8-1-1950

A study in the facilitation of pupil adjustment

Nelle N. Jenkins
Indiana State University

A STUDY IN THE FACILITATION OF PUPIL ADJUSTMENT

A Thesis

Presented to

the Faculty of the Graduate School

Indiana State Teachers College

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

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by

Nelle N. Jenkins

August 1950

The thesis of Nelle N. Jenkins,
Contribution of the Graduate School, Indiana State
Teachers College, Number 700, under the title --

A Study in the Facilitation
of Pupil Adjustment

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hours'
credit.

Committee on thesis:

Alis G. Jamison, L.N.S.

Marguerite Mahn, L.N.S.

[redacted], Chairman

Representative of English Department:

L. C. Smith

Date of Acceptance 22 August 1950

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

World crises have caused American citizens to turn to their schools as a source of help in the solution of world problems. They have faith that the schools, through the developing of high purposes and aspirations, through the achieving of "social equality, economic justice, and harmony," and through improving the welfare of the nation, will help create a better world society.[1]

Teachers are seeking to understand the meaning of democracy as a cooperative process that they may help children become well-adjusted individuals, capable of assuming the responsibilities of citizenship in a democracy. If the new purpose of education is to prepare the individual for good citizenship, the school must seek to understand the child, to guide him in making proper adjustments in school, home, and community life, and to develop within him the realization that he has the ability to make some worthwhile contribution to society.

One criticism often made of the school is that the curriculum is planned and administered too much as if all

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[1] Ernest O. Melby, "Leadership is Release of Creativity," The School Executive, 68: 43-46, November, 1948.

pupils are alike. For too long this criticism has been a just one. The traditional school regarded the child in terms of mental ability. The school program consisted of the "three R's". Physical development, emotional development, and life adjustment were given no recognition in the classroom. The child was forced to adjust himself to a school program previously set up for him, or to withdraw.

The modern school seeks to understand and meet the needs of each child. It proceeds on the theories that all children cannot master the same set of mental achievements, and that one of the most fascinating problems of the teacher is that of understanding the individual child.

This new purpose of education was well stated by Fay Adams when she declared:

> There is but one justification for public education and that is the assistance it can give children in achieving our ideals of liberty and human rights. The major objective of the schools of America should be to develop good citizens--good in the sense that they have freedom and opportunity to develop their capacities and to enjoy life while enriching the lives of others.[2]

Stevenson, in stressing the importance of educating the child at his own level of development, stated this principle: "Democracy is primarily a way of living and, if to live is to learn, democracy is above all a process of educa-

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[2] Fay Adams, Educating America's Children (New York: The Ronald Press Company, 1946), p. v.

tion."[3]

That the school cannot hope to teach democracy in the autocratic atmosphere which many schoolrooms possess has been recognized for many years; but teachers, for the most part, have been slow to catch this "more splendid and lofty purpose" of education which was expressed so well by educational leaders, when they stated, "To grow in power to do--to develop the competencies of persons and to improve the power of people to act together--this is the fundamental purpose of education."[4]

The responsibility of the school was pointed out in The Elementary School Guide in these words:

> The first line of defense in a democracy, in peace time and in war time, is the welfare and education of all the people in their formative years. Therefore, the elementary school stands in a strategic position and must be carefully guarded. It becomes one of the chief bulwarks for the promotion and preservation of that very special kind of living which we call the American Way of Life.[5]

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[3] Elizabeth Stevenson, Home and Family Life Education Schools (New York: John Wiley and Sons, Inc., 1946), p. 26.

[4] Educational Leaders--Their Function and Preparation. (A Report of the Second Work-Conference of the National Conference of Professors of Educational Administration, Madison, Wisconsin, 1948), p. 11.

[5] The Elementary School Guide, Bulletin No. 150 (Indianapolis: State of Indiana Department of Public Instruction, 1944), p. v.

I. THE PROBLEM

There is a growing realization that the school is not giving children the kind of training which will make them good citizens of a democracy.

Many educators agree that the personal-social adjustment of the individual, his ability to be a good citizen, a good member of society, is one of the major objectives in education today. The educational profession is constantly challenged by the great task of providing a school program which will be suitable to the abilities and needs of each pupil.

