the other hand, the Tower Guard members tended to underestimate their abilities, to become increasingly critical of themselves, and to develop greater sensitivity to the ways in which they could utilize the environmental resources as a means of increasing skills and overcoming difficulties.

This suggests that unrealistic estimates were more characteristic of the Probation Group. These estimates were used as a means of reassurance--a means of defending the self for the moment from the threats residing in the environment. Thus, the awareness of the threat was temporarily diminished although the threat itself was not eliminated. The underestimating more typical of the

Tower Guard subjects tended to suggest a greater degree of personal security and freedom in moving about in the environment. Such security made it possible for them to openly assess their weaknesses and limitations, even to exaggerate them if they wished, since the self was apparently not threatened by such admissions.

The members of the Probation Group would have difficulty admitting the need to avail themselves of additional environmental resources since they maintained that satisfactory progress was being made. This need to defend the self against the perceptions in the environment which are viewed as damaging to the concept of the self sharply reduces the possibility of effective use of environmental resources. The absence of such need to defend the self enhances the possibility that these resources can and will be used.

5. Feelings of inferiority. No evidence was found to support the inference that there is a relationship between expressed feelings of inferiority and matter-of-fact inferiority or superiority. Rather, there seemed to be more of a trend for the members of the Probation Group to deny matter-of-fact inferiorities, although there was evidence of concern about them and of the need to protect the self against such admission. In contrast, the Tower Guard subjects

appeared more realistic in their acceptance of their matter-of-fact inferiorities with little evidence of worry or concern about them.

This acceptance or rejection of matter-of-fact inferiorities seemed to influence the degree to which it was possible for the subjects to modify their goals, to reorganize their college programs, and to use the resources of the college environment.

6. Happiness. No evidence was found to suggest a greater incidence of happiness or unhappiness in one group as compared with the other. The inference can be made, however, that there are differences as to the cause of unhappiness and worry. The members of the Probation Group were more often depressed, unhappy, and worried for reasons associated with the feelings of inadequacy of the self. Financial concerns, family problems, the lack of challenge in the college program, and other external problems more often cause unhappiness and worry for the Tower Guard members. This contrast is in keeping with the outgoingness more characteristic of the Tower Guard subjects and the preoccupation with the self more characteristic of the Probation Group subjects.

7. Self-evaluation. Related to feelings of inferiority and inadequacy, it can be inferred that there was a greater tendency toward

lower self-evaluation on the part of the Probation Group subjects than was true for the Tower Guard subjects. The defenses against such admission were superimposed in such a way as to prevent its expression but the lower self-evaluation was evidenced in many other ways.

There was an indication of greater social suggestibility among members of the Probation Group. Here we may have an explanation of why these subjects tended to adopt the goals suggested by parents, peer group members, and teachers in whom they had more confidence than in the self. The incidence of subjects deferring to parental demands was much more prominent in this group than among the Tower Guard subjects. Having adopted the goals set forth or demanded by others without being able to effectively incorporate the reality factors, there appeared to be a tendency for these Probation Group subjects to cling to them for security without the evidence of either serious striving to achieve them or without a realization or acceptance that the present pattern of achievement did not lead toward their accomplishment.

To admit the perceptions which would be damaging to the concept of self constitutes a threat against which the subject must protect the self by withdrawing or by aggressive behavior. In either

case, any evidence which challenges the goals may be attributed to circumstances over which there is no control.

8. Leadership. The members of the Probation Group more characteristically expressed a lack of interest or indifference toward leadership responsibilities. The inference was that they typically preferred a more subordinate, inactive role. This preference was related to a feeling of inadequacy in occupying a leadership position.

Most members of the Tower Guard Group had held many leadership positions, some of which they had actively sought and some of which had been thrust upon them. The inference was that they typically preferred a more dominant, active role and that this preference was related to a feeling of adequacy in fulfilling it.

Discussion

In assessing some of the various components which are considered to be parts of or related to the self-esteem syndrome as revealed by analysis of responses, inferences have been made which suggest, if correct, striking differences between the Probation Group subjects and the Tower Guard subjects. These are differences in degree or quality rather than in kind of characteristic.

The radius over which feelings about the self were exhibited differed in the two groups, as well as the intensity of, and reasons for, the feelings. It appeared more typical for the Probation Group subjects to have feelings of inadequacy involving the central core of personality. This self-doubt resulted in a tendency for more perceptions of the environment to be threatening and anxiety-producing. As a means of reducing the threat and the resulting tension, perceptions tended to be distorted as an unconscious protective device. If the perceptions had been accurately symbolized and a level of differentiation achieved that was damaging to or destructive of the concept of self, extreme and intolerable tension would have followed. Thus, it is clear that ability to freely utilize the resources of the environment effectively was sharply reduced.

In contrast, it appeared more typical of the Tower Guard members to have feelings of inadequacy which tended to be environment-involved rather than self-involved. These feelings of inadequacy were sufficiently removed from the central core of personality that the situations involving them did not appear to be fear-arousing or anxiety-producing. Representing little or no attack upon the feeling of the worth of the self, there was less threat, less tension, and, thus, less need to protect the self by distorting the perceptions of

the environment. Specifically defined feelings of inadequacy did not appear to diminish the ability to utilize the resources of the environment effectively.

It would appear that the closer concerns touch the central core of personality, the more disruptive and devastating they are to the organization of personality and adjustment.

Peer Group Descriptions of Probation Group

The generally negative tone of the word descriptions used by members of the peer group to describe members of the Probation Group was referred to in Chapter V. The subjective nature of such descriptions and the qualifications of the peer group to make such evaluations constituted limitations. However, these limitations may be tempered somewhat by the inclusion of only those word categories which appeared repeatedly in the descriptions. These limitations may be further compensated for by the assumption, considered to be valid, that the subjects tended to elicit the cooperation of peer group members who would present them in the most favorable light.

These peer group descriptions, as shown in Table XVII (p. 100) were illustrative of tendencies toward nonadjustive, nonintegrative behavior which could be classified, for the most part, into the following

broader categories: (a) withdrawing behavior, (b) submissive behavior, (c) overdependent behavior, (d) defensive behavior, (e) anxious behavior, (f) behavior commonly associated with those who are under threat from the environment, and (g) behavior commonly associated with psychological insecurity.

From the difficulties represented in assuming responsibilities, in taking initiative, in making decisions, and from the seeking to fulfill basic needs and find satisfaction through fantasy and defensive behavior, certain inferences can be made. The subjects feel themselves incapable of meeting the demands of the environment and they seek all possible alternative solutions as substitutes. The threat to the organization and maintenance of the self-structure emanating from the environment and the self are accentuated by cultural pressures which tend to reward those who feel and are capable of fulfilling these tasks. The paralyzing posture of tension resulting from the constant pressure of threat to the self immobilizes the subject for restructuring the concept of self and for incorporating the factors of reality. Since this inhibiting climate for restructuring the self-concept exists, the subjects are unable to revise their goals in keeping with a more realistic concept of self.

Thus, the general picture is one of psychological insecurity in which there is a necessary restriction of free movement in a

hostile, unfriendly environment which threatens and punishes those who are unable to meet its demands. The resulting feeling of incapability and unworthiness as a person, if it persists, may in time have devastating results in terms of personality organization.

Peer Group Descriptions of Tower Guard

The generally positive tone of the word descriptions used by members of the peer group to describe the Tower Guard subjects was referred to in Chapter V. The limitations of peer group respondents to make accurate evaluations have been mentioned. The tendency for "halo effect" to operate in such evaluations may be tempered somewhat by the assumption considered to be valid, that members of the peer group may tend to be envious and overcritical of their more successful members.

In contrast to the descriptions for the Probation Group, those for the Tower Guard Group, as shown in Table XVIII (p. 110), were generally more suggestive of the integrative type of personality. It can be inferred that these subjects tend to be fairly well at home in and relatively unthreatened by the demands emanating from the environment and the self. This greater feeling of personal security seemed to permit these subjects to freely and openly assess their

limitations and strengths, to move about in the environment with less restriction, and to avail themselves of its resources as aids to the achievement of purposes and the accomplishment of the developmental tasks leading to maturity. The resulting sense of personal worth and security increased the feelings of capability for responsible and satisfying social interaction and provided a generally more promising climate for maintenance of personality organization and adjustment.

College Counselor Descriptions of Probation Group

The college counselor descriptions of members of the Probation Group resulting from the interview sessions were strikingly similar in tone to those of the members of the peer group. Reference has been made to the limitations involved in assuming a common procedure and equal ability to establish rapport on the part of the four counselors. These limitations may be somewhat vitiated by recalling that the members of both groups expressed complete unanimity of feeling that this relationship with the counselor had been a worthwhile experience. Furthermore, the evidence that negative feelings were expressed in their interviews suggests that a relatively permissive and accepting climate must have been made such expression possible.

The counselor descriptions, as shown in Table XVII (p. 100), should not be thought of as diagnoses but rather as word pictures which either provide a more complete view of the subjects or serve to reinforce the view already obtained from other sources.

The concern about the inadequacies of the self in meeting the demands of the environment among the members of the Probation Group and the withdrawing or defensive responses of attempting to diminish the threats to the self were implied in these counselor descriptions. The descriptions further support the inference of a general feeling of insecurity permeating this group to increase their feelings of an unfriendly, hostile world which sets up conditions incompatible with the achievement of their purposes. Such a world can be faced by them only by making the self less vulnerable by withdrawing from its punishments or by fighting it and inflicting punishment before it can be inflicted on the self.

College Counselor Descriptions of Tower Guard

The college counselor descriptions of the members of Tower Guard resulting from the interview sessions were also strikingly similar to those of the members of the peer group. These descriptions, as shown in Table XVII (p. 100), tended to support the inference

that the members of this group found their concerns to be more environment-involved or situation-involved than self-involved. Despite this evidence, they appeared to be relatively unthreatened by the demands of the same environment in which the concerns reside.

This leads to the conclusion that the demands of the environment are more threatening when the adequacy of the self is challenged; and that the result is a restriction in the capacity which the individual feels relative to utilizing the resources of the environment. Conversely, it appears that the individual who feels little or no threat to the self tends to feel equal to the life situations likely to be encountered. The sense of personal worth and security which results increases the possibility of admitting significant perceptions with sufficiently accurate differentiation to preclude the necessity for distortion or denial of the perceptions.

Consequences for Personal Adjustment

Under the purposes proposed for this study, it was stated that the problem was concerned with: (1) learning how individuals see themselves in relation to certain facts which are known about them; (2) discovering how these same individuals are seen by members of their peer group; (3) investigating whether changes occur

as a result of the opportunity to gain more information about themselves; and (4) exploring the consequences of the above for personal adjustment.

1. Estimates about the self. The consequences for personal adjustment related to how individuals see themselves stem from: (a) how realistic the self-concept is in relation to certain known facts; (b) how realistic the goals are, since the goals can be only as realistic as the concept of self; and (c) the experiences the individuals have as they move toward the accomplishment of their goals or the achievement of their purposes.

The tendency for the members of the Probation Group to overestimate their abilities and to select their goals in terms of this distortion resulted in experiences with failure as they attempted to accomplish the unrealistic goals. Attributing the failure to factors over which they had little or no control, and meeting the threat to the self, which failure implied by withdrawing or defensive behavior, reduced the possibility that changes would occur in the self-concept which might be followed by appropriate changes in the goals. If such nonadjustive behavior persists over a period of time, the significant perceptions which can be admitted to awareness diminish

in number and strength so that they can no longer be dealt with satisfactorily and a state of inadequate personal adjustment results.

The tendency for the Tower Guard members to underestimate their abilities somewhat seemed to have no noticeable effect upon the setting of appropriate goals and the experiences with success in moving toward their accomplishment. Rather, the accumulating successful experiences which demonstrated to them that they could master the demands of the environment appeared to increase their feelings of security. This feeling of security made it possible for them to openly evaluate their weaknesses and difficulties and to seek the resources of the environment as a means of helping them to develop skills and overcome difficulties. This ability to deal with the significant perceptions of the environment without threat to the self is promising for continued maintenance of personality organization and personal adjustment.

2. Estimates of the peer group. The consequences for personal adjustment related to how individuals are seen by members of their peer group stem from the realistic quality of the image. Ichheiser's (24:8) statement that "discrepancy between expression and impression is a normal state of affairs" suggests that there will always be a certain amount of distortion between the concept of the self, the

image of another, and the objective situation. However, significance can be attached to the motivation of the individual to represent the self in certain acceptable ways to the peer group and also to the degree to which the individual, consciously or unconsciously, must distort the facts in order to feel accepted.

The evidence suggested that the majority of the members of the Probation Group felt the need to represent themselves to the peer group as individuals of average or better college ability who were getting along satisfactorily in academic achievement and who were generally satisfied with their total adjustment to college. Despite the fact that all members of this group were seriously in arrears in honor points, the peer group estimates suggested that only about half of them needed any help in improving academic achievement. This implies that the facts of academic difficulty and probation status had not been revealed by some of the subjects to their peer group associates. The peer group, however, made rather discerning observations about the members of the Probation Group but indicated perplexity regarding the behavior since the subjects were "apparently getting along alright in college."

Since the need to distort or misrepresent, consciously or unconsciously, tends to increase as more situations become threatening

to the self and since symptoms of behavior tend to reveal the feelings of self-inadequacy not openly admitted, the result may be to alienate the individual further from the peer group members. This may happen as the peer group members attempt to reconcile the verbal expressions of the self and the impressions and conclusions drawn from behavior. Thus one of the principal reasons for distortion--acceptance by and a feeling of belonging to the peer group--tends to be defeated. Persistence of such conditions over a long period of time is damaging to personality organization and personal adjustment.

The evidence tended to suggest that the members of Tower Guard estimated themselves more accurately than did the members of the peer group. If anything, the Tower Guard subjects had a slight tendency to underestimate their strengths and to exaggerate their weaknesses. The underestimation of the abilities was not reflected as much in the peer group estimates as was the exaggeration of the difficulties. This type and degree of distortion did not appear to have damaging implications for personality organization and adjustment. Rather, it implied that a greater degree of security existed among the Tower Guard subjects which made it unnecessary for them to distort in a more favorable, more acceptable direction.

3. Changes in self-understanding. The consequences for personal adjustment related to changes in self-understanding as a result of the opportunity to gain more information about the self stem from: (a) whether the changes are in a positive direction; (b) whether the changes make it possible to incorporate reality factors more effectively; and (c) whether the changes are permanent and enduring so as to lead to appropriate changes or modifications of the goals in keeping with the restructured concept of self.

The evidence indicated that changes in self-understanding occurred in a positive direction for 85.6 percent of the members of both groups. The Tower Guard subjects demonstrated a greater initial self-understanding and the gains as a result of test interpretation were slightly in their favor.

The members of the Probation Group showed a tendency to change feelings about the self, if the evidence was in a favorable direction and an accompanying tendency to resist change in feelings if the evidence was damaging to the self.

The Tower Guard subjects demonstrated some tendency to underestimate their abilities as reflected in feelings about the self, if evidence was in a favorable direction. There was an accompanying tendency to resist change in the feelings about the self where the

evidence was damaging to the self and not supported by the record of academic achievement.

The full implications of the consequences of changes in self-understanding in relation to personal adjustment must remain inconclusive at this time. They can be determined only by further counseling contacts and follow-up for investigation of the permanency of the changes in the concept of self and the resulting alterations in goals.

Summary

Analysis of differentiating responses on the P.-S. R. reflected greater feelings of inadequacy, inferiority, self-depreciation, and anxiety for the members of the Probation Group than was true for the Tower Guard subjects. More outstanding than the differences in feelings between the two groups were the means of overcoming the difficulties. Environment-avoidance as expressed through withdrawal or indifference was much more evident for the Probation Group than for the Tower Guard Group.

In assessing some of the components which are considered to be parts of or related to the self-esteem syndrome, differences between the two groups appeared to be differences in degree or quality

rather than in kind of personality characteristic. Differences were related to the spread of situations over which a characteristic might be demonstrated, the intensity, and the reasons to which it was attributed.

Peer group and counselor descriptions were more suggestive of nonadjustive behavior for the Probation Group subjects, while descriptions from the same sources for the Tower Guard subjects were more indicative of integrative behavior.

The consequences for personality organization and adjustment related to how the subjects see themselves and how they are seen by members of the peer group appeared to be more promising for the group which could openly assess its weaknesses, rather than to deny them, since this held the possibility of greater flexibility and freer use of environmental resources.

Although the changes in self-understanding for both groups were in a positive direction, the consequences for personal adjustment cannot be assessed until the permanence of the changes over a longer period of time can be determined.

CHAPTER IX

IMPLICATIONS OF THE FINDINGS FOR TEACHING AND COUNSELING

Changed behavior in the persons educated is the goal of effective educational experiences. The changes considered to be desirable will depend upon the kind of society in which the education takes place. If the society places a value on the worth and dignity of the individual and the contribution he can make, not only in the fullest realization of his own talents, but also toward the achievement of the purposes of the other members of society, different changes will be considered significant than if the opposite were true. A highly complex interdependent social organization cannot afford to be indifferent to individual development and satisfaction, for its preservation is dependent upon the conservation of human resources. Such a society has need for, in fact depends upon, an almost infinite number and variety of skills and abilities. There is a place for all-- a place which can be occupied with a feeling of value, worth, and dignity on the part of the individual.

Traditional education has assumed that the purposes of individual development and the preservation of human resources can best

be achieved by a full and complete knowledge of the environment.

This is an important and valid objective but it is not the basic one for it implies that: (1) an identical and common body of knowledge for all is indispensable to individual development; (2) these subject-matter facts have a common meaning for all individuals; (3) they are the sole determiners of behavior; and (4) they serve in identical ways to help the individual in the achievement of purposes and in the fulfillment of needs. That individuals behave differently from the facts they have been taught is well known.

The findings of this study suggest that it is not the facts but the feeling of the individual about, as well as his use of, the facts which determine whether they are perceived as meaningful in the maintenance and enhancement of the self. Thus, it would appear that a disproportionate amount of emphasis has been given in traditional education to the nonself aspects to the neglect of the more important determiners of behavior, namely: (1) how the individual sees the self in its relationship to the environment; and (2) how the individual changes the picture of the self as the result of experiences.

This chapter is devoted to a discussion of the implications for teaching and counseling of some of the findings of this study.

The Classroom Climate

If education is to assume the long-neglected and important task of helping individuals to change behavior through understanding and changing the concept of the self in relation to the external environment, an emotional atmosphere must prevail to make such changes possible. Only in an atmosphere free from threat to the self can individuals explore the perceptions of the environment and feel free to admit them to awareness with sufficient strength to serve needs and purposes. If the individual feels that no harm will come to him, because of an encouraging, accepting, and understanding atmosphere, he will feel free to explore the environment and to discover his talents.

Discovery of talents which are enhancing to the self makes it easier to admit the perceptions related to weaknesses and limitations under appropriate conditions. Thus, the prevailing classroom climate is of the utmost importance in understanding and changing the concept of self.

The Group Relationship

In addition to the acceptance and understanding of the individual which makes him feel important and valued as a person and

which increases his confidence in meeting life situations, a spirit of cooperative endeavor must permeate the classroom. Such a climate will inspire activities which utilize a wide variety of abilities so that each individual may make a contribution to the group and, thus, gain opportunities to develop a sense of personal worth. Every effort should be made to establish a group relationship in which there is respect for the need, integrity, and potentialities of each member. The members should be helped to see each other as cooperative workers rather than as competitors.

In the classroom atmosphere the individual develops a concept of the self as he experiences it and his behavior will be appropriate to that conception. If all of his classroom experiences support a concept of the self as an inadequate, incompetent person who is little valued, his behavior will reflect it in ways appropriate to that picture. If, on the contrary, the individual is free to explore such a wealth of experiences under no threat to the organization of the self that he discovers his unique strengths which make a contribution to the cooperative endeavor of all, he experiences feelings of security which encourage him in future expectations.

Thus, an understanding and accepting classroom climate promotes understanding and acceptance of the self and others in satisfying group relationships.

Content of the Curriculum

The content of the curriculum should be selected in terms of the degree to which it meets the needs and purposes of the students for the maintenance and enhancement of the self. That a particular body of subject matter facts and skills would be important in adult life would be insufficient reason for inclusion in the curriculum unless it also fulfilled the present needs and purposes of the students. That students either avoid admitting meaningless perceptions or that they admit them and drop them from the field with a negative connotation (to be avoided in the future) as soon as possible is well known.

If the belief in individual differences is accepted, it must be admitted that a standardized subject matter curriculum and formalized methods of instruction will affect different individuals in different ways. Some may be affected in ways that are promising and desirable for development and behavior; others may be affected in undesirable ways. Since the latter may then seek to fulfill their needs and purposes in nonsocial or antisocial ways, it is difficult to defend a subject-centered or method-centered curriculum which may achieve these results.

Thus, if a highly integrated democratic society holds the schools and the teachers responsible for the task of education all

individuals to a feeling of adequacy and competence, the content of the curriculum must be individual-centered and planned so that: (1) all students have opportunities for a wide variety of experiences and opportunities for success through cooperative achievement; and (2) all students have opportunities to think of themselves as responsible and contributing members of society.

The Role of the Teacher

The classroom teacher plays the most vital role of all in the educational process. To her falls the task of creating the kind of classroom atmosphere conducive to promoting growth and development in the students. By personality she should be suited to assume an accepting and understanding relationship with each individual and to know him so well that his needs and purposes become increasingly apparent to her. She must be a mature personality who is relatively unthreatened by the perceptions of her own environment.

By breadth of training and eventually through experiences the classroom teacher needs to develop the imagination and skill necessary to discover the individual's point of view and how he sees himself. She should help him to plan a rich body of experiences so that gradual changes in the picture of self may take place free from threat and pressure.

The point of departure for the teacher is the individual and his needs and purposes and not the subject matter which serves only as a means of fulfilling his needs and purposes, rather than as an end in itself.

Primarily the teacher is concerned with helping each individual to develop an adequate self. Thus, to achieve this effectively it will be necessary to: (1) discover and remove, insofar as possible, any physiological limitations which are obstacles to the achievement of this purpose; (2) to provide the kind of classroom climate conducive to the full development of the potentialities of all; (3) to help individuals in the solution of their problems; and (4) to help remove psychological restraints to the full and free use of the social and cultural resources of the environment.

The Counseling Climate

The counseling program as one aspect of the total student personnel services serves as an adjunct and supplement to the classroom. In no sense is it a substitute for experiences students should have as members of the classroom group. It exists as an additional source of help to classroom teachers in the achievement of educational purposes. Teachers and counselors should work cooperatively toward the primary task of helping individuals develop an adequate self.

The counseling climate like the classroom atmosphere should be one in which the individual feels free to explore all aspects and implications of problems and the possible alternatives to their eventual resolution. In order to do this the individual must feel no threat to the self in revealing his real feelings even though they may be negative in content. If the individual can express his anxieties, his hostilities, and frustrations and gradually arrive at the real motivations involved, the resulting insight tends to release the growth forces residing in the individual for constructive solution of his problems. This gradual understanding and acceptance of self leads to a restructuring of the concept of self which tends to be more consistent with objective reality.

The elimination of threat and its accompanying tensions in the counseling climate helps the individual to gradually relax his defenses against the perceptions of the environment which have caused him to marshal his forces in order to maintain the organization of self. The accompanying freedom to admit the significant and pertinent perceptions enhances the possibility that fewer and fewer perceptions will be seen as threatening, and thus, will be admitted to awareness. This development helps the individual to utilize more fully and freely the resources of the environment.

Emphasis should be given to the fact that individuals must be given sufficient time for the effective solution of their problems. The concept of self held at any given point in time has been developed gradually and the individual has directed all his efforts toward maintaining and enhancing the only self he knows. In the counseling climate he must not feel that he is being asked prematurely and suddenly to give up that concept of self. Unrealistic and inadequate as the self-concept may be, such a demand would be extremely threatening, and the individual would be forced to defend himself against it.

The Role of the Counselor

The counselor should be a person who is sufficiently mature, relatively unthreatened by the perceptions of his own environment, and secure in his relationships with other people. He must possess a sensitivity to the feelings of others and a warmth of human understanding which enables him in an accepting way to enter into the field of another and see things from their point of view. His ability to establish rapport will determine whether the counseling climate is conducive to the development of growth and self-understanding.

Like the teacher, the counselor should have respect for the worth, integrity, and potentialities of the individual and must not

seize prerogatives which belong to the individual and without which he cannot develop an adequate self.

The counselor should be broadly trained and experienced in addition to possessing the specific skills related to the counseling process. He must be familiar with the resources of the environment which will help students in the solution of their problems. With the cooperation and assistance of the teachers, the help of the counselor should be available to help the more able students enrich their experiences so that they will be more challenged in the development of their fullest potentialities for leadership as well as to help those who experience difficulty in meeting the minimum requirements of the environment.

The Counseling Technique

Counseling techniques are many and varied. The counselor should feel a responsibility for utilizing those techniques which are most appropriate to the needs and problems of the students. As in teaching, the point of departure is the individual; techniques should be considered as means of helping him rather than as an end in themselves. No body of research exists to support the superiority of certain techniques over all others for all individuals and all situations.

Increasingly more significance is being attached to the counseling climate and the personality and qualifications of the counselor. Thus, complete dedication to promoting certain techniques to the exclusion of all others has no defense in terms of helping the individual develop an adequate self increasingly capable of utilizing the environmental and cultural resources.

Summary

The implications of this study for teaching and counseling suggest that the common and primary task for both is that of helping all individuals develop an adequate self. These fields cooperatively supplement each other in the achievement of this goal. The classroom and counseling climates and the personality and qualifications of the teacher and counselor are more important than subject matter content, instructional methods, and counseling techniques in helping individuals understand the concept of self and in facilitating a restructuring of the self-concept in keeping with the reality of the environment. Hence, the point of departure is always the individual and his present status.

CHAPTER X

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was concerned with the relationship of the self-concept to adjustment in a selected group of college women at Michigan State College. It attempted to explore: (1) how individuals see themselves in relation to certain facts which are known about them; (2) how these same individuals are seen by members of their peer group; (3) whether changes occur as a result of the opportunity to gain more information about the self; and (4) what consequences the above have for personal adjustment. No attempt was made to trace patterns of causal relationships for the findings but rather an attempt was made to speculate on their significance as a means of making inferences which might lead to fruitful hypotheses.

Since the self-concept is a broad and complex abstraction, the scope of the problem was delimited to studying that aspect of the self-concept which has to do with its accuracy or congruence in relation to certain known facts and to exploring the effects of the

congruence or distortion upon goal-setting, utilization of the resources of the environment, and personal adjustment.

In the absence of agreement on many of the constructs and abstractions upon which this study found it necessary to rely, certain definitions were proposed in order to develop a common frame of reference. Support was sought in the generally accepted principles and assumptions related to the self-concept and behavior and personality. Further assumptions were developed which were more specifically related to this particular study. Reference has been made in earlier chapters to the limitations involved in the study.

Two groups of freshmen women at Michigan State College comprised the sample which was selected with a view toward keeping the variables at a minimum. Each group consisted of thirty-five women who had recently completed the second term in college. Simultaneously, the women in one group had been selected for membership in Tower Guard, the sophomore honorary organization, while the women in the other group had been placed on scholastic probation. Thus, the sample upon which this study was focused represented opposite ends of a continuum of academic achievement.

The instruments selected were those which purported to give a picture of the inner feeling of the self in comparison with others

and in relation to the social and emotional aspects of the environment. The data from these tests and inventories together with information from the college application blanks, grade sheets, peer evaluations, and counselor records constituted the known facts about the subjects.

Four counselors were selected to assist with the test interpretation interviews on the bases of their similarities in philosophy, training, and experience.

Each subject was requested to seek the cooperation of two of their peers who knew them sufficiently well to answer personal questions about them. The peers were generally roommates, dormitory friends, floor representatives fellow club members, or former high school associates living in different housing units. These peers were asked to evaluate the subjects by responding to items in an inventory. The subjects had previously responded to the same items. Frankness of responses was encouraged by suggesting that no signature be attached to the inventory. The reactions of the peers were secured for the purpose of comparison with the reactions of the subjects.

The following steps in the total procedure were completed for each subject:

1. Administration of the Test of Self-Understanding as a preliminary instrument.

2. Administration of the Social Personality Inventory for College Women.

3. Administration of the Self-Inventory of Personal-Social Relationships.

4. Administration of the Kuder Preference Record--Vocational.

5. Personal interview with a counselor for interpretation of the American Council on Education Psychological Examination and the above tests.

6. Readministration of the Test of Self-Understanding as a final instrument.

7. Distribution of the "Image of Another" inventories to be given to two peer group members to be completed by them and returned.

Analysis of the data, usually summarized on a percentage basis, revealed how the subjects see themselves, how they are seen by their peers, what changes in self-understanding occurred, and what the consequences are for personal adjustment.

Findings

The findings resulting from the analysis of the data related to how the subjects see themselves in relation to certain known facts include the following:

1. A tendency to overestimate scholastic aptitude scores was revealed by the members of the Probation Group, while the members of the Tower Guard Group tended slightly toward underestimation of favorable scores and toward rejection of unfavorable scores which were not in keeping with their record of scholastic achievement.

2. The interest pattern which was characteristic of the Probation Group tended to be along practical lines in contrast to the more academic interest pattern which was characteristic of the Tower Guard Group. The interest pattern for the latter group also tended to be broader in range. For both groups, there was a trend toward agreement between the estimated and measured interest patterns.

3. With respect to Activities and Interests patterns, the Probation Group was characterized by many activities, many unfulfilled interests, and many indifferences while the Tower Guard pattern was more characteristically composed of many activities, many unfulfilled interests, and few indifferences. The Probation Group generally had fewer activities, fewer unfulfilled interests, and more indifferences than the Tower Guard Group.

4. The Probation Group averaged more concerns and difficulties--of a greater degree of intensity--than did the Tower Guard Group, although they demonstrated a much more pronounced tendency to minimize them in their self-estimates.

5. Level of Self-Esteem scores were somewhat more favorable to the Tower Guard subjects, who also distorted their self-estimates of it less than did the Probation Group subjects.

The findings related to how the subjects are seen by their peers indicate the following:

1. Peer evaluations revealed a tendency to overestimate the concerns and difficulties of the Tower Guard subjects and to underestimate them for the Probation Group subjects.

2. Activities and unfulfilled interests were estimated more accurately by the subjects in both groups than they were by the peer evaluations.

3. There was a tendency for the peer evaluations to be more accurate for the "about average" level of self-esteem for the Probation Group than for the "above average" or "below average" level. They did not evaluate the Tower Guard subjects at any level of self-esteem as accurately as the self-estimates of that group.

4. Peer evaluations indicated substantial agreement with the self-estimates of both groups relative to satisfaction or dissatisfaction with total adjustment to college.

5. There was considerable agreement between the peer evaluations and the self-estimates of both groups with respect to the

kinds of help needed in order to achieve a personally satisfying adjustment. There was, however, an accompanying tendency to minimize the degree to which the members of the Probation Group needed these kinds of help as compared with the Tower Guard Group.

6. Peer descriptions of behavior revealed the most striking differences between the two groups. Despite the tendency to minimize the concerns and difficulties and the degree of need for help, these descriptions revealed a pattern of generally nonadjustive and nonintegrative behavior for the Probation Group subjects. On the other hand, in spite of the exaggerations of concerns and difficulties and the degree of need for help on the part of the Tower Guard subjects, their descriptions revealed the generally integrative behavior characteristic of relatively secure personalities.

The findings relative to changes in self-understanding as an outcome of the opportunity to learn more about the self reveal the following:

1. There was a marked tendency on the part of the Probation Group subjects to change their feelings about scholastic aptitude only if the evidence was favorable. There was resistance to change if the evidence was damaging to the self. This was in contrast to the changes in the Tower Guard Group which were slight, regardless of whether the evidence was favorable or unfavorable.

2. Changes occurred in the direction of more realistic vocational objectives for the Probation Group insofar as they related to the pattern of high interests. No change was demonstrated in this respect by the members of the Tower Guard Group whose vocational objectives had initially been highly realistic.

3. There was little change in either group, except in the degree of positive feeling, relative to the value of discussing the test data with a counselor.

4. Little tendency was demonstrated by either group, except in slight changes of degree of feeling, to change the feelings about total adjustment to college.

5. Both groups indicated an increased feeling of need for help in developing skill in social situations. The feeling of need for help related to defining vocational goals and for resolving personal and emotional problems decreased in both groups. There were no changes in feeling about the need for help to improve academic achievement.