To have a general knowledge of what characterizes children's interests, behavior, and mental abilities is not enough. The teacher must study the abilities and needs of each individual in his own particular group if he is to be able to help his pupils to succeed in adjusting themselves personally and socially, and thus become good citizens.

The school of today must concern itself with the whole child. If the teacher is to be able to guide the child at any stage to reach his potential level of maturity, he must take into account not only his mental abilities but his strengths and his weaknesses in personal and social adjustment.

Statement of the problem. It was the purpose of the investigator to develop a better understanding of her pupils through the following procedures:

1. To determine the extent to which the pupils were adjusted to the problems and conditions which confronted them and were developing into normal, happy, and socially effective personalities.

2. To detect the areas and specific types of tendencies to think, feel, and act which revealed undesirable individual adjustments.

3. To determine whether or not there was any relation between intelligence quotient and total personality adjustment.

Importance of the study. The modern school seeks to understand and meet the needs of each child at his own particular level of development. Educators have pointed out many reasons why this is important. A few of these reasons are listed in this study.

1. An understanding of the mental ability, interests, attitudes, and emotional adjustments of each child provides a foundation for happier and more effective classroom teaching.

2. The teacher must have an attitude of respect for children at all stages of their growth. The experiences which a child has at his particular level of maturity are as import-

ant to him as are experiences which befall an adult.

3. The child has many related characteristics. His emotional well-being is not only crucial to his happiness as a person but also plays a decisive role in determining his moral conduct and his behavior as a citizen.[6]

4. Middle childhood represents a period of marked expansion of interests, a period when it is most possible for the child's interests to become a primary part of himself; it is a time when he not only is gathering and organizing information, but also is developing his basic attitudes to the important problem of understanding and inquiring how to control the world around him.[7]

5. An understandimg of individual differences in pupils' abilities may eliminate failure, or may often counteract the undesirable attitudes which frequently accompany failure.[8]

The investigator, in the role of teacher of a second-grade group of children, all but one of whom she had taught

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[6] Arthur T. Jersild, Child Development and the Curriculum (New York: Bureau of Publications, Teachers College Columbia University, 1946), pp. 1-7.

[7] Barbara Biber, Lois B. Murphy, Louise P. Woodcock, Irma S. Black, Child Life in School (New York: E. P. Dutton and Co., Inc., 1942), p. 12.

[8] Kimball Young, Personality and Problems of Adjustment (New York: F. S. Crofts and Company, 1940), p. 435.

in the first grade, realized the need of a better understanding of individual needs of the group.

Seven boys and two girls in the group had been retentions in the first grade. Two of these children joined the group in the second grade as retentions in that grade.

The investigator attempted through this study of the mental ability, interests, attitudes, and personal and social adjustment of each child to deepen her understanding of her pupils in an effort to prevent further failure and to counteract any undesirable effects of failure.

II. DEFINITIONS OF TERMS USED

Some of the terms frequently used in discussions of school problems have taken on a variety of meanings. It was the purpose of the investigator to define certain terms which were used or implied in this discussion. From writings of various educators, the investigator selected those definitions which she wished to have understood in this report.

Democracy. It was Reeder's[9] opinion that in a democracy the spirit of the golden rule should prevail. He believed that one of the best tests of democracy is the kind of treatment given to minority groups. By "democracy" was

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[9] Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), p. 15.

meant, then, a way of living together in a cooperative manner.

Freedom. Growth of the child requires freedom, but the child must earn his freedom, otherwise he may suffer from his own actions.[10] By "freedom" is meant helping children to choose to do the right thing. It implies many opportunities for choosing and for making decisions, in situations of significance to the pupils, and with kindly guidance from the teacher.

Discipline. Children cannot always do as they please. The Teacher's control can be withdrawn only as habits of self-control are developed. On the other hand, it is unwise for the teacher to deprive children of legitimate opportunities to make their own decisions and to act on their own responsibility. Discipline was interpreted as meaning the positive constructive process of building habits and attitudes of conduct, not as meaning a restrictive repression of normal child activity in order to satisfy traditional standards of routine.[11]

Personality. Many people have regarded personality

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[10] Ruth Manning Hockett, editor, Teachers' Guide to Child Development, California State Department of Education (Sacremento: California State Printing Office, 1930), p. 10.