The findings indicate the following with respect to total changes in self-understanding:

1. Changes in self-understanding were evidenced by 85.6 percent of both groups.

2. The initial self-understanding of the Tower Guard subjects was superior to that of the Probation Group subjects.

3. The mean gains in self-understanding were slightly favorable to the Tower Guard Group.

Certain miscellaneous findings emerged which include the following:

1. A majority of the Probation Group subjects ranked in the upper half of their high school graduating class, while a majority of the Tower Guard subjects ranked in the upper quartile.

2. Mean ratings on personal qualifications on the Michigan State College application blank were "above average" for the Probation subjects and "high" for the Tower Guard subjects.

3. There was a trend which suggested a relationship between the occupational level of the parents and the level of self-esteem, activities, unfulfilled interests, and concerns and difficulties for both groups.

4. In general, the descriptive word categories of the high school counselors, teachers, and administrators supported those of the peer group.

5. No conclusive evidence was obtained to show that there was a positive and significant relationship existing between any of the instruments for which correlations were computed.

The findings involving the relationship of the data to personal adjustment show the following:

1. Analysis of differentiating responses on the P.-S. R. revealed more pronounced tendencies toward feelings of inadequacy, inferiority, self-depreciation, and anxiety for members of the Probation Group than for members of the Tower Guard Group.

2. Environment-avoidance expressed through withdrawal and indifference as a means of overcoming difficulties was much more evident among the Probation Group members than among the Tower Guard members.

3. In assessing some of the components of the self-esteem syndrome, differences between the two groups appear to be differences in degree or quality rather than in kind of personality characteristics. Evidence of the same kinds of characteristics were found in each group, although the spread of situations over which they might be demonstrated, the intensity, and the reasons to which they were attributed seemed to differ.

4. Counselor descriptions of members of the Probation Group were suggestive of nonadjustive behavior, while the descriptions of the Tower Guard Group from the same source suggest a more integrative kind of behavior. This was in substantial agreement with the descriptions by the peers.

Conclusions

The following conclusions may be drawn from the results of the findings of this study although they should be viewed more as tentative hypotheses, related to the findings, rather than absolute conclusions:

1. The members of the Tower Guard Group have a more accurate and realistic concept of the self than do the members of the Probation Group. There was less tendency for the former to minimize their difficulties or to distort their picture of the self. The conclusion is that they feel sufficiently secure to be able to admit perceptions without damage to the structure of the self and that, therefore, there is less need to protect the self against threat by denial or distortion.

2. The members of both groups evaluate themselves more accurately and realistically than do the peers. The tendency for the peers to overestimate the concerns and difficulties and need for help on the part of the Tower Guard subjects and underestimation of the same for the Probation Group leads to the conclusion that the Tower Guard subjects feel sufficiently free and secure in the environment to openly and critically assess their weaknesses and difficulties. The Probation Group, on the other hand, threatened by so many

aspects of the environment, feel the need to protect the self against these threats; and they tend not to admit their weaknesses and limitations even to themselves. This open admission of weaknesses and difficulties in the one group and denial in the other contributes to the peer distortions.

3. The peer descriptions of behavior for both groups lead to the conclusion that the peers are unable to distinguish between the verbal discussions of problems and difficulties and symptomatic behavior as these characterized the members of both groups.

4. Combined with the more accurate and realistic concept of the self for the Tower Guard subjects, the evidence of the tendency to utilize the resources of the environment, as a means of strengthening skills and overcoming difficulties, leads to the conclusion that there is a relationship between the accuracy of the self-concept and the ability to use environmental resources effectively. This conclusion is strengthened by the combination of less realistic self-understanding and environment-avoidance means on the part of the Probation Group subjects.

5. The test data and the word descriptions of the peers and counselors support the conclusion that the members of the Tower Guard Group have achieved a relatively more adequate state of

personal adjustment than have the members of the Probation Group. This leads to the further conclusion that there is a relationship between the accuracy of the self-concept, the ability to utilize the environmental and cultural resources and personal adjustment.

6. Thus, it can also be concluded that the more accurate and realistic the concept of self, the more realistic the goals. The more realistic the goals, the more likely it is that the individual will experience success in moving toward their accomplishment. The more the individual enjoys successful and satisfying experiences, the more likely it is that he will achieve relatively adequate personal adjustment. This is illustrative of one of the circular types of dependencies which are frequently found in social psychology.

7. Students do not utilize their maximum capacities for achievement when psychological restraints, imposing a burden which affects the feelings about the self, tend to reduce the capacity for utilizing the environmental and cultural resources. It is not the facts, but the individual's feelings about the facts and the emotional implications inherent in the feelings, which determine whether enduring growth in self-understanding is possible.

8. To acquire a feeling of adequacy and self-worth, an individual must grow up having had a proportionate amount of successful

experiences and the feeling of being accepted as a person of worth and value, rather than a consistent feeling of incompetence on which the world places little value.

9. If individuals are going to develop an understanding and acceptance of the self with all of its strengths and weaknesses, it must take place in an emotional climate that is conducive to such development. If such understanding and acceptance involves restructuring of the self-concept, it will occur only in an atmosphere which is accepting, understanding, permissive, and entirely free from threat. This has important implications for teaching and counseling.

10. It is necessary to conclude that psychological security plays a greater role in the accuracy of the self-concept, freedom to use the environmental resources, and personal adjustment than was originally assumed in this study. This has important implications for research.

11. Both groups of subjects have problems in relation to maintaining the organization of the self and enhancing it. The problems of the Probation Group tend to touch the central core of personality, and, thus, are more disruptive to personality organization and adjustment. Those of the Tower Guard subjects tend to touch

the more superficial layers of personality. All of the subjects need opportunities for help in meeting their problems and developing their maximum potentialities.

12. Thus, the conception of the relationship of the self-concept to adjustment tends to suggest that individuals who are able to function in the environment hold a concept of the self as a person who is adequate to meet the demands of life situations. Conversely, individuals who have difficulty functioning in the environment appear to be uncertain of their adequacy to meet the demands of life situations.

Implications for Research

The following approaches to further research seem to be implied by the findings of this study as a means of testing the tentative hypotheses related to the findings on the relationship of the self-concept to adjustment:

1. This study was concerned with the evidences, shown by two groups of college women over a relatively short period of time, which were indicative of a relationship between the accuracy of the self-concept and adjustment. A follow-up study of the same subjects to extend through the school years, and for a certain period of time thereafter, would seem to be appropriate and worthwhile.

2. An investigation of the relationship of the self-concept to adjustment in an adequate and representative sample of men would seem to have value in testing the tentative hypotheses and in developing new ones. Such a study should be more rigidly designed and should have the characteristics of a longitudinal study to investigate more thoroughly the changes in the self-concept which tend to endure over a period of time.

3. There is a need for longitudinal studies beginning in the early childhood, preschool years which would shed some light upon the dynamics of early self-concept formation. Little is known at the present time about the period when the concept of self begins to develop. Such studies should attempt to investigate the characteristics of the emerging concept of self and the influences in the environment which tend to produce changes in the self-concept.

4. Comparative studies involving varying classroom and counseling climates would appear to test further the tentative hypotheses and make an important contribution.

5. Broad area studies using an interdisciplinary approach to investigate groups of children and their parents for the purpose of discovering the influence of the economic, sociological, and psychological factors upon the concept of self would serve as a rich source of information.

6. Further research studies should incorporate some means of testing the security factor which seemed to have important implications in this study. This might involve the construction and validation of a reliable instrument which could serve this purpose when combined with adequate clinical data and observations of behavior in meeting life situations.

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APPENDIX A

COPY OF ORIGINAL LETTER AND CARDS

1. I am interested in participating in the project and will be able to complete the necessary testing during the week May 5th - May 9th.
2. My choices of hours for the individual appointment to follow testing include:-
Monday_____ Wednesday_____ Friday_____
Tues._____ Thurs._____ Sat._____
3. I am interested in participating in the project but would not be able to do it during the week of May 5th. (In this case, call ext. 7284, after returning this card, for special arrangements).
4. I am not interested in participating in this project and would prefer that you use someone else in my place.
(Sign)_____

Dear

We are glad to have you participate in our Counseling Center project and will expect you for testing in room 7, A-2, South Campus, during the week May 5th - May 9th. Our testing room will be open each of those days from 8 AM to 5 PM. Bring this card with you.

Your individual appointment at follow testing will be on _____ at _____ with _____

Sincerely,

(Miss) Frances E. DeLisle
Counselor

1. I am interested in participating in the project and will be able to complete the necessary testing during the week May 5th - May 9th.
2. My choices of hours for the individual appointment to follow testing include:-
Monday_____ Wednesday_____ Friday_____
Tues._____ Thurs._____ Sat._____
3. I am interested in participating in the project but would not be able to do it during the week of May 5th. (In this case, call ext. 7284, after returning this card, for special arrangements).
4. I am not interested in participating in this project and would prefer that you use someone else in my place.
(Sign)_____

MICHIGAN STATE COLLEGE
EAST LANSING

208

NG CENTER

April , 1952

Dear

You have been selected to participate in a research study which we are undertaking at the Counseling Center at Michigan State College. By your participation and with your cooperation, we may learn more about how we can be of assistance to college students. At the same time, you may learn more about yourself and how to make future plans.

Participation in this study will involve about $2\frac{1}{2}$ hours of testing, which can be completed in one or more sessions at your convenience in our testing room in Building A-2, South Campus. Then, later, at least one additional hour will be reserved for you with a counselor at which time your test results will be interpreted to you.

Because we wish to finish the project this term, we would like to have you complete the testing during the week May 5th through May 9th. In this way, there will still be sufficient time to plan your individual appointment before the end of this term.

Please check in the appropriate boxes on the enclosed card, sign and return by mail as an indication of your interest and desire to participate in this project.

Sincerely yours,

(Miss) Frances H. DeLisle
Counselor

APPENDIX B

TEST OF SELF-UNDERSTANDING AND IMAGE OF ANOTHER

Test of Self-Understanding

210

Date
Student
Counselor

Test
Score
Code

1. Thinking in terms of numbers and thinking in terms of words are important and rather different abilities. My own abilities in this regard are:

- (a) about equal
- (b) considerably stronger in numbers
- (c) considerably stronger in words
- (d) unknown to me

2. In comparison with other students my aptitude for college work is:

- (a) about average
- (b) above average
- (c) below average
- (d) unknown to me

3. From the following my three highest vocational interest areas are:

- (a) Outdoor
- (b) Mechanical
- (c) Computational
- (d) Scientific
- (e) Artistic
- (f) Musical
- (g) Literary
- (h) Social Service
- (i) Clerical
- (j) *Persuasive*

4. From the following my three lowest vocational interest areas are:

- (a) Outdoor
- (b) Mechanical
- (c) Computational
- (d) Scientific
- (e) Artistic
- (f) Musical
- (g) Literary
- (h) Social Service
- (i) Clerical

5. Some specific vocations related to my pattern of interests are:

- (a)
- (b)
- (c)

6. Compared with others, my feelings of self-esteem, self-confidence, social poise, self-assurance, etc., are:

- (a) about average
- (b) above average
- (c) below average
- (d) unknown to me

7. The following pattern best describes me:

- (a) many activities, few unfulfilled interests, and few concerns
- (b) few activities, many unfulfilled interests, and many concerns

- (c) many activities, many unfulfilled interests, and many concerns
- (d) few activities, few unfulfilled interests, and few concerns

8. Regarding my total adjustment to college life, I now feel:

- (a) very well satisfied
- (b) satisfied
- (c) dissatisfied
- (d) very much dissatisfied

9. In order to achieve a personally satisfying adjustment, I feel that I need help along the following lines:

- (a) more satisfactory academic achievement
- (b) defining vocational goals
- (c) developing skill in social situations
- (d) resolving personal or emotional problems
- (e) no help at all

10. Having the opportunity to go over the results of interest and aptitude tests appears to me to be:

- (a) of great importance
- (b) valuable
- (c) of minor importance
- (d) of little or no practical value

Directions

211

To the participant:

We are asking your cooperation in a research study. We would like to have you present your picture of the student who gives this inventory to you. Your frank and honest evaluation is being sought and all answers will be held in strictest confidence. The student about whom you are answering should not participate with you in filling out the inventory and your answers will never be disclosed to her. Please return the inventory in the accompanying stamped envelope as soon as possible. Your name need not be signed to it.

Your cooperation in furnishing this data is very much appreciated.

Frances H. DeLisle, Counselor
Michigan State College
Counseling Center
A-2, South Campus

My Image of a Particular Student

Relationship to student:

ate

Friend

student

Room-mate

Dorm counselor

Other

1. This student's personality in comparison with her girl associates is "stronger":

..... than almost all

..... than most

..... than many

..... than some

..... than a few or none

2. This student feels as follows toward women who disregard the usual social, moral or ethical conventions:

..... dislikes them very much

..... dislikes them somewhat

..... neither likes nor dislikes

..... likes somewhat

..... likes very much

3. This student, in her own age group, tends to dominate:

..... most men

..... many men

..... some men

..... a few men

..... none

. The student has broken or rebelled against rules (sorority, college, club, family, etc.):

..... very often
 often
 sometimes
 seldom
 never

. For company (in sports, study, theater, conversation etc.) this student:

..... always prefers women
 usually prefers women
 has no preference
 usually prefers men
 always prefers men

. In sympathetic understanding toward friends and acquaintances in trouble, this student is:

..... very much more understanding than the average woman
 somewhat more so
 average in this respect
 somewhat less understanding than the average woman
 very much less so

. Do friends and acquaintances seek out this student for advice concerning their personal troubles?

..... very frequently
 frequently
 sometimes
 rarely
 never

3. How often is this student apt to be the leader in such activities as organizing and running clubs, discussion groups, committees, etc?

- 4..... much more frequently than the average woman
- somewhat more frequently than the average woman
- about the same as the average woman
- somewhat less frequently than the average woman
- much less frequently than the average woman

4. How quickly does this student make the ordinary decisions of everyday life?

- very quickly
- rather quickly
- average
- rather slowly
- very slowly

5. Is this student troubled with feelings of inferiority?

- much more than the average woman
- somewhat more than the average woman
- about average
- somewhat less than the average woman
- much less than the average woman

6. Does this student tend to ignore the feelings of others when accomplishing some aim important to her?

- usually
- often
- sometimes
- seldom
- never.

2. Do people succeed in taking advantage of this student?

- usually
- often
- sometimes
- seldom
- never

3. Is it important to this student's feeling of security that other people like her?

- very important
- fairly important
- very slightly important
- completely unimportant

4. Does this student tell people what she thinks of them when they do things she dislikes?

- very frequently
- often
- sometimes
- rarely
- never

5. How often does this student blush?

- very frequently
- frequently
- sometimes
- rarely
- almost never or never

5. How frequently is this student embarrassed?

- very frequently
- frequently
- sometimes
- rarely
- almost never or never

7. Compared with other women, with respect to self-esteem, self-confidence, social poise, self-assurance etc., this student is:

- considerably above average
- above average
- average
- below average
- considerably below average

9. The following pattern best describes this student:

- many activities, few unfulfilled interests, and few concerns
- few activities, many unfulfilled interests, and many concerns
- many activities, many unfulfilled interests, and many concerns
- few activities, few unfulfilled interests, and few concerns.

11. Regarding her total adjustment to college life, I feel that this student is:

- very well satisfied
- satisfied
- dissatisfied
- very much dissatisfied

0. In order to achieve a personally satisfying adjustment, I feel that this student needs:

..... help in making more satisfactory academic achievement

..... help in defining vocational goals

..... help in developing skill in social situations

..... help in resolving personal or emotional problems

..... no help at all

1. Please add any comments below which you feel have not been covered in the preceding items, but which you feel are important to fill in the image or picture you have of this student:

APPENDIX C

AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL
EXAMINATION, SOCIAL PERSONALITY INVENTORY
FOR COLLEGE WOMEN, SELF-INVENTORY OF
PERSONAL-SOCIAL RELATIONSHIPS, AND
THE KUDER PREFERENCE RECORD--
VOCATIONAL

AMERICAN COUNCIL ON EDUCATION

Psychological Examination

For College Freshmen

Prepared by Educational Testing Service

From materials developed by L. L. Thurstone and Thelma Gwinn Thurstone

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Cooperative Test Division

Educational Testing Service

Princeton, New Jersey

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General Instructions

This examination is different from the ordinary school examinations to which you have been accustomed. The plan for each of these tests is as follows. First, you are given detailed *instructions* about the test, so that you know just what you are expected to do. Then you have some *practice problems*. Then you go to the test proper. This is the procedure for each of the six tests in this examination. The total examination requires an hour.

The six tests in this examination represent a variety of tasks. Three of them involve thinking of a quantitative sort, while the other three require more linguistic ability. If you find one test hard, do not be discouraged; you may find the next test easier. Nevertheless you should do your best on all the tests.

People differ markedly in the speed with which they can do these different tests. The tests are long enough to keep everyone busy for the whole time, and you are not expected to complete the tests in the time allowed. By noting how many questions you can answer in a certain length of time, we can determine your speed on each kind of test. You must begin to work on a test promptly when the examiner calls the starting time and stop immediately when he says "Stop." Do not begin a test until the examiner gives the starting signal for that particular test. Do not turn back to a test after the time for it has expired. You are to work on each test during, and only during, the specified time as announced by the examiner in charge.

You are to record your answers on a separate answer sheet rather than on the pages of the test booklet. Instead of writing down your answers, you will record each answer by blackening the space between a pair of lines. *Do not make any marks or record any answers on the pages of this test booklet.*

Your answer sheet will be scored accurately if you observe carefully the following directions:

1. On the answer sheet, find the *section* which corresponds to the practice problems or to the test proper on which you are working.

2. Then find the *row of answer spaces* which is numbered the same as the question you are answering.

3. Then find the *pair of dotted lines* which corresponds to the answer you choose and blacken the space between them. MISPLACED ANSWERS ARE COUNTED AS WRONG ANSWERS.

4. Indicate each answer with SOLID BLACK PENCIL MARKS drawn vertically between the two dotted lines. Solid black marks are made by going over each mark two or three times and by pressing firmly on the pencil.

5. Make your marks as long as the dotted lines.

6. If you change your answer, erase your first mark completely.

7. Make no unnecessary marks in or around the dotted lines.

8. Keep your answer sheet on a hard surface while marking your answers.

9. Make no folds or creases in the answer sheet.

10. *No scratch paper* is allowed for any of these tests. The answer sheet contains a special section which may be used for scribbling.

11. Fold the pages of your test booklet back so that *only one page is visible*. Place the test booklet to the left. Keep the answer sheet under the test booklet so that the answer spaces being marked are as close as possible to the questions being answered.

(Omit the next paragraph unless the tests are to be machine-scored.)

The examination will be scored by an electric test-scoring machine, which makes use of the fact that a solid black pencil mark will carry a current of electricity in the same way that a copper wire does. LIGHT PENCIL MARKS MADE WITH A HARD PENCIL WILL NOT CARRY A CURRENT OF ELECTRICITY! The machine will not give you a correct score unless you indicate your answers with solid black pencil marks made with the *special* pencil which is provided. Do not use any pencil other than the special one provided. The machine cannot distinguish between intended answers and stray pencil marks. If you are careless in erasing or if you leave unnecessary marks on or near the pairs of lines, such marks may be counted by the machine as wrong answers with the result that your score will be lower than it should be.

Wait until the examiner gives the starting signal for the first set of practice problems.

Arithmetic

PRACTICE PROBLEMS

In this test you will be given some problems in arithmetic. After each problem there are five answers, but only one of them is the correct answer. You are to solve each problem and blacken the space on the answer sheet which corresponds to the answer you think is correct. The following problem is an example:

1. How many pencils can you buy for 50 cents at the rate of 2 for 5 cents?
 (a) 10 (b) 20 (c) 25 (d) 100 (e) 125

Find on the answer sheet the space labeled "ARITHMETIC, Practice Problems, Page 3." The correct answer to the problem is 20, which is answer (b).

In the row numbered 1, space (b) has been blackened.

In the *second* row, blacken the space which corresponds to the answer to the second practice problem.

2. If James had 4 times as much money as George, he would have \$16. How much money has George?
 (a) \$4 (b) \$8 (c) \$12 (d) \$16 (e) \$64

You should have blackened space (a), which corresponds to \$4, the correct answer.

Blacken the spaces corresponding to the answers to the following problems:

3. In 5 days Harry has saved a dollar. What has his average daily saving been?
 (a) 20¢ (b) 22½¢ (c) 25¢ (d) 30¢ (e) 40¢
4. John sold 4 magazines at 5 cents each. He kept $\frac{1}{2}$ the money and with the other $\frac{1}{2}$ he bought papers at 2 cents each. How many did he buy?
 (a) 3 (b) 4 (c) 5 (d) 6 (e) 10

When the signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly and accurately. Your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

Stop here. Wait for the signal.

Find the correct answer to each problem below. Then blacken the corresponding space on the answer sheet.

ARITHMETIC

1. Twelve girls rented a cottage for 3 months at \$40 per month. What was the total rent paid by each girl?
(a) \$3.33 (b) \$9.00 (c) \$10.00 (d) \$12.66 (e) \$120.00
2. A farmer used 10 bushels of seed wheat on an 8-acre field. At that rate, how many bushels of seed will he need for a field of 40 acres?
(a) 20 (b) 25 (c) 30 (d) 40 (e) 50
3. The capital of a partnership is \$18,000. A owns 2 shares, B owns 3 shares, and C owns 5 shares. How much of the capital belongs to A?
(a) \$1,800 (b) \$3,600 (c) \$3,800 (d) \$4,000 (e) \$4,500
4. If a car goes 8 miles in 15 minutes, how many miles an hour is it going?
(a) 16 (b) 24 (c) 32 (d) 40 (e) 48
5. A tank with a capacity of 150 gallons is half full of water. How many minutes will it take a pipe supplying water at the rate of $7\frac{1}{2}$ gallons per minute to finish filling the tank?
(a) 1 (b) 5 (c) 10 (d) 20 (e) 100
6. John and Will played 50 games. Eighteen games were tied, and John won $\frac{1}{4}$ of the rest. How many games did Will win?
(a) 8 (b) 12 (c) 16 (d) 20 (e) 24
7. On a total bill of \$860 a discount of $\frac{1}{2}\%$ was allowed. How much was the discount?
(a) \$2.15 (b) \$3.45 (c) \$4.20 (d) \$4.30 (e) \$43.00
8. Sound travels 1,080 feet per second. If the sound which accompanies a flash of lightning is heard 3.5 seconds after the flash is seen, how many feet away is the lightning?
(a) 3,240 (b) 3,680 (c) 3,720 (d) 3,780 (e) 3,790
9. A clock that gained 2 minutes per day was set correctly at noon Tuesday. What time was it by this clock at midnight the following Thursday?
(a) 12:00 (b) 12:01 (c) 12:02 (d) 12:04 (e) 12:05
10. Mr. Lawson pays \$65 per month for rent. His salary is \$3,120 per year. What per cent of his salary does he spend for rent?
(a) 12 $\frac{1}{2}$ (b) 15 (c) 20 (d) 25 (e) 30
11. The perimeter of a rectangular field is 48 yards. The length is 15 yards. How many square yards are in the area?
(a) 135 (b) 145 (c) 270 (d) 360 (e) 720
12. How much more is $\frac{1}{4}$ of $\frac{3}{4}$ than $\frac{1}{4}$ of $\frac{1}{4}$?
(a) $\frac{1}{16}$ (b) $\frac{3}{16}$ (c) $\frac{1}{8}$ (d) $\frac{1}{4}$ (e) $\frac{3}{4}$
13. X, Y, and Z gathered 100 chestnuts altogether. X gathered 4 more than Y, and Y gathered 6 more than Z. How many did Z gather?
(a) 28 (b) 32 (c) 34 (d) 36 (e) 38
14. If 10% is lost by selling a bicycle for \$9.00, for how much should it have been sold to gain 10%?
(a) \$9.90 (b) \$10.00 (c) \$10.10 (d) \$11.00 (e) \$12.00
15. The average person attends school 1,080 days. What part of a 12-year course does he complete, if 180 days are counted as a school year?
(a) $\frac{1}{4}$ (b) $\frac{1}{2}$ (c) $\frac{3}{4}$ (d) $\frac{1}{3}$ (e) $\frac{2}{3}$
16. If 42 be added to John's age, the result is 4 times his age. How old is he?
(a) 10 $\frac{1}{2}$ (b) 14 (c) 16 (d) 21 (e) 30
17. A man buys oranges at 10 cents per dozen and sells them at 18 for 20 cents. How many oranges must he sell to make a profit of \$1.00?
(a) 240 (b) 360 (c) 400 (d) 480 (e) 600
18. X can do a piece of work in 8 days, whereas Y would take 20 days. After X has worked alone for 3 days, how many days will it take Y to finish the work by himself?
(a) 8 (b) 9 (c) 10 (d) 12 (e) 12 $\frac{1}{2}$
19. If $\frac{1}{4}$ of A's money equals $\frac{1}{2}$ of B's money and they have \$40 together, how much has A?
(a) \$8 (b) \$10 (c) \$12 (d) \$16 (e) \$24
20. The head of a fish is 3 inches long; the tail is as long as the head plus $\frac{1}{4}$ of the length of the body; the body is as long as the head and the tail. How many inches long is the fish?
(a) 5 (b) 8 (c) 12 (d) 16 (e) 20

Completion

PRACTICE PROBLEMS

Look at the following definition. You are to think of the word that fits the definition.

1. A contest of speed.

B F M P R

The word is *race*. The letter *R* is the first letter in the word *race*. In the section of the answer sheet labeled "COMPLETION, Practice Problems, Page 5," the space indicated by *R* in the first row has been tickened.

Blacken the space corresponding to the first letter of the word which fits the following definition:

2. A place or building for athletic exercises.

C D G H T

The word is *gymnasium*. You should have marked the space indicated by *G* because it is the first letter of the word *gymnasium*.

Do the following examples in the same way:

3. The thin cutting part of an instrument, as of a knife or a sword.

A B D H W

4. The wife of a king.

F N P Q V

5. A small or portable bed, as of canvas stretched on a frame.

C G N P T

When the starting signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish the time allowed.

Stop here. Wait for the signal.

Think of the word that fits the definition. Then mark the first letter of that word on the answer sheet.

COMPLETION

21. A cap or cover used in sewing to protect the finger.
R S T W Y

22. A bride's personal outfit, as of clothes, jewelry, etc.
E G K M T

23. A whirling wind accompanied by a funnel-shaped cloud.
P Q T U V

24. A thickly populated street marked by wretched living conditions.
F J S U V

25. A mark to shoot at, as for practice.
F H J R T

26. The internal process which renders food absorbable.
B D F H J

27. The apparent junction of earth and sky.
B D F H I

28. An excavation for obtaining building stone.
B J L O Q

29. The latter part and close of the day and early part of darkness or night.
E F H I K

30. A lure to catch fish or other animals.
B J K O V

31. The workroom of a painter or sculptor.
C J K P S

32. The radius or ray of a wagon wheel.
B F J S T

33. A floating object moored to the bottom to mark a channel, anchor, or rock.
B G I O R

34. A unit of weight for precious stones, especially diamonds and pearls.
A C H N T

35. A list of books relating to a given subject.
R D F H I

36. The theft of literary or artistic ideas.
O P R U W

37. A light spear for hurling.
C F G J K

38. A person given or kept as a pledge, as for fulfillment of a treaty.
G H I J K

39. The resistance to motion between two surfaces in contact.
B C D E F

40. A puppet moved by strings or by hand.
C F H L M

41. A combat on horseback between two knights with lances.
A H I J K

42. A detailed list of goods with their estimated worth.
B D H I K

43. A collection of wild animals in cages for exhibition.
F K M N T

44. Any of the ten symbols expressing number.
D M P U W

45. A fictitious narrative enforcing some useful truth.
C D F G W

46. Any very small painting, especially a portrait.
H M Q S T

47. The art of making articles of baked clay, as pottery, tiles, etc.
C F I L O

48. One of the earliest known inhabitants of a country.
A C F G J

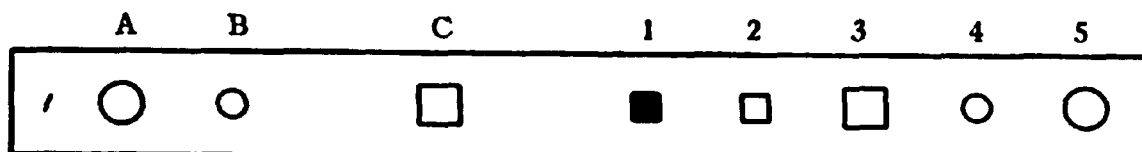
49. A strap or strip of leather.
D F I O T

50. The network spread by a spider.
A C E G I

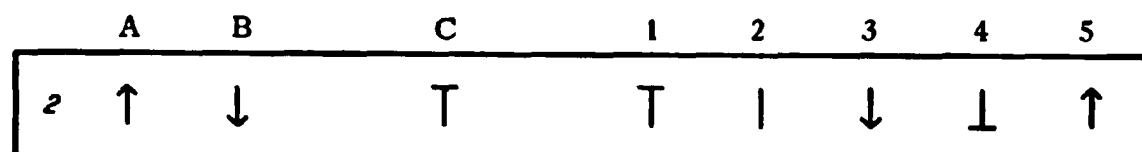
Figure Analogies

PRACTICE PROBLEMS

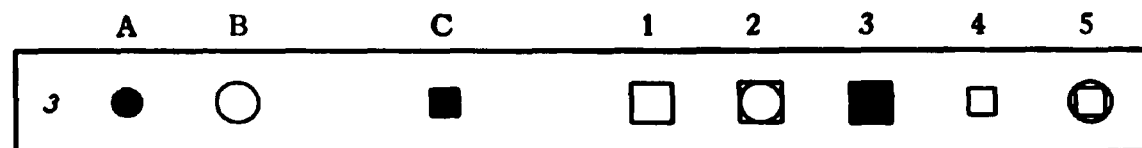
Look at the figures A, B, and C in Sample 1 below. Figure A is a large circle. Figure B is a small circle. By what rule is Figure A changed to make Figure B? The rule is "making it smaller." Now look at Figure C. It is a large square. What will it be if you change it by the same rule? It will be a small square of the same color as the large square. Figure 2 is a small white square. In the section of the answer sheet labeled "FIGURE ANALOGIES, Practice Problems, Page 7," the space numbered 2 in the first row has been blackened to indicate the correct answer.



In Sample 2 below, the rule is: "Turn Figure A upside down to make Figure B." Now look at Figure C and think how it would look when turned upside down. It would look like Figure 4. The space numbered 4 has already been blackened on the answer sheet.



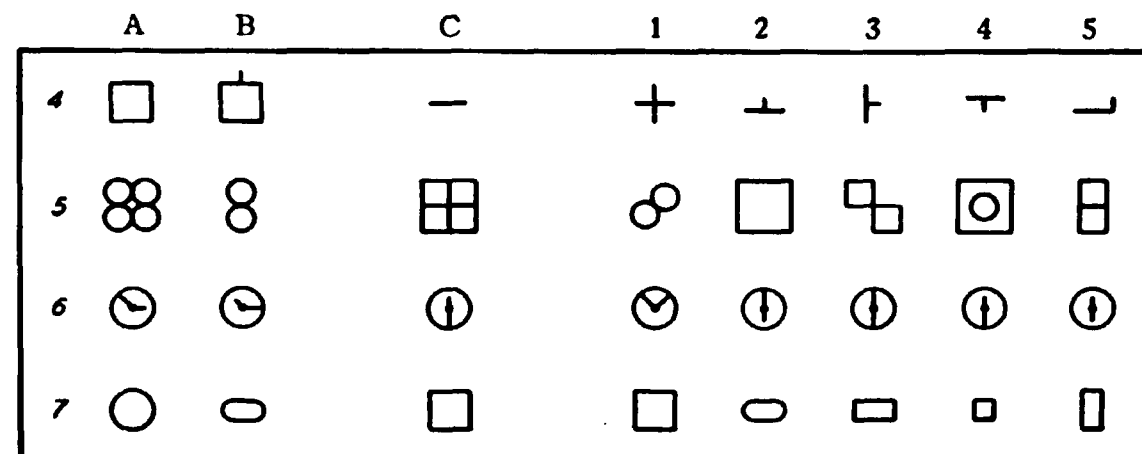
In Sample 3 below, the rule has two parts: "Make Figure B of the opposite color and larger than Figure A." Apply the rule to Figure C and blacken the space which corresponds to the correct answer.



You should have blackened the space numbered 1, which corresponds to the large white square.

Notice that the rule changes from one example to another. You are to do four things to each exercise on this page and the next.

- Decide what rule is used to change Figure A to Figure B.
- Apply this rule to Figure C.
- Select the resulting figure from the five figures at the right.
- Blacken the space on the answer sheet which is numbered the same as the figure you have selected. Proceed to the four exercises below, marking your answers on the answer sheet.



When the starting signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

Stop here. Wait for the signal.