[11] Ibid., pp. 10-11.

as a mysterious "something" which they have not attempted to define; many others have offered a variety of definitions; but one definition which seemed very meaningful for this study was that given by Knight, who described personality as "the individual's own unique style, or system, or habitual strategy of presenting himself to his world and of interpreting his world to himself."[12] Other educators have defined personality as "an individual's total behavior in social situations."[13]

Adjustment. The term "adjustment" was interpreted broadly to cover two related concepts: (1) the "inner" adjustment, or mental and emotional health of the child, and (2) the "outer" adjustment, or harmony between the individual's needs and the demands of his environment. The former shall be interpreted in this report as "personal" adjustment, and the latter as "social" adjustment.

Intelligence. Numerous definitions have been given for the factor "intelligence" in child development and ad-

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[12] F. B. Knight, "The Kind of School Environment Needed," Fifteenth Yearbook of the National Elementary Principal, Vol. 15 (Washington, D. C.: National Education Association, 1936), p. 282.

[13] Harry A. Greene, Albert N. Jorgensen, and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School, (New York: Longmons, Green and Co., 1946), pp. 246-47.

justment, but for the purpose of this study, "intelligence" shall be interpreted as the ability to adapt oneself to his environment and to new situations; the ability to learn.[14]

Intelligence quotient. The ratio of the mental age of a child to his chronological age, is called the intelligence quotient, or more briefly the I. Q., and is used most frequently as a measure of his relative intelligence.

Behavior. All types of responses made by the individual, particularly those which can be observed, shall be interpreted as behavior.

Percentile. The percentile is a score, not a frequency, not a percentage, but is named for the per cent of cases lying below it. It is a point on a one hundred point scale which gives the per cent of scores which fall below that particular percentile.

Norms. Norms are tables of information necessary for the interpretation of test scores, and are obtained by giving the particular test to a large and representative sampling of pupils in the same grades and of a type similar to the groups with which teachers will use the tests.

Definitions for the various components of the person-

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[14] Ibid., pp. 200-204.

ality test used in this study are best given in the words of the authors of the test:

> Self-reliance. A pupil may be said to be self-reliant when his actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities.
>
> Sense of personal worth. A pupil possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability.
>
> Sense of personal freedom. A pupil enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life.
>
> Feeling of belonging. A pupil feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general.
>
> Withdrawing tendencies. The pupil who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life.
>
> Nervous symptoms. The pupil who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired.
>
> Social standards. The pupil who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group.
>
> Social skills. A pupil may be said to be socially

skilled or effective when he shows a liking for people; when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers.

Anti-social tendencies. A pupil would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social child is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others.

Family relations. The pupil who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family.

School relations. The pupil who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys playing with other children, and who finds the school work adapted to his level of interest and maturity.

Community relations. The pupil who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.15

Interests inventory. An interests inventory was regarded as an instrument, either informal or standardized, used to determine the objects and activities from which the

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15 Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, "Manual of Directions," California Test of Personality (Los Angeles: California Test Bureau, 1949), p. 3.

individual obtained satisfaction. The instrument may not differ greatly from attitude scales, or it may be similar to, or in effect may be, an adjustment inventory.[16]

Rating scale. The rating scale was considered, in this study, as an instrument used by the teacher or another person to evaluate pupil personality and to reveal behavior problems and problem tendencies; to aid in determining whether desirable school habits and attitudes were being formed.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

This report is organized into four chapters.

Chapter Two reviews the related literature. The investigator attempts in this chapter (1) to show the emphasis which authorities in the fields of education and child development today place upon the total growth of the child, his personal and social adjustment, and his development of good citizenship, or good group membership, (2) to present views of certain authorities on child development concerning the expression and nurture of mental growth, and (3) to review some of the characteristics of children from six to nine as described by outstanding authorities on child development.

Chapter Three describes the method of procedure and

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16 Greene, Jorgensen, and Gerberich, op. cit., pp. 256-57

gives a report of the study in the following order: (1) a report of the Otis Quick-scoring Mental Ability Tests, Alpha, Form A, (2) a report of findings with the Interests Inventory, (3) a report of the scores on the California Test of Personality-Primary, Form A, (4) a report of findings on the "Behavior Rating Sheet for Pupil Evaluation of Himself and Group Members", and (5) a report of scores made on the New York Rating Scale for School Habits.