In each line below, find the rule by which Figure A is changed to make Figure B. Apply the rule to Figure C. Select the resulting figure at the right and blacken the corresponding answer space.

FIGURE ANALOGIES

	A	B	C	1	2	3	4	5		A	B	C	1	2	3	4	5
51									66								
52									67								
53									68								
54									69								
55									70								
56									71								
57									72								
58									73								
59									74								
60									75								
61									76								
62									77								
63									78								
64									79								
65									80								

Same-Opposite

PRACTICE PROBLEMS

The word at the left in the following line is "many."

1. many	(1) ill	(2) few	(3) down	(4) sour
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One of the four words at the right means either the *same* as or the *opposite* of "many." The word "few," which is numbered 2, is the opposite of "many." In the section of the answer sheet labeled "SAME-OPPOSITE, Practice Problems, Page 9," space number 2 in the first row has been blackened.

The word at the left in the second example is "ancient." Select the one of the four words at the right that means the *same* as or the *opposite* of "ancient." In the second row on the answer sheet, blacken the space which corresponds to the answer you have selected.

2. ancient	(1) dry	(2) long	(3) happy	(4) old
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You should have blackened the space numbered 4 because 4 corresponds to "old," which means the same as "ancient."

In each of the following lines select the word that means the *same* as or the *opposite* of the word at the left. On the answer sheet, blacken the space which corresponds to the answer you have selected.

3. deep	(1) blue	(2) shallow	(3) tense	(4) watery
4. awkward	(1) clumsy	(2) loyal	(3) passive	(4) young
5. hot	(1) dry	(2) cooked	(3) red	(4) cold

When the starting signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

Stop here. Wait for the signal.

In each row select the word at the right which means the *same* as or the *opposite* of the first word in the row. Blacken the space which corresponds to the word you have selected.

SAME-OPPOSITE

81. severe	(1) cloudy	(2) lax	(3) flat	(4) rustic	106. innocuous	(1) harmful	(2) nocturnal	(3) null	(4) doleful
82. barbarous	(1) tidal	(2) haughty	(3) cultured	(4) abrupt	107. noble	(1) base	(2) facile	(3) profuse	(4) continual
83. stingy	(1) tart	(2) generous	(3) distinct	(4) positive	108. bland	(1) peculiar	(2) undue	(3) athletic	(4) brusque
84. imperative	(1) brilliant	(2) mandatory	(3) cheap	(4) honorable	109. indolent	(1) safe	(2) gradual	(3) emotional	(4) industrious
85. rasping	(1) harsh	(2) minute	(3) kinesthetic	(4) marshy	110. lethal	(1) regal	(2) volatile	(3) arid	(4) deadly
86. uncouth	(1) plausible	(2) refined	(3) restful	(4) sneaking	111. perfidious	(1) eastern	(2) entire	(3) faithful	(4) liberal
87. raw	(1) silken	(2) slick	(3) cooked	(4) stale	112. ludicrous	(1) loyal	(2) insane	(3) comic	(4) splendid
88. diminutive	(1) distraught	(2) large	(3) inductive	(4) reluctant	113. austere	(1) strange	(2) black	(3) oriental	(4) gentle
89. despotic	(1) open	(2) comparative	(3) tyrannical	(4) brisk	114. circuitous	(1) indirect	(2) obligatory	(3) stable	(4) prudent
90. oblique	(1) fearful	(2) cruel	(3) ignorant	(4) slanting	115. callow	(1) sundry	(2) sophisticated	(3) constant	(4) tall
91. vague	(1) definite	(2) fashionable	(3) valuable	(4) infinite	116. derogatory	(1) dilapidated	(2) distinguishing	(3) disparaging	(4) dilatory
92. fastidious	(1) musical	(2) famed	(3) negligent	(4) early	117. refractory	(1) wintry	(2) obedient	(3) plain	(4) lone
93. obsolete	(1) outworn	(2) rampant	(3) bucolic	(4) genuine	118. erratic	(1) consistent	(2) wrong	(3) righteous	(4) courageous
94. single	(1) hearty	(2) knowing	(3) doubtful	(4) unique	119. puerile	(1) wicked	(2) mature	(3) enraged	(4) gay
95. legible	(1) illegal	(2) ineligible	(3) readable	(4) essential	120. blatant	(1) tantamount	(2) latent	(3) vicarious	(4) vociferous
96. arduous	(1) barren	(2) easy	(3) capable	(4) correct	121. sardonic	(1) infernal	(2) conjectural	(3) sarcastic	(4) contrary
97. stately	(1) howling	(2) good	(3) furious	(4) august	122. exigent	(1) foaming	(2) pressing	(3) opulent	(4) average
98. indubitable	(1) questionable	(2) dismal	(3) contented	(4) sick	123. anomalous	(1) irregular	(2) accurate	(3) critical	(4) secular
99. impotent	(1) powerful	(2) prosaic	(3) troubled	(4) tribal	124. tenuous	(1) lateral	(2) periodic	(3) thin	(4) molar
100. heinous	(1) hateful	(2) liable	(3) majestic	(4) foremost	125. torpid	(1) warm	(2) kind	(3) active	(4) bound
101. dogmatic	(1) stealthy	(2) urgent	(3) opinionated	(4) worthy	126. incorporeal	(1) fierce	(2) joyous	(3) grave	(4) material
102. bellicose	(1) usable	(2) warlike	(3) bald	(4) witty	127. imminent	(1) eminent	(2) imposing	(3) stupendous	(4) impending
103. precocious	(1) nodding	(2) hairy	(3) backward	(4) endless	128. redolent	(1) unscrupulous	(2) odorous	(3) unruly	(4) tasteless
104. inebriated	(1) drunken	(2) defensive	(3) cynical	(4) drab	129. recondite	(1) obvious	(2) creative	(3) ascribable	(4) valiant
105. occidental	(1) immodest	(2) calculating	(3) powerless	(4) western	130. egregious	(1) regretful	(2) emerging	(3) destructive	(4) extraordinary

Number Series

PRACTICE PROBLEMS

The numbers in each series below follow some rule. For each series you are to find the *next number*.

In the first series below, each number is 2 larger than the preceding number. The *next number* in the series would be 14. Of the five answers at the right, answer (e) is, therefore, correct. In the section of the answer sheet labeled "NUMBER SERIES, Practice Problems, Page 11," space (e) in the first row has been blackened.

Series							Next Number				
1.	2	4	6	8	10	12	10	11	12	13	14
							(a)	(b)	(c)	(d)	(e)

Find the rule in the series below, and blacken one of the answer spaces in the second row on the answer sheet.

2.	20	19	18	17	16	15	10	12	14	15	16
							(a)	(b)	(c)	(d)	(e)

Each number in this series is 1 less than the preceding number. You should have blackened space (c), which corresponds to 14, the next number in the series.

Find the rule in the series below, and blacken the space on the answer sheet which corresponds to the next number.

3.	10	8	11	9	12	10	9	10	11	12	13
							(a)	(b)	(c)	(d)	(e)

The series above goes by alternate steps of subtracting 2 and adding 3. You should have blackened space (e), which corresponds to 13, the next number.

In each series below, find the rule and blacken the space on the answer sheet which corresponds to the next number. There is a different rule for each series. Go right ahead. Do not wait for any signal.

4.	8	11	14	17	20	23	10	13	23	25	26
							(a)	(b)	(c)	(d)	(e)
5.	27	27	23	23	19	19	15	16	17	18	19
							(a)	(b)	(c)	(d)	(e)
6.	16	17	19	20	22	23	18	20	22	24	25
							(a)	(b)	(c)	(d)	(e)

When the starting signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

Stop here. Wait for the signal.

Find the rule in each problem below and blacken the space which corresponds to the next number.

NUMBER SERIES

131.	9	12	15	18	21	24	27	30	31	32	33	36	146.	28	27	25	22	18	13	7	0	5	7	8	9
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
132.	2	3	9	10	30	31	93	89	91	92	93	94	147.	5	3	4	6	4	5	7	4	5	6	8	9
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
133.	82	73	64	55	46	37	28	14	18	19	20	27	148.	1	2	4	8	10	20	22	24	40	44	46	48
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
134.	18	21	17	20	16	19	15	11	13	16	18	19	149.	4	8	9	18	22	23	46	48	50	69	70	90
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
135.	20	18	21	17	22	16	23	9	12	15	21	24	150.	12	15	19	23	28	33	39	41	43	44	45	46
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
136.	24	48	12	24	6	12	3	6	12	18	24	48	151.	88	90	45	48	16	20	5	1	8	9	10	25
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
137.	16	18	21	14	16	19	12	5	8	9	13	14	152.	10	14	16	19	23	25	28	30	31	32	33	34
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
138.	4	4	0	5	5	1	6	2	4	6	8	11	153.	16	61	15	51	14	41	13	12	13	14	21	31
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
139.	3	8	5	10	7	12	9	6	12	14	17	18	154.	22	15	21	16	20	17	19	13	14	16	18	21
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
140.	4	5	6	7	5	6	7	3	6	7	8	9	155.	22	20	10	12	6	4	2	2	4	6	8	10
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
141.	60	64	32	36	18	22	11	0	5	7	10	15	156.	45	36	28	21	15	10	6	2	3	4	12	16
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
142.	2	6	3	9	6	18	15	12	20	30	45	50	157.	41	37	38	19	15	16	8	1	2	3	4	5
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
143.	8	9	12	13	15	16	19	17	20	21	23	24	158.	21	18	9	27	24	12	36	12	18	33	42	72
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
144.	1	2	4	7	11	16	22	24	25	26	27	29	159.	84	21	63	65	64	16	48	13	16	24	47	50
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)
145.	2	5	6	5	8	9	8	4	7	9	11	12	160.	5	10	13	9	18	21	17	13	20	27	30	34
								(a)	(b)	(c)	(d)	(e)									(a)	(b)	(c)	(d)	(e)

Verbal Analogies

PRACTICE PROBLEMS

Read the following words.

1. foot-shoe hand- (1) thumb (2) head (3) glove (4) finger (5) clasp

The first two words, *foot-shoe*, are related. The next word is *hand*. It can be combined with one of the remaining words in the row so as to make a similar pair, *hand-glove*. In the section of the answer sheet labeled "VERBAL ANALOGIES, Practice Problems, Page 13," space number 3 in the first row has been blackened.

Read the following words:

2. father-son mother- (1) aunt (2) sister (3) child (4) daughter (5) niece

The first pair is *father-son*. The next word is *mother*. It can be combined with the word *daughter* to make the similar pair, *mother-daughter*. In the second row on the answer sheet, blacken space number 4, which corresponds to the word *daughter*.

In each row of words, the first two words form a pair. The third word can be combined with another word to form a similar pair. Select the word which completes the second pair. On the answer sheet, blacken the space which corresponds to the word you select.

3. sky-blue grass- (1) ground (2) sod (3) path (4) blue (5) green

4. ice-solid water- (1) hard (2) fire (3) iron (4) liquid (5) boat

In the third row on the answer sheet, you should have blackened space number 5, which corresponds to *green*. In the fourth row, you should have blackened space number 4, which corresponds to *liquid*.

Select the answers to the following problems and blacken the corresponding spaces on the answer sheet. Go right ahead. Do not wait for any signal.

5. ear-music nose- (1) face (2) perfume (3) breath (4) tone (5) noise

6. cloth-dye house- (1) shade (2) paint (3) brush (4) door (5) wood

7. green-grass yellow (1) silver (2) color (3) golden (4) china (5) gold

8. cattle-hay man- (1) eat (2) drink (3) water (4) life (5) bread

When the starting signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

Stop here. Wait for the signal.

In each row, select the word which completes the second pair.
Blacken the space which corresponds to the word you have selected.

VERBAL ANALOGIES

161. clothes-tear	dishes-	(1) eat	(2) silver	(3) fall	(4) wash	(5) break
162. soldier-uniform	knight-	(1) fight	(2) armor	(3) heraldry	(4) sword	(5) galla
163. tree-forest	flower-	(1) petal	(2) garden	(3) perfume	(4) aroma	(5) rose
164. coffee-bean	tea-	(1) cup	(2) cake	(3) tree	(4) leaf	(5) lunch
165. skate-ice	ski-	(1) skis	(2) sport	(3) winter	(4) snow	(5) dang
166. tiger-hair	trout-	(1) meal	(2) water	(3) fish	(4) scales	(5) swim
167. finger-hand	toe-	(1) nail	(2) heel	(3) foot	(4) arch	(5) leg
168. boat-lifebelt	airplane-	(1) pilot	(2) air	(3) train	(4) mail	(5) para
169. nurse-hospital	teacher-	(1) office	(2) pupil	(3) class	(4) school	(5) exam
170. tragedy-comedy	tears-	(1) laughter	(2) weep	(3) handkerchief	(4) movie	(5) amus
171. body-food	engine-	(1) wheels	(2) fuel	(3) smoke	(4) fire	(5) motio
172. Indian-wigwam	Eskimo-	(1) ice	(2) igloo	(3) home	(4) Arctic	(5) seal
173. table-wood	knife-	(1) cutting	(2) chair	(3) fork	(4) handle	(5) steel
174. sight-color	hearing-	(1) blind	(2) deaf	(3) hue	(4) tone	(5) ear
175. own-rich	know-	(1) kind	(2) conceited	(3) educated	(4) old	(5) mone
176. laborer-foreman	private-	(1) officer	(2) army	(3) servant	(4) soldier	(5) duty
177. offend-defend	attack-	(1) fight	(2) protect	(3) duel	(4) besiege	(5) battl
178. past-present	yesterday-	(1) today	(2) tomorrow	(3) Christmas	(4) future	(5) forge
179. scepter-king	chains-	(1) bonds	(2) mail	(3) slave	(4) link	(5) carpe
180. automobile-wagon	motorcycle-	(1) walking	(2) horse	(3) bus	(4) train	(5) bicyc
181. nation-war	clan-	(1) group	(2) peace	(3) feud	(4) guns	(5) famil
182. large-object	loud-	(1) soft	(2) small	(3) heavy	(4) weight	(5) soun
183. bow-violin	stick-	(1) violinist	(2) juggler	(3) orchestra	(4) leader	(5) drum
184. metal-gold	grain-	(1) plant	(2) silver	(3) vegetable	(4) food	(5) oats
185. banquet-snack	oration-	(1) chat	(2) drama	(3) voice	(4) manuscript	(5) serm
186. caution-safety	risk-	(1) security	(2) danger	(3) insurance	(4) life	(5) good
187. abundant-cheap	scarce-	(1) buy	(2) costly	(3) bargain	(4) rare	(5) plent
188. odor-fragrant	taste-	(1) sweet	(2) bitter	(3) sugar	(4) tongue	(5) smell
189. eraser-ink	suds-	(1) soak	(2) stock	(3) dirt	(4) clothes	(5) foam
190. hose-nozzle	pitcher-	(1) handle	(2) rim	(3) cover	(4) spout	(5) basir
191. book-author	machine-	(1) inventor	(2) genius	(3) factory	(4) mechanic	(5) drive
192. wolf-sheep	cat-	(1) fur	(2) kitten	(3) dog	(4) mouse	(5) puzz
193. trifle-disaster	spark-	(1) small	(2) hot	(3) bright	(4) burn	(5) confl
194. cloud-storm	fever-	(1) thermometer	(2) temperature	(3) doctor	(4) patient	(5) sickn
195. date-calendar	hour-	(1) time	(2) minute	(3) clock	(4) week	(5) o'clock
196. hinge-door	joint-	(1) bend	(2) open	(3) fasten	(4) arm	(5) tende
197. cave-house	club-	(1) police	(2) gun	(3) strike	(4) rock	(5) armo
198. plumber-pipe	carpenter-	(1) saw	(2) board	(3) wrench	(4) screw	(5) bench
199. lawless-lynch	legal-	(1) kill	(2) execute	(3) condemn	(4) drown	(5) trial
200. cable-wire	crowd-	(1) audience	(2) trio	(3) individual	(4) mob	(5) mess

SOCIAL PERSONALITY INVENTORY FOR COLLEGE WOMEN

214

By A. H. MASLOW

NAME DATE AGE

Underline one: Single Married Divorced Separated Widowed

Education School

Occupation

Height: Weight:

Underline one: Catholic Protestant Jewish; or, if other (write in)

GENERAL INSTRUCTIONS

Read carefully

If possible, answer all questions. If you have any difficulty in understanding or answering a question, put a question mark in the margin beside your answer, with a brief explanation of your difficulty. Your answers and any comments you may make will, of course, be considered strictly confidential.