Chapter Four provides a summary of the study, the conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The traditional school believed that it prepared pupils for their responsibilities in society by stressing the acquisition of subject matter. Learning in such a school was from the textbook alone, and all children mastered a rigid curriculum, or dropped out of school at as early an age as possible to save themselves continued embarrassment in the realization that they could not learn. The training of the mind, through mastery of the "three R's," was regarded as sufficient preparation for good citizenship. That the child had other potentialities which needed development was ignored. Education was always in terms of future needs, or the training for adulthood. The fact that the child had very vital needs at his present level of growth and experience was given no consideration in the school program. The aim of education was the mastery of subject matter, rather than the development of the child personally and socially.

Literature on the modern concept of education. Outstanding educators repeatedly have voiced their protests against a philosophy of education which failed to recognize and provide for the individual's total development--physically, socially, and emotionally.

Hintgen[1] has pointed out that subject matter is worthless except for its worth to human beings. If pupils fail to be decent, productive, cooperative citizens, subject matter has been of little value. The effectiveness of the teaching, the author believes, depends on how skillfully the teacher provides those experiences which the boys and girls need individually and in groups.

Goldsmith[2] asserted that children need opportunities for social adjustment, or "group living"; that they need opportunities to use materials which will develop good judgment, motor coordination, initiative, and creative power; that they need to have a program that is well-planned, yet flexible; and that they need to have a teacher who is healthy, alert, happy, and who understands child development and behavior.

Other educators have recommended that the teacher observe and record vital facts about the individual child and his reactions in group situations, or his social behavior. They have suggested that he should analyze changes in behavior which are noted, not only as a means of better under-

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[1] Josephine Hintgen, "Just Good Teaching," Educational Leadership, 5:504-507, May, 1948.

[2] Cornelia Goldsmith, "Good Education For Our Young Children--What Is It?," Good Education For Young Children (New York: New York State Association for Childhood Education and the New York State Association for Nursery Education, 1947), p. 10.

standing and evaluating the child, but as a means of helping him and guiding his development and growth.[3]

Otto[4] called this record of the child a "behavior journal" and stated that it should list all the identifying characteristics of the child. It was his opinion that as far as the relationships with the teacher and others are concerned, the teacher should seek to know whether the child is at ease in conversation, whether he is timid, suspicious, or fearful, or whether he is bold, arrogant, antagonistic, or impudent. In a recent statement, the author expressed the belief that every type of behavior which the child demonstrates in his relations with adults is likely to be the result of previous experiences out of which the child has acquired behavior tendencies which he applies in his school contacts.

Reeder[5] stressed the need for always keeping the pupil in mind in educational procedures. He recognized the great differences in interests and abilities of pupils, and the fact that "the pupil learns best when he is gripped with a vital and worth-while purpose." He believed that the pupil

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[3] Karl W. Bigelow, director, Helping Teachers Understand Children (Washington, D. C.: American Council on Education, 1945), pp. 275-315.

[4] Henry J. Otto, Principles of Elementary Education (New York: Rinehart and Company, Inc., 1949), pp. 238-264.

[5] Reeder, op. cit., pp. 613-624.

should have a voice in determining the content of the curriculum, and that subject-matter areas should be related to life situations and social needs. He viewed the school as a place where pupils and teachers worked together in choosing and in attacking problems of social import adapted to the interests and understanding of the children. He pointed out that failure to meet the psychological and sociological needs of the pupils would result in their becoming bored, discouraged, and finally, in their quitting school.

Mary A. Adams,[6] in discussing the modern concept of education which stresses the teaching of "children," rather than subject-matter, stated that children develop a sense of belonging as they are given opportunity to assume responsibilities for developing the curriculum. The author has described how through cooperative effort the children attack a problem which is genuine to them, how they plan its solution on the basis of experience, how each child assumes the responsibility which belongs to him, and how the children evaluate their work and plan for further improvement. This type of purposeful learning which takes into consideration the capacities and needs of individual children has prompted the author to say:

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[6] Mary A. Adams, "What Are We Doing?," Educational Leadership, 4:304-309, February, 1947.

> As teachers guide their young associates to experience the satisfactions of organizing and directing their own lives, they discover that pupil-teacher relationships of the highest order emerge. Children grow in self-confidence as they face problems in their daily living with increasing competence. Better still these young personalities find themselves living enthusiastically, eagerly, and effectively with their peers in situations that make school life rewarding and happy.[7]

Breckenridge and Vincent,[8] in their study of child development, concluded that the emotions of the child were of equal importance as his inherited physical structure "in determining the pattern of his growth and in setting the tone of his behavior." It was their opinion that as the child grows his behavior may be motivated not only by inherent drives, but by conditionings developed by experience; and that the quality and force of the drive behind any type of behavior is influenced by emotion which has been built up by previous experiences.

The authors considered it the teacher's responsibility to help the child adjust his inner drives to the demands of the society in which he must live. They stated:

> It is comparatively easy to "discipline" a child into passive obedience to adult demands. It is more difficult by far to provide the kind of discipline which fosters self-directed conduct and which helps the child to mature

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[7] Adams, loc. cit.

[8] Marian E. Breckenridge and E. Lee Vincent, Child Development (Philadelphia: W. B. Saunders Company, 1944), pp. 98-103.

into the kind of adult who can carry the responsibility of orderly socialized living.[9]

Whatever children learn of standards of behavior at home, they inevitably encounter different standards as they make contact with the outside world. The authors pointed out that the conflicts which develop as the child realizes that what he wishes to do does not always meet with the approval of his group can, under proper supervision, prove valuable as they compel evaluation and judgment, provide training in decision making, and give the child experiences in making adjustments. The authors further stated that with proper guidance on the part of the teacher conflicts should decrease and cooperation increase so that out of the experience the child learns compromise, fair play, tolerance, and achievement in the face of difficulty.[10]

O'Reilly[11] emphasized the need of understanding the whole child, in order to help him make satisfactory adjustment to life, when he stated:

Life is a never-ending process of making adjustments. From birth onward each individual adjusts as best he can to the world about him. Probably the most difficult ad-

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9 Breckenridge and Vincent, loc. cit.

10 Ibid., pp. 110-114.

11 E. P. O'Reilly, "Preventing Maladjustments by Providing for Individual Differences," Fifteenth Yearbook of the National Elementary Principal, Vol. 15 (Washington, D.C.: National Education Association, July, 1936), pp. 340-347.

justments are those required in the process of living and working with other people. Educators today generally agree that the most important function of the elementary school is to help children make such adjustments by studying their individual needs, interests, and capacities, and by adapting the school program to these individual characteristics.[12]

Sherman,[13] in his study of basic problems of behavior, found environment to be of great importance in the child's development of a pattern of behavior--whether he might become argumentative and aggressive, or defensive, or establish withdrawal tendencies. His conclusion was that the complexity of an individual's environment and his past training were probably the most important factors which determined the number and types of conflicts the child experienced.

This emphasis on environment appears to be a vital part of the modern concept of education. Greene, Jorgensen, and Gerberich[14] have pointed out that the school seeks to improve the adjustment of its pupils by furnishing them important learning opportunities and experiences. They asserted that the school must go beyond learning in the subject-matter sense and attempt to bring about the best possible adjustment between the individual and his environment in terms

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[12] O'Reilly, loc. cit.

[13] Mandel Sherman, Basic Problems of Behavior (New York: Longmans, Green and Company, 1946), pp. 128-131.

[14] Greene, Jorgensen, and Gerberish, op. cit., p. 259.

of total personality.

Young[15] expressed what seemed to be the consensus of opinion of educators concerning the high regard with which education today views the child as he comes to school. He said, in part:

> . . . the child is a dynamic personality loaded with all sorts of attitudes, habits, and ideas touching every aspect of his life: health, social-emotional adjustments and intellectual matters. Obviously, differences in intellectual ability among the entrants to school make problems of intellectual training, but, as we know, the learning process itself is not entirely a matter of intelligence as narrowly defined, but involves emotional and social qualities of all sorts . . . . . In other words, the child comes not merely as a potential learner of knowledge, skill, and moral and other socialized habits and attitudes, but as a personality already widely conditioned to a large number of aspects of life.[16]

Literature on the expression and nurture of mental growth. One of the determiners of the general success of the child in school is intelligence. Symonds[17] has pointed out that while intelligence has often been found to be a factor affecting the adequacy of the individual in various situations, extravagant statements have been made concerning its importance in all sorts of social outcomes. From comprehensive studies he concluded that intelligence is im-

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[15] Young, op. cit., pp. 430-431.