Check only one answer. If you find that no one of the possible answers fits you perfectly, check the one that is *nearest* true for you.

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STANFORD, CALIFORNIA

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of the Leland Stanford Junior University

Answer each question by writing X before the word or phrase that is nearest true for you that most closely expresses your attitude or feeling.

1. Do you think girls are catty and petty?

-Most are.
-Many are.
-Some are.
-A few are.
-Rare exceptions are.

2. Do you feel that you have a "stronger personality" than your girl associates?

-Than almost all.
-Than most.
-Than many.
-Than some.
-Than a few or none.

3. What is your attitude toward women who often disregard the usual social, moral, or ethical conventions?

-Dislike very much.
-Dislike somewhat.
-Neither like nor dislike.
-Like somewhat.
-Like very much.

4. Are you repelled by the sight of physical cruelty?

-Always.
-Usually.
-Sometimes.
-Seldom.
-Never.

5. How do you prefer a man to be dressed?

-Very carefully.
-Carefully.
-Casually.
-Somewhat carelessly.
-Carelessly.

6. How many of the men that you know, of about your own age, do you dominate?

-Most.
-Many.
-Some.
-A few.
-None.

7. What is your attitude toward men who *look* as if they could be brutal?

-Very much repelled.
-Somewhat repelled.
-Neither repelled nor attracted.
-Somewhat attracted.
-Very much attracted.

8. Have you broken or inwardly rebelled against rules (morality, college, club, etc.)?

-Very often.
-Often.
-Sometimes.
-Seldom.
-Never.

9. How do you regard a man who is frequently blunt in speech?

-Like very much.
-Like somewhat.
-Neither like nor dislike.
-Dislike somewhat.
-Dislike very much.

10. How would you feel about accidentally going to a formal party in street clothes?

-Dislike very much.
-Dislike somewhat.
-Neither like nor dislike.
-Like somewhat.
-Like very much.

11. How many girls that you know, of about your own age, do you dominate?

-Most.
-Many.
-Some.
-A few.
-None.

12. How do you react to the shy, timid, bashful kind of men?

-Like very much.
-Like somewhat.
-Neither like nor dislike.
-Dislike somewhat.
-Dislike very much.

13. Which do you prefer for company (in sports, intellectual activities, hiking, the theaters, conversation, etc.)—men or women? Strike a rough average of your preferences in all of these activities.

-Always prefer women.
-Usually prefer women.
-No preference.
-Usually prefer men.
-Always prefer men.

Do you consider yourself more or less sympathetic than the average toward your friends and acquaintances in their woes and troubles?

-Very much more than the average woman.
-Somewhat more.
-Average.
-Somewhat less.
-Very much less.

Do your friends and acquaintances come to you for advice concerning their personal problems?

-Very frequently.
-Frequently.
-Sometimes.
-Rarely.
-Never.

How often are you apt to be the leader in such activities as organizing and running clubs, discussion groups, committees, etc.?

-Much more frequently than the average woman.
-Somewhat more frequently than average.
-About average.
-Somewhat less frequently than average.
-Much less frequently than average.

How quickly do you make the ordinary decisions of everyday life?

-Very quickly.
-Rather quickly.
-Average.
-Rather slowly.
-Very slowly.

Are you troubled with feelings of inferiority?

-Much more than the average woman.
-Somewhat more than the average woman.
-About average.
-Somewhat less than the average woman.
-Much less than the average woman.

Do you tend to ignore the feelings of others when accomplishing some end that is important to you?

-Usually.
-Often.
-Sometimes.
-Seldom.
-Never.

How often are people successful in taking advantage of you?

-Usually.
-Often.
-Sometimes.
-Seldom.
-Never.

21. How important is it for your feeling of security that the people about you should like you?

-Very important.
-Fairly important.
-Very slightly important.
-Completely unimportant.

22. How do you feel about being a housewife and mother as a life job?

-Completely satisfying.
-Would also like *some* outside work or activities.
-Would also like *much* outside work or activities.
-Would also like a career or job of my own at same time.
-Would prefer a career.

23. How often do you tell people what you think of them when they do something you dislike?

-Very frequently.
-Often.
-Sometimes.
-Rarely.
-Never.

24. Must your ideal man, in your private life, observe the customary niceties of behavior (politeness, etiquette, manners, etc.)?

-Always or almost always (90%–100% of the time).
-Most of the time (70%–90% of the time).
-Often (40%–70% of the time).
-Sometimes (20%–40% of the time).
-Rarely or never (0–20% of the time).

25. How do you feel about men who always follow the usual social conventions (manners, customs, etiquette)?

-Like very much.
-Like somewhat.
-Neither like nor dislike.
-Dislike somewhat.
-Dislike very much.

26. How often do you blush?

-Very frequently.
-Frequently.
-Sometimes.
-Rarely.
-Almost never or never.

27. How frequently are you embarrassed?

-Very frequently.
-Frequently.
-Sometimes.
-Rarely.
-Almost never or never.

Encircle **-2** if you dislike it very much; thus: **(-2)** -1 0 +1 +2.
 Encircle **-1** if you dislike, or tend to dislike it moderately or somewhat.
 Encircle **0** if you neither like nor dislike it.
 Encircle **+1** if you like or tend to like it moderately or somewhat.
 Encircle **+2** if you like it very much.

If you have even the slightest feeling of like or dislike, encircle appropriately **-1** or **+1**. Reserve **0** as an answer for those cases where you have absolutely no feelings of like or dislike.

	ANSWER				
1. Aloofness in a person you have just met.	-2	-1	0	+1	+2
2. Worldliness (rather than pseudo sophistication).....	-2	-1	0	+1	+2
3. A career (for you).	-2	-1	0	+1	+2
4. Men who antagonize you somewhat.	-2	-1	0	+1	+2
5. Making up your own mind.	-2	-1	0	+1	+2
6. Fame (not mere notoriety).	-2	-1	0	+1	+2
7. Men of whom you are a bit afraid.	-2	-1	0	+1	+2
8. Unconventional language.	-2	-1	0	+1	+2
9. To be an executive.	-2	-1	0	+1	+2
10. Strong-willed people.	-2	-1	0	+1	+2
11. Risqué stories.	-2	-1	0	+1	+2
12. Very dominant men.	-2	-1	0	+1	+2
13. Very dominant women.	-2	-1	0	+1	+2
14. Being a leader.	-2	-1	0	+1	+2
15. Sweet, "feminine" type of girl as your friend.....	-2	-1	0	+1	+2
16. Playing cards for money.	-2	-1	0	+1	+2
17. Driving an automobile at great speed.	-2	-1	0	+1	+2
18. Being popular with men.	-2	-1	0	+1	+2
19. Men who are never profane.	-2	-1	0	+1	+2
20. Being hypnotized.	-2	-1	0	+1	+2
21. Sewing.	-2	-1	0	+1	+2
22. Discussing politics.	-2	-1	0	+1	+2
23. Discussing people's personalities.	-2	-1	0	+1	+2
24. Betting on horse races.	-2	-1	0	+1	+2
25. Justifiable conceit in a man.	-2	-1	0	+1	+2

GENERAL EDUCATION SERIES

Inventory of Personal-Social Relationships

Test No. 291-42-1**DEVELOPED BY THE COOPERATIVE STUDY
IN GENERAL EDUCATION**

General Instructions

Developing insight and skill in human relations is one of the important objectives of general education. This inventory is designed to provide you with a convenient means for "taking stock" of your own experiences, your activities and interests, your concerns and difficulties—in your personal-social relationships in school or college and at home. Such a self-appraisal, if it is thoughtfully and honestly done, can be revealing and useful. Analysis and discussion of your responses with a competent counselor should give you constructive ideas for the attainment of this objective.

You may have as much time as you need to work on the Inventory. You will probably be able to finish it in one class period; but if you do not your instructor will arrange some other time for you to finish.

Name _____ School or College _____

Group _____ Date _____



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PART I. ACTIVITIES AND INTERESTS

Directions:

Mark your responses as follows in the A U D column at the left-hand side of the page:

- ☒ A U D -- Draw a circle around the A if the item represents an activity in which you participate or something you do, either occasionally or frequently.
- A ☒ U D -- Draw a circle around the U if the item represents something you rarely or never do BUT in which you are interested--that is, something you would like to do.
- A U ☒ D -- Draw a circle around the D if the item represents something you rarely or never do AND toward which you are more or less indifferent.

DO NOT OMIT ANY ITEMS. IF YOU ARE DOUBTFUL ABOUT YOUR RESPONSE, MAKE THE BEST QUICK DECISION YOU CAN. DO NOT PAUSE TOO LONG ON ANY ONE STATEMENT.

- | | | |
|-----|-------|--|
| s | A U D | 1. Going to a student "hangout" with friends for a Coke, a snack, etc. |
| k,i | A U D | 2. Singing in a glee club, chorus, quartet, or similar musical group. |
| s,k | A U D | 3. Playing on an organized athletic team (varsity or intramural). |
| f | A U D | 4. Attending student-faculty teas. |
| s,k | A U D | 5. Going to dances. |
| o | A U D | 6. Studying with a student of the opposite sex. |
| h | A U D | 7. Discussing my school or college experiences in detail with my parents. |
| r | A U D | 8. Serving on the student council or on a committee appointed by it. |
| s | A U D | 9. Participating in the social affairs of a fraternity, sorority, or social club. |
| h | A U D | 10. Engaging in outdoor sports with my family. |
| i | A U D | 11. Participating in a debating or literary (poetry, book review, reading, etc.) club. |

As a reminder--

- A -- means something you do or participate in
 U -- means something you rarely or never do but are interested in
 D -- means something you rarely or never do and are indifferent toward

- | | | |
|-----|-------|--|
| 1 | A U D | 12. Serving as a leader in a student religious organization--e.g., officer, committee chairman, etc. |
| k,1 | A U D | 13. Organizing a social affair for a large group of students. |
| i | A U D | 14. Visiting a museum or art gallery with other students. |
| 1 | A U D | 15. Acting as a leader in a journalistic or literary activity--e.g., editor, business manager, officer of literary club, etc. |
| o,1 | A U D | 16. Getting dates for my friends. |
| i,r | A U D | 17. Going voluntarily with fellow students on field trips to get first-hand knowledge about other people whose ways of living are different from mine. |
| o | A U D | 18. Taking part in indoor games with students of the opposite sex--e.g., ping-pong, cards, parlor games, etc. |
| i,1 | A U D | 19. Volunteering to help students who are having trouble with their studies. |
| o | A U D | 20. Going out to lunch or dinner with a date. |
| f,r | A U D | 21. Serving on a student-faculty project to render a special service to the school or to the community--e.g., raising funds for social services, improving housing, etc. |
| f | A U D | 22. Having a friendly talk with my faculty adviser about things in general. |
| r | A U D | 23. Participating in social-service work through the Scouts, Y.M.C.A., etc. |
| h | A U D | 24. Discussing the family's financial circumstances with my parents. |
| f | A U D | 25. Having congenial, informal contacts with faculty members outside of class--e.g., having a Coke, walking down the street, etc. |
| s | A U D | 26. Going on a house party or taking week-end jaunts with a group of fellow students. |

- | | | | | | |
|-----|---|---|---|-----|--|
| k | A | U | D | 27. | Learning useful things about etiquette by attending organized discussion groups. |
| s,k | A | U | D | 28. | Learning new dance steps. |
| f,i | A | U | D | 29. | Attending departmental club meetings--e.g., science, French, economics, etc. |
| s,k | A | U | D | 30. | Attending formal parties. |
| o,h | A | U | D | 31. | Having helpful talks with one or more members of the family about the physical aspects of sex and the moral standards involved in sex relations. |
| r | A | U | D | 32. | Working (without pay) on a group project to improve the physical facilities or services of my school or college. |
| h | A | U | D | 33. | Going on trips with the whole family on week ends or during vacations. |
| o | A | U | D | 34. | Reading aloud with students of the opposite sex. |
| h | A | U | D | 35. | Telling my friends about my family. |
| i | A | U | D | 36. | Attending (or listening to broadcasts of) good plays or classical concerts with fellow students. |
| l | A | U | D | 37. | Being a leader in student government work--e.g., member of student council, chairman of committee, officer or candidate for office, etc. |
| k,l | A | U | D | 38. | Serving as toastmaster or speaker at a dinner or an entertainment. |
| i | A | U | D | 39. | Discussing seriously with fellow students current world problems and their implications for education, foreign policy, etc. |
| f | A | U | D | 40. | Going to the home of a faculty member for an informal social affair. |
| o | A | U | D | 41. | Dating. |
| i | A | U | D | 42. | Studying with other students or working cooperatively with them on course projects. |
| o | A | U | D | 43. | Taking part in outdoor activities with students of the opposite sex--e.g., hikes, picnics, sports, etc. |
| s | A | U | D | 44. | Getting advice or help on personal problems from fellow students. |
| o | A | U | D | 45. | Chatting freely and informally (between classes, etc.) with students of the opposite sex. |
| h | A | U | D | 46. | Discussing religious problems with my parents. |
| f | A | U | D | 47. | Going voluntarily to talk with a dean or some other student-personnel officer. |
| s | A | U | D | 48. | Enjoying friendly talks with maintenance workers--e.g., janitors, maids, watchmen, etc. |

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 U -- means something you rarely or never do but are interested in
 D -- means something you rarely or never do and are indifferent toward

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|-----|-------|--|
| h | A U D | 49. Having serious discussions with the family about major social problems such as wars, politics, etc. |
| f | A U D | 50. Being entertained by my adviser--e.g., at his home, on a picnic, etc. |
| s,k | A U D | 51. Participating voluntarily in such outdoor activities as outing-club events, informal group sports, etc. |
| f | A U D | 52. Engaging in sports or games with members of the faculty. |
| k,i | A U D | 53. Playing an instrument in either an informal or an organized musical group. |
| f | A U D | 54. Discussing problems of sex and marriage with faculty members. |
| k,i | A U D | 55. Working on the staff of a student publication. |
| o | A U D | 56. "Going steady." |
| h | A U D | 57. Participating with my parents in handicraft, creative art, or musical activities. |
| r | A U D | 58. Participating in the activities of a political or social-action organization such as Young Democrats, Young Republicans, United World Federalists, etc. |
| s | A U D | 59. Doing things with a special group of intimate friends. |
| h | A U D | 60. Working with my parents on such family projects as gardening, improving the house or yard, etc. |
| i | A U D | 61. Entering into long discussions with other students on problems raised in class or by reading, by speeches, and the like. |
| l | A U D | 62. Being captain of an athletic team (either varsity or intramural). |
| k,l | A U D | 63. Entertaining a group with songs, stories, or jokes. |
| i | A U D | 64. Discussing religious problems with another student. |
| f | A U D | 65. Participating in a student-faculty committee or discussion group to consider improvements in the curriculum or other aspects of the school or college program. |
| o | A U D | 66. Dating a number of different persons. |

- | | | | | | |
|-----|---|---|---|-----|--|
| r,l | A | U | D | 67. | Taking an active part in an enterprise to provide social life for students who have few or no friends. |
| o | A | U | D | 68. | Getting to know members of the opposite sex who measure up fully to my ideals. |
| r,l | A | U | D | 69. | Being helpful to students who are ill or whose financial means are limited--e.g., doing errands for students who are sick in bed, raising money for scholarship or loan funds, sharing books or other belongings, etc. |
| o | A | U | D | 70. | Sharing with a student of the opposite sex an interest in music, dramatics, or art--e.g., going together to concerts, plays, art exhibits, etc. |
| h | A | U | D | 71. | Having long, intimate talks with one or both parents. |
| f | A | U | D | 72. | Getting to know a faculty person well enough to count him or her as one of my best personal friends. |
| r | A | U | D | 73. | Being active in a project to do something constructive for the community in which my school or college is located. |
| h | A | U | D | 74. | Engaging in indoor games and social pastimes at home with the family--e.g., singing, cards, ping-pong, charades, etc. |
| r | A | U | D | 75. | Actively working in a student religious group. |
| s,k | A | U | D | 76. | Playing cards, parlor games, billiards, and similar indoor games with fellow students. |
| s | A | U | D | 77. | Getting acquainted through casual or chance conversation with students I haven't met formally. |
| k,i | A | U | D | 78. | Taking a part in or assisting in the production of a play or operetta. |
| f | A | U | D | 79. | Discussing religious problems with faculty members. |
| k,i | A | U | D | 80. | Participating voluntarily (not in class) with other students in creative work in fine arts, crafts, or graphic arts. |
| o | A | U | D | 81. | Discussing problems of sex and marriage with a contemporary of the opposite sex. |
| h | A | U | D | 82. | Going out socially with my parents--e.g., dances, church suppers, card parties, etc. |
| r | A | U | D | 83. | Working actively with others through conferences or other enterprises to improve interracial relations. |
| s | A | U | D | 84. | Having long, intimate talks with one or more student friends. |
| h,r | A | U | D | 85. | Working with my parents on community service projects--e.g., Community Chest, Red Cross, etc. |
| f | A | U | D | 86. | Discussing thoroughly with my faculty adviser the meaning of my test scores. |
| l | A | U | D | 87. | Being a leader in musical or art organizations--e.g., soloist, officer, etc. |

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 C -- means something you rarely or never do and are indifferent toward

- | | | | | | |
|-----|---|---|---|-------|---|
| k,l | A | U | D | 88. | Being on a debate team or making prepared talks at assemblies, student meetings, etc. |
| i | A | U | D | 89. | Reading aloud with fellow students. |
| f | A | U | D | 90. | Discussing personal problems (other than academic ones) with my adviser. |
| o | A | U | D | 91. | Discussing religion with a contemporary of the opposite sex. |
| r,l | A | U | D | 92. | Participating in the promotional aspects of extracurricular activities--e.g., electioneering, selling subscriptions, getting signatures for petitions, etc. |
| o | A | U | D | 93. | Having good times on dates or with mixed groups in ways that are inexpensive. |
| r,l | A | U | D | 94. | Working to develop higher standards of honesty, conduct, good citizenship, etc., among students. |
| s | A | U | D | 95.* | Forming strong friendships with students I hadn't known before coming to college. |
| h | A | U | D | 96.* | Inviting my parents to visit me at college. |
| r | A | U | D | 97.* | Participating with others in a project to make the college better known to high-school students and teachers, visitors, or the general public. |
| f | A | U | D | 98.* | Having a good talk with the house mother or supervisor of a college dormitory or other type of student rooming place. |
| r,l | A | U | D | 99.* | Serving as a student counselor. |
| h,s | A | U | D | 100.* | Inviting college friends to visit my home. |

Go on to Part II. Read the instructions for Part II carefully; they are different from those for Part I.

PART II. CONCERNS AND DIFFICULTIES

In this part of the inventory you are asked to indicate any concerns or difficulties you have in your personal-social relationships. The assumptions that have been made in preparing Part II are these: (1) all individuals normally do experience difficulties at times in their personal-social relationships; (2) the difficulties experienced often provide opportunity for growth when we understand them and make intelligent efforts to solve them; (3) frank evaluation of difficulties can contribute to growth in skill and insight.

Directions:

Mark your responses as follows in the A U D column at the left-hand side of the page:

☒ A U D -- Draw a circle around the A if the item represents a difficulty or concern of importance to you.

A ☒ U D -- Draw a circle around the U if the item represents a mild difficulty or concern to you.

A U ☒ D -- Draw a circle around the D if the item represents something that is not a difficulty or concern to you.

DO NOT OMIT ANY ITEMS. IF YOU ARE DOUBTFUL ABOUT YOUR RESPONSE, MAKE THE BEST QUICK DECISION YOU CAN. DO NOT PAUSE TOO LONG ON ANY ONE STATEMENT.

- | | |
|-----|--|
| s | A U D 101. Being in too few student activities. |
| k | A U D 102. Forgetting names or faces. |
| p | A U D 103. Lacking enough energy to enjoy social life. |
| s | A U D 104. Lack of money (or of time because of the necessity for earning money) preventing participation in social and recreational activities. |
| k | A U D 105. Not knowing how to dance well. |
| p,n | A U D 106. Being self-conscious about noticeable physical defects. |
| f | A U D 107. Not finding opportunity to discuss problems with instructors outside of class. |
| h | A U D 108. Family overinfluencing my academic or vocational choices. |

As a reminder --

A -- means a difficulty or concern of importance to you.

U -- means a mild difficulty or concern.

D -- means not a difficulty or concern.

- | | | | |
|-----|-------|------|---|
| f | A U D | 109. | Lack of informal social contacts with faculty members. |
| h,p | A U D | 110. | Differences of opinion with my family concerning what is good for my health. |
| o,k | A U D | 111. | Not knowing how to be entertaining on a date. |
| s | A U D | 112. | Lack of interest in the student activities available. |
| s,k | A U D | 113. | Finding it hard to get acquainted with people at social affairs. |
| p | A U D | 114. | Lack of sleep spoiling my enjoyment of social activities. |
| o | A U D | 115. | Too few dates. |
| h,e | A U D | 116. | Family making unreasonable restrictions in regard to my social life. |
| n | A U D | 117. | Having habits, mannerisms, or a voice that impress fellow students unfavorably. |
| f,e | A U D | 118. | Not talking with instructors because I might be considered an "apple polisher." |
| h | A U D | 119. | Not feeling free to entertain friends at home because of parents' attitudes. |
| s | A U D | 120. | Feeling that what I can contribute to student groups is not considered important. |
| o,n | A U D | 121. | Being completely uninterested in the opposite sex. |
| s,e | A U D | 122. | Lacking confidence in myself in social situations. |
| o | A U D | 123. | Lack of inexpensive and enjoyable social affairs at my school or college where fellows and girls can get acquainted. |
| s,n | A U D | 124. | Finding it difficult to take part in student social life because I am a member of a minority racial, religious, or nationality group. |
| o,e | A U D | 125. | Lacking experience in mixing socially with the opposite sex. |
| f | A U D | 126. | Conferences with my faculty adviser being limited pretty much to selection of courses for my schedule |
| k | A U D | 127. | Being unable to say my share of interesting things in a social "gabfest." |

p	A	U	D	128.	Physical deficiencies keeping me out of sports or other extracurricular activities.
s	A	U	D	129.	Spending too much time with one person or with very few persons.
k	A	U	D	130.	Not having the skills or talents required to excel in extracurricular activities.
p,n	A	U	D	131.	Feeling handicapped in social life by impaired hearing or poor vision.
f	A	U	D	132.	Feeling that I do not know my instructors at all well.
h	A	U	D	133.	Disagreeing with family on social morals or conduct-- e.g., dancing, cards, dress, smoking, etc.
f,p	A	U	D	134.	Unsatisfactory contacts with the staff of the student health service.
h,n	A	U	D	135.	Being embarrassed by my family background.
o,p	A	U	D	136.	Not knowing enough about the physiology of sex.
s	A	U	D	137.	Being worried about the kind of impression I make at social functions.
k	A	U	D	138.	Being unable to hold my own in an argument.
p	A	U	D	139.	Ill health periodically or continuously restricting social life and recreation.
o	A	U	D	140.	Feeling that I am unattractive to the opposite sex.
h,e	A	U	D	141.	Being treated like a child by my parents.
h	A	U	D	142.	Not getting along very well with brothers or sisters.
f,e	A	U	D	143.	Being afraid of some instructors.
h	A	U	D	144.	Family disapproval of my friends.
e	A	U	D	145.	Lack of previous experience making it difficult to get into student activities.
o,n	A	U	D	146.	Feeling that I am much less mature than my friends in my attitude toward the opposite sex.
s	A	U	D	147.	Spending too much time alone.
o	A	U	D	148.	Being ill at ease in casual, friendly contacts with the opposite sex.
n,e	A	U	D	149.	Being considered unsophisticated and socially inexperienced.
s	A	U	D	150.	Being uninterested in the kinds of social activities available.
f	A	U	D	151.	Lack of friendly contacts with student-personnel officers such as counselors, employment officials, deans, etc.

As a reminder --

A -- means a difficulty or concern of importance to you.

U -- means a mild difficulty or concern.

D -- means not a difficulty or concern.

- | | | | |
|-----|-------|------|--|
| k | A U D | 152. | Not having the skills I need to enjoy such group social activities as singing, card playing, informal sports, parlor games, and so on. |
| p | A U D | 153. | Being nervous, "jumpy," or irritable too much of the time. |
| s | A U D | 154. | Not being able to participate in the activities of a social club or fraternity. |
| f | A U D | 155. | Instructor getting a false impression that I am indifferent or antagonistic. |
| p,n | A U D | 156. | Feeling that I am too fat or too thin. |
| f | A U D | 157. | Having a faculty adviser who doesn't know much about me. |
| h | A U D | 158. | Disagreements with family concerning finances. |
| f | A U D | 159. | Instructor failing to consider my other obligations outside his class. |
| p,n | A U D | 160. | Feeling handicapped socially by a poor complexion. |
| o | A U D | 161. | Members of opposite sex being a distracting influence. |
| s | A U D | 162. | Feeling that there is too much cliquishness in student activities. |
| k | A U D | 163. | Not being able to tell a good joke or story. |
| p | A U D | 164. | Infections (colds and the like) often preventing me from being at my best socially. |
| o | A U D | 165. | Feeling uncertain about how far to go in my relations with the opposite sex. |
| k,e | A U D | 166. | Getting embarrassed when I have to introduce people to one another. |
| h | A U D | 167. | Lack of normal family life because of broken home. |
| k,e | A U D | 168. | Not knowing how to dress suitably for any occasion. |
| h | A U D | 169. | Family giving me too much advice or worrying too much about me. |
| e | A U D | 170. | Not having done unusual or interesting things about which I can talk. |
| n | A U D | 171. | Not having enough money to keep pace socially with my friends. |
| s | A U D | 172. | Being considered snobbish, aloof, or sarcastic by fellow students. |

- | | | | | | |
|-----|---|---|---|------|--|
| n | A | U | D | 173. | Feeling that I am too tall or too short. |
| o | A | U | D | 174. | Being disillusioned by the attitudes and behavior of members of the opposite sex. |
| n | A | U | D | 175. | Being considered either overintellectual or rather stupid by fellow students. |
| f | A | U | D | 176. | The impersonality of teaching. |
| k | A | U | D | 177. | Not ever being able to take the lead in social activities. |
| f | A | U | D | 178. | Not becoming well acquainted with my faculty adviser. |
| s | A | U | D | 179. | Feeling that I don't really "belong" in the social groups I associate with. |
| f | A | U | D | 180. | Lack of opportunity to visit faculty homes. |
| p,n | A | U | D | 181. | Worry about diseases or mental characteristics which run in my family. |
| f | A | U | D | 182. | Lack of faculty interest in me as an individual. |
| h | A | U | D | 183. | Differences with the family concerning religion. |
| f | A | U | D | 184. | Members of the faculty having forgotten what it's like to be young. |
| p,n | A | U | D | 185. | Feeling that unattractive facial expressions or features are handicaps in my social contacts. |
| o | A | U | D | 186. | Feeling that I'll never find the kind of person I'd like to marry. |
| s | A | U | D | 187. | Failure to find good student friends of my own sex. |
| k | A | U | D | 188. | Hesitating to express my opinion in an organized group when something is being formally discussed. |
| p | A | U | D | 189. | The kind of food I get in the school or college dining room spoiling my enjoyment of mealtimes. |
| o | A | U | D | 190. | Lack of money preventing me from having dates or going to dances. |
| k,e | A | U | D | 191. | Being uncertain of the etiquette required in social situations. |
| h | A | U | D | 192. | Being upset by frequent quarrels between parents. |
| k,e | A | U | D | 193. | Lack of previous experience in group social life. |
| h | A | U | D | 194. | Very few interests in common with my parents. |
| k,e | A | U | D | 195. | Not knowing how to get an introduction to someone I'd like to meet. |
| o,e | A | U | D | 196. | Not knowing how to get dates. |
| n | A | U | D | 197. | Having moral standards or religious beliefs which differ from those of fellow students. |

As a reminder --

- A -- means a difficulty or concern of importance to you.
- U -- means a mild difficulty or concern.
- D -- means not a difficulty or concern.

- o | A U D 198. Being deeply in love but unable to get married.
- h | A U D 199.* Being homesick.
- e | A U D 200.* Failure of high school to provide adequate experiences in preparation for college social life.

END OF INVENTORY

KUDER PREFERENCE RECORD

VOCATIONAL

FORM CM

Prepared by **G. Frederic Kuder**, Editor, *Educational and Psychological Measurement*
Professor of Psychology, Duke University

This blank is used for obtaining a record of your preferences. It is not a test. There are no right or wrong answers. An answer is right if it is true of you.

A number of activities are listed in groups of three. Read over the three activities in each group. Decide which of the three activities you like most. You have been given a separate answer sheet; each column on the answer sheet corresponds to a page in the booklet. When the answer sheet is correctly lined up with the booklet, there are two spaces for marking answers on the same line as each activity. Make a heavy, black mark with the special pencil in the left-hand space following the activity you like most. Then decide which activity you like least, and make a heavy, black mark in the right-hand space following this activity. Be sure that the letter by the space you mark is the same as the letter in front of the activity in the booklet.

In the examples below, the person answering has indicated for the first group of three activities, that he would usually like to **visit a museum most**, and **browse in a library least**. In the second group of three activities he has indicated he would ordinarily like to **collect autographs most** and **collect butterflies least**.

EXAMPLES

Put your answers to these questions in column O.

[illegible]

Diagram of a 16-bit shift register with 8 input and 8 output lines. The register is divided into two 8-bit sections by a horizontal line. The top section contains bits O, P, Q, R. The bottom section contains bits S, T, U. Arrows labeled "DATA" point to the input lines on the left. Arrows labeled "DATA" point away from the output lines on the right. The output lines for Q, R, S, and U are connected to the input lines of the other section via a bus structure.

Some of the activities involve preparation and training. In such cases, please suppose that you could first have the necessary training. Do not choose an activity merely because it is new or unusual. Choose what you would like to do if you were equally familiar with all of the activities.

In some cases you may like all three activities in a group. In other cases you may find all three activities unpleasant. Please show what your first and last choices would be, however, if you *had* to choose.

Some activities may seem trivial or foolish. Please indicate your choices, anyway, for all of the groups. Otherwise we cannot give you a complete report. Your answers will be kept strictly confidential.

Please do not spend a lot of time on one group. Put down your first reaction and go on. Do not discuss the activities with anyone. An answer is worthless unless it is your own judgment.

If you want to change an answer, erase your first answer completely; then mark the new answer in the usual way. Be sure that you mark all your answers with the special pencil.

Now go ahead with the activities on the next page.