[16] Loc. cit.

[17] Percival M. Symonds, Psychological Diagnosis In Social Adjustment (Chicago: American Book Company, 1934), p. 10.

portant to a satisfactory functioning of the individual and should not be overlooked, but there are many other factors to be considered.

Sherman[18] was of the opinion that intelligence "indirectly influences the frequency and complexity of conflicts." He expressed the view that the more intelligent person (1) is usually more sensitive to his surroundings, (2) is more alert to the discrepancies between his attainments and his dislikes, (3) is likely to make observations quickly, (4) develops desires which the less intelligent person may not experience, (5) is more likely to be disappointed with his situation, and (6) his goals are likely to be less attainable than those of the less intelligent person. However, on the other hand, Sherman found from his study of intelligence that the intelligent person (1) is more able to deal with his conflicts, partly because he is more able to understand the meaning of his problems and partly because he has a larger reserve of "substitute and compensatory behavior" than the less intelligent person, (2) he may be able to control more adequately his outward symptoms of internal maladjustment, and (3) he is more able to understand his limitations and compromise his desires.

Educators seem to differ in their opinions as to the

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[18] Sherman, op. cit., pp. 285-86.

influences of heredity and environment upon intellectual status, but Thorpe[19] has concluded that it is probably best to regard intelligence as being a product of both heredity and environment, with "an inseparable fusion of the two factors." He stated that considered from this angle we can see the futility of arguing for intelligence as being "either gene inherited or experientially acquired." The author suggested that there was no point in taking a fatalistic attitude toward the question, since it has been proved that the possibilities of intellectual improvement are great; the question is really one of providing an environment which will help to develop each individual to his fullest capacity. On the other hand, the author warned that we must not let our "imaginations" carry us away from objective data that has been accumulated; we must recognize inherited limitations when such are known; and we must keep in mind the fact that the "interlocked influences of nature and nurture" are not only unknown factors, but that their influence is different in each individual personality.

Olson,[20] in his study of child development, came to the following conclusion regarding intelligence:

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19 Louis P. Thorpe, Psychological Foundations of Personality (New York: McGraw-Hill Book Company, Inc., 1938), pp. 172-173.

20 Willard C. Olson, Child Development (Boston: D. C. Heath and Company, 1949), p. 236.

> Although it is well known that knowledge does not control conduct, it is interesting to note that positive correlations are regularly obtained between desirable attitudes and knowledge and various measures of the adequacy of the individual. Although the correlations between delinquency and the sociological factors in the home and the condition of the parents are impressive, other factors seem to have an influence on delinquency rates. . . . Many of the specific effects of broken homes and low economic status disappear when a factor such as intelligence is held constant.[21]

It was the author's further opinion that there is a "similarity and continuity" between the child's behavior in his home and his behavior at school, although data to support this theory are not as systematic nor as plentiful as desired.[22]

In a discussion of the earlier emphasis on the constancy of the intelligence quotient, the author stated that while repeated measurements show some persistence of individual differences, the changes are somewhat greater than at first estimated, and the individual growth curves indicate "systematic changes as if the expression of intelligence were under the influence of an unfolding design." The author declared that the schools have a primary responsibility for supplying the environmental experiences for the nurture of intellectual development, and pointed out that "the striking fact of all investigations is the extreme variability in

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[21] Loc. cit.