- A. Take special notice of people when you are traveling
- B. Take special notice of the scenery when you are traveling
- C. Take special notice of the crops when you are traveling
-
- D. Read lessons to a blind student
- E. Keep a record of traffic past a certain point
- F. Interview people in a survey of public opinion
-
- G. Go to the amusements at a country fair
- H. See the exhibits of canned goods at a country fair
- J. See the livestock at a country fair
-
- K. Exercise in a gymnasium
- L. Go fishing
- M. Play baseball
-
- N. Browse in a library
- P. Watch a rehearsal of a large orchestra
- Q. Visit an aquarium
-
- R. Collect the signatures of famous people
- S. Collect butterflies
- T. Collect pieces of different kinds of wood
-
- U. Visit an exhibit of famous paintings
- V. Visit an exhibit of various means of transportation
- W. Visit an exhibit of laboratory equipment
-
- X. Sell vegetables
- Y. Be an organist
- Z. Raise vegetables
-
- a. Be the chairman of the social committee for a club dance
- b. Decorate the hall for the dance
- c. Send out the announcements of the dance
-
- d. Visit a museum of science
- e. Visit an advertising agency
- f. Visit a factory to which you

- g. Read a story to a sick person
- h. Teach tricks to a dog
- j. Take apart a toy that won't work to see how to repair it
-
- k. Take a course in sketching
- l. Take a course in biology
- m. Take a course in metal working
-
- n. Build bird houses
- p. Write articles about birds
- q. Draw sketches of birds
-
- r. Tinker with a broken sewing machine
- s. Play a piano
- t. Sketch an interesting scene
-
- A. Listen to a radio program on how to grow good fruit
- B. Listen to a radio program on how to make things of plastic
- C. Listen to a radio program on how to get natural photographs of wild animals
-
- D. Write a newspaper column of advice on personal problems
- E. Raise fine dogs
- F. Conduct studies on the effectiveness of different types of sales letters
-
- G. Be an authority on contract bridge
- H. Be an authority on soil erosion
- J. Be an authority on billboard advertising
-
- K. Visit a motion picture studio
- L. Visit a national park famous for its mountain scenery
- M. Visit a former battlefield
-
- N. Read about famous men and women in public life
- P. Read various writers' descriptions of what an ideal world would be like
- Q. Read about the lives of the early pioneers of the country
-
- R. Advise people concerning improving their personalities
- S. Catch rare animals for a museum
- T. Cash checks for people in a bank

- U. Belong to a group for the discussion of problems of modern life
- V. Belong to a literary discussion club
- W. Belong to an amateur astronomy club

- X. Associate with average people
- Y. Associate with people who look queer and have unusual ideas
- Z. Associate with carefree people whose behavior attracts a good deal of attention

- a. Teach classes in English to applicants for citizenship
- b. Sell stocks and bonds
- c. Be the chief cook in a fine restaurant

- d. Develop new varieties of flowers
- e. Conduct advertising campaigns for florists
- f. Take telephone orders in a florist's shop

- g. Be the director of a group conducting research on propaganda methods
- h. Be a dean in a university
- j. Be an expert on color photography

- k. Draw the pictures for a history of the world
- l. Develop a variety of pitless cherry
- m. Coach a group that wins first place in a national dramatic contest

- n. Earn part of your expenses in college by helping in a laboratory
- p. Earn part of your expenses in college by scoring examination papers
- q. Earn part of your expenses in college by playing in an orchestra

- r. Write a history of the Red Cross
- s. Search for information which would shed new light on a famous historical event
- t. Write a musical comedy

- A. Teach English
- B. Take orders for merchandise over the telephone
- C. Ask people's opinion over the telephone for a survey of public opinion

- D. Be a person who buys merchandise to be sold in a department store
- E. Interview people applying for work in a store
- F. Be a cowboy

- G. Be in charge of employing people for a business
- H. Write articles about wild animals
- J. Write a column of personal advice for a newspaper
-
- K. Read about modern business methods
- L. Read about customs of people in other countries
- M. Read about modern farming methods
-
- N. Work at a weather station in the Arctic
- P. Work at a weather station in a city
- Q. Work at a weather station in the mountains
-
- R. Be well known as a director of scientific research
- S. Be well known as a social worker
- T. Be well known as a literary critic
-
- U. Design the scenery for a play
- V. Make a chemical analysis of a new toothpaste
- W. Write an article for housewives on how to repair household appliances
-
- X. Interview applicants for relief
- Y. Try out different sales letters to see which type works best
- Z. Work on the development of more efficient methods of handling office work
-
- a. Edit the financial news for a newspaper
- b. Work on the development of a lighter and stronger metal
- c. Manage a model village for factory workers
-
- d. Visit a fine art museum
- e. Visit a recreation center for people in the slums
- f. Visit a famous medical research laboratory
-
- g. Be responsible for dismissing unsatisfactory workers from a company
- h. Be responsible for talking to workers who are not doing very good work
- j. Be responsible for hiring new workers for a company
-
- k. Compile a dictionary of slang
- l. Discover a cure for hay fever

- n. Read about the history of the drama
 - p. Read about early musical forms
 - q. Read about experiments on the effect of language on behavior
-
- r. Make chemical analyses of new commercial products
 - s. Work on developing an artificial lung which will allow wearer to move about fi
 - t. Construct charts to show business conditions
-
- A. Put advertising circulars in cars passing a street corner
 - B. Count the number of cars passing the corner at different hours
 - C. Direct traffic at the street corner
-
- D. Give exercises to crippled children
 - E. Grow vegetables for the market
 - F. Teach basket-making and weaving
-
- G. Solicit money for a community chest
 - H. Write daily reports of the progress of a community chest drive
 - J. Make a record of the community chest pledges as they come in
-
-
- K. Take charge of the arrangements for a big wedding
 - L. Address the invitations to a big wedding
 - M. Write a news article about a big wedding
-
- N. Write novels
 - P. Conduct research on the psychology of music
 - Q. Make pottery
-
- R. Conduct research on the effectiveness of various types of selling methods
 - S. Sort mail in a post office
 - T. Raise chickens
-
- U. Write a newspaper column on current events
 - V. Give popular lectures on chemistry
 - W. Help young people select their vocations
-
- X. Have someone you trust make your decisions for you most of the time
 - Y. Have someone you trust make your decisions for you once in a while
 - Z. Make all your decisions yourself

- a. Supervise a large department in a store
- b. Conduct research on television
- c. Be the director of recreation for a welfare organization

- d. Supervise the work of several typists
- e. Interview people who are applying for jobs
- f. Be a private secretary

- g. Draw a comic strip
- h. Write advertising for electrical appliances
- j. Operate a truck farm

- k. Experiment with making some candy for which you don't know the recipe
- l. Tell stories to children
- m. Paint water colors

- n. Do chemical research
- p. Interview applicants for employment
- q. Write feature stories for a newspaper

- r. Sketch an interesting scene
- s. Try out various types of sails on a toy sailboat to see which works best
- t. Write an essay in the style of a certain author

- A. Sell tickets for an amateur play
- B. Prepare the copy for the programs and tickets for the play
- C. Be the treasurer for the play

- D. Determine the cost of producing a new type of dishwasher
- E. Convince financiers to back a company to make the dishwasher
- F. Teach people to use the dishwasher

- G. Organize results from surveys of public opinion
- H. Write editorials for a newspaper
- J. Teach handicraft in a camp for children from the slums

- K. Read about the causes of various diseases
- L. Read about how leaders of industry achieved success
- M. Read about how to raise livestock

- N. Go to a party where most of the people are strangers
- P. Go to a party where you know most of the people
- Q. Go to a party composed equally of strangers and people you know
-
- R. Sell artists' supplies
- S. Grow seed for florists
- T. Raise white mice for scientists
-
- U. Perform laboratory experiments
- V. Make furniture
- W. Sell insurance
-
- X. Weigh packages and look up how much postage they should have
- Y. Read manuscripts submitted for publication
- Z. Try out new automobiles to find out how they can be improved
-
- a. Be an expert on cutting jewels
- b. Conduct research on developing a substitute for rubber
- c. Be a radio music commentator
-
- d. Help in a sickroom
- e. Sell musical instruments
- f. Repair household appliances
-
- g. Design flower pots
- h. Supervise the manufacture of flower pots
- j. Work out a more efficient method of making flower pots
-
- k. Compute customers' bills in a cafeteria
- l. Teach children to make model airplanes
- m. Keep the records for a scientist conducting medical research
-
- n. Direct a playground for underprivileged children
- p. Be a cook in a restaurant
- q. Sell chemical supplies
-
- r. Assemble a good assortment of woodworking tools
- s. Make a scrapbook of pictures of paintings you like
- t. Get together a first aid kit for use in an emergency

- A. Direct an amateur play
- B. Get the programs and tickets printed for the play
- C. Write the play
-
- D. Play checkers with someone who usually beats you
- E. Play checkers with someone who hardly ever beats you
- F. Play checkers with someone of about your own ability
-
- G. Prepare the advertising copy for a new dishwasher
- H. Determine the cost of producing the dishwasher
- J. Sell dishwashers
-
- K. Write a column of local gossip for a newspaper
- L. Write a column of personal advice for a newspaper
- M. Write a column on gardening for a newspaper
-
- N. Be an explorer
- P. Be a designer
- Q. Be an inventor
-
- R. Pick cherries
- S. Drive a tractor on a farm
- T. Work in a chemistry laboratory
-
- U. Take a course in public speaking
- V. Study sociology
- W. Study story writing
-
- X. Operate a calculating machine
- Y. Put together the parts of calculating machines
- Z. Sell calculating machines
-
- a. Build boats
- b. Settle labor disputes
- c. Compose music
-
- d. Be the most successful tractor salesman in the country
- e. Be a certified public accountant
- f. Be an authority on taxation

- g. Develop more efficient office methods for business concerns
- h. Be a practical nurse
- j. Develop improved recipes for baked goods

- k. Repair a broken connection on an electric iron
- l. Build a fire in a fireplace
- m. Type a letter for a friend

- n. Manage a music store
- p. Draw plans for buildings
- q. Investigate social conditions in various communities

- r. Take apart a new mechanical toy to see how it works
- s. Play checkers
- t. Play chess

- A. Keep the books for a business concern.
- B. Develop new flowers
- C. Consult with people on their personal problems

- D. Catch fish for a living
- E. Pick out the trees to be cut down in forests
- F. Paint cars in a factory

- G. Be a social service visitor
- H. Be the social secretary of a famous person.
- J. Prepare the advertising for a publishing house

- K. Write up a true story for a magazine
- L. Write an article on how to raise poultry
- M. Write an article about first aid methods

- N. Wait on table in a restaurant
- P. Look up addresses of lists of people in a city directory
- Q. Take care of sick people

- R. Model in clay
- S. Write an article on the psychology of convincing people
- T. Be the prompter for an amateur play

- U. Be a physician
- V. Be a sculptor
- W. Be a journalist
-
- X. Answer letters of inquiry about a new make of typewriter
- Y. Compile data on the sales of the typewriter
- Z. Keep the typewriters in order for customers
-
- a. Study propaganda methods used in war
- b. Make a study of office-efficiency systems
- c. Make a study of immigration into the United States
-
- d. Look for errors in the draft of a report
- e. Wash dishes
- f. Cook a meal
-
- g. Teach architecture
- h. Solicit advertisements for a magazine
- j. Repair watches
-
- k. Cook a meal
- l. Mend a broken toy
- m. Give someone a shampoo
-
- n. Go on expeditions to find rare animals
- p. Go on expeditions to fight native epidemics
- q. Do social welfare work
-
- r. Be a portrait painter
- s. Conduct research on the causes of earthquakes
- t. Be a mechanical engineer
-
- A. Help people on relief plan their budgets
- B. Put the proper labels on library books
- C. Be an expert on the care of trees
-
- D. Sell in a store
- E. Work on a ranch
- F. Work in a publishing house

- G. Be a professor of mathematics
- H. Be a publicity director for a big university
- J. Be a professor of a foreign language
-
- K. Take a course in business-letter writing
- L. Take a course in printing
- M. Take a course in selling
-
- N. Draw plans for houses
- P. Write the advertising for new real estate developments
- Q. Write articles about new ideas in building houses
-
- R. Buy an expensive article on the installment plan
- S. Borrow money from a friend to buy the article
- T. Save until you can pay cash for the article
-
- U. Decorate furniture
- V. Supervise workers in sugar beet fields
- W. Raise turkeys
-
- X. Help young people select vocations
- Y. Design new fabrics
- Z. Make estimates on the cost of printing books and circulars
-
- a. Build a hand loom
- b. Derive mathematical formulas for predicting trends in business
- c. Make a survey to discover youths' attitudes on attending church
-
- d. Make a life mask of a famous person
- e. Write an article on how dealers determine what prices to charge
- f. Compose a theme song for a radio program
-
- g. Test various brands of products for a co-operative store to see which are best
- h. Take care of the bulletin boards in a large business organization
- j. Keep accounting machines in good order
-
- k. Have people treat you as a comrade
- l. Have people treat you as superior to them
- Have people pay no attention to you

- n. Be a music teacher
- p. Be an artist for an advertising agency
- q. Conduct research on what makes jokes funny
-
- r. Go shopping for a sick person
- s. Make a jigsaw puzzle for a sick person
- t. Read to a sick person
-
- A. Help in giving first aid at a hospital
- B. Sell flowers in a florist's shop
- C. Be a private secretary
-
- D. Edit the financial pages of a newspaper
- E. Farm a large tract of land
- F. Sell real estate
-
- G. Take care of dead people
- H. Draw graphs based on statistical tables
- J. Clerk in a store
-
- K. Be a writer
- L. Be an authority on billboard advertising
- M. Be a religious leader
-
- N. Have work you like with high pay
- P. Have work you like with low pay
- Q. Have work you don't like with high pay
-
- R. Teach people on relief how to keep in good health
- S. Write feature articles for a newspaper
- T. Be an art dealer
-
- U. Be the secretary of a Congressman
- V. Teach children to model and paint
- W. Write articles for an art magazine
-
- X. Choose your own clothes
- Y. Get advice on choosing your clothes
- Z. Have someone else choose your clothes

- a. Draw plans for bridges
- b. Do work which requires a lot of mental arithmetic
- c. Do clerical work
- d. Supervise the manufacture of greeting cards
- e. Determine the cost of producing the greeting cards
- f. Design the greeting cards
- g. Take a broken lock apart to see what is wrong with it
- h. Check for errors in the copy of a report
- j. Add columns of figures
- k. Have someone make you look foolish
- l. Make someone else look foolish
- m. Not have anyone made to look foolish
- n. Be a psychologist
- p. Supervise the erection of bridges
- q. Be a landscape architect
- r. Investigate the causes of mental ills
- s. Study music arrangement
- t. Study shorthand
- A. Be a street car conductor
- B. Be a lighthouse keeper
- C. Be a watchman at a railroad crossing
- D. Write advertising
- E. Be in charge of a public library
- F. Publish a newspaper
- G. Take a course in cost accounting
- H. Take a course in salesmanship
- J. Take a course in business English
- K. Write a play
- L. Be in charge of selling tickets for a play
- M. Be the property manager for a play

- N. Draw funny pictures of famous people
- P. Paint portraits of famous people
- Q. Paint pictures of scenery
-
- R. Draw illustrations for magazines
- S. Write articles for magazines
- T. Be the sales manager of a magazine
-
- U. Stay at a fashionable resort
- V. Go on a camping trip
- W. Take a trip over back country roads
-
- X. Live with a famous dramatic critic
- Y. Live with a famous social worker
- Z. Live with a famous artist
-
- a. Write articles on hobbies
- b. Construct tables of figures on costs of living
- c. Repair and refinish old furniture
-
- d. Read printer's proof of books for children
- e. Tell stories to children
- f. Make children's toys
-
- g. Take a course in physical education
- h. Take a course in shop work
- j. Take a course in mathematics
-
- k. Be a piano tuner
- l. Be a school teacher
- m. Be a dentist
-
- n. Be a court stenographer
- p. Be the business manager for a famous pianist
- q. Be a vocational counselor
-
- r. Visit a museum of natural history
- s. Visit an airplane factory
- t. Visit the slums of a city

- A. Draw pictures for magazine stories
- B. Raise beef cattle
- C. Grow fruit for the market
-
- D. Be a bell boy in a hotel
- E. Carry out the dirty dishes in a restaurant
- F. Live by yourself on an island
-
- G. Be a guide on camping trips
- H. Design camp equipment
- J. Sell camp equipment
-
- K. Sell life insurance
- L. Write stories for magazines
- M. Be a landscape gardener
-
- N. Be known as modest
- P. Be known as reliable
- Q. Be known as happy-go-lucky
-
- R. Teach arithmetic
- S. Train dogs to lead blind people
- T. Be the secretary of a famous scientist
-
- U. Take a course in modern music
- V. Take a course in the modern novel
- W. Take a course in modern painting
-
- X. Be considered hard-boiled
- Y. Be considered fair-minded
- Z. Be considered intelligent
-
- a. Be an orchestra conductor
- b. Be the manager of a large office
- c. Direct slum clearance projects
-

- d. Grow flowers
- e. Operate a mimeograph
- f. Compute bills for a store

- g. Guide visitors in a national park
- h. Make fine jewelry
- j. Arrange music for an orchestra

- k. Work at a telephone switchboard
- l. Make linoleum block bookplates
- m. Teach games to children

- n. Repair a broken ironing board
- p. Wash dishes
- q. Put a room in order

- r. Teach cabinet making
- s. Read proof for a newspaper
- t. Import oriental rugs

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- A. Be a private secretary
 - B. Be a bookkeeper
 - C. Be a salesman

 - D. Do figure skating
 - E. Play polo
 - F. Climb mountains

 - G. Work at a desk
 - H. Work on a ranch
 - J. Do house-to-house selling

 - K. Work in a candy factory
 - L. Keep bees
 - M. Give eye examinations

 - N. Be a farmer
 - P. Be a railroad conductor
 - Q. Be an office worker

- R. Do clerical work
- S. Teach English literature
- T. Sell art supplies
-
- U. Study accounting
- V. Study irrigation methods
- W. Study stenography
-
- X. Deliver mail
- Y. Collect garbage
- Z. Sort mail in a postoffice
-
- a. Be a poet
- b. Be an artist
- c. Be a social service worker
-
- d. Work mathematical puzzles
- e. Play checkers
- f. Work mechanical puzzles
-
- g. Start a newspaper
- h. Start an art school
- j. Start an orchestra
-
- k. Have friends
- l. Have power
- m. Have fame
-
- n. Be a machinist
- p. Be an architect
- q. Be a chemist
-
- r. Bind books
- s. Look after sick children
- t. Type letters
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