[22] Ibid., p. 237.

human material, whatever its origin and conditions of nurture." He found in his studies of child development that intelligence increases for the average of a group of individuals presumably to at least sixteen years of age, while if group tests are used it is probable that there is growth to near twenty years of age. The author considered the study of mental growth as important because of its "sweeping implications for individual well-being and the welfare of society." He said:

> Whatever may be the organic basis of intelligence in the brain and the nervous system, every approach suggests that persons differ widely in their ability to learn new things, to remember and profit by past experiences, and to make adjustments to new situations.[23]

It was Jersild's[24] opinion that the activities and interests involved in children's social dealings with one another may have a significant bearing upon a child's intellectual occupations, his motor skills, and his development of "mature" forms of emotional behavior. On the other hand, disturbances in the child's emotional life may interfere with his mental operations and with his physical functions. The author recommended that the educational program should be planned with these interlocking relationships in mind. He believed that the training of mental skills and

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[23] Ibid., 92-113.

[24] Jersild, op. cit., pp. 23-27.

competence in motor activities should also promote social and emotional adjustment. He further stated that "norms" not only are useful in defining approximately what may be expected at a given level of maturity, but are a means for preventing one phase of the child's development being pushed at the expense of others. The author pointed out that the fact that a group of children show high achievement in the three R's takes on a different meaning if it can be demonstrated that they are quite backward in the skills involved in getting along with other persons.

The consensus of opinion among educators seemed to be that the schools must give attention, not only to the intellectual but also to the emotional factors involved in the formation of attitudes, if the school were to promote the child's development, both as an individual and as a member of society.

This fact raised these questions for this particular study: What are the characteristics of the normal child of this age group being studied? What level of adjustment do authorities in the field of child development consider that a child in this age group should have reached? What are the characteristics of the child of six, of seven, of eight, and of nine?

Characteristics of children from six to nine. The

investigator attempted to list characteristics of children, of the previously stated age groups, as reported by experts in the field of child development, Gesell and Ilg,[25] and Jenkins, Shacter, and Bauer,[26] in an effort to get a picture of what children of these age group should be like. This was done in order to have criteria with which to compare the children comprising the subjects of this study.

These authorities establish no hard and fast pattern of development, but rather stress the point that the pattern of development varies with the individual. However, their studies of children have led them to describe the six-year-old as being extreme in behavior, indecisive, aggressive, restless, argumentative, assertive, exuberant and boastful; the seven-year-old as talkative, pensive, a worrier, sensitive, easily tired, and withdrawing; the eight-year-old as expansive, evaluative, speedy, resisting, noisy, careless, alert, and friendly; the nine-year-old as self-motivated, decisive, dependable, responsible, and of distinct individual differences. (See Appendix B, pp.129-150)

Summary. Recent literature related to the study which

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25 Arnold Gesell and Frances L. Ilg, The Child from Five to Ten (New York: Harper and Brothers Publishers, 1946), pp. 88-211.

26 Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer, These Are Your Children (Chicago: Scott, Foresman and Company, 1949), pp. 6-111.

was reviewed by the investigator emphasized, among other things, the following points:

1. To promote the child's development, both as an individual and as a member of society, it is important for the school program to give attention, not only to the intelligence, but, also, to the emotional factors involved in the formation of attitudes.

2. Attitudes are both intellectual and emotional in nature.

3. Intellectual operations interlock with the development of social behavior.

4. A child's development is influenced both by forces within himself and by factors in the physical and cultural environment.

5. The average second grade child is concerned primarily with happenings which concern him personally.

6. The nature of children's interests and the range of their understanding have many important educational implications.

7. It is important that the teacher try to understand the feelings underlying a child's behavior.

8. An appraisal of the child's work habits, emotional adjustment and ability to get along with others, is as important as a report on academic subjects.

9. Individuals differ in rate, pattern, and ultimate

level of development.

10. Through numerous studies, specialists in the fields of education and child development have found certain characteristics to be typical of children at the various age levels. A knowledge of these patterns of development is necessary to an understanding of the individual child.

CHAPTER III

METHOD OF PROCEDURE AND REPORT OF STUDY

This study was undertaken during the school year of 1948-1949 to determine the extent to which the children in the second grade at Meridian School, Brazil, Indiana, were adjusted to the problems and conditions which confronted them; to detect their specific problems in adjustment; and to determine, if possible, the correlation between the intelligence quotient and the total personality adjustment of the pupils.

The study was undertaken on the premise that an understanding of the mental ability, interests, attitudes and emotional adjustment of each child provides a foundation for happier and more effective classroom teaching. This premise grew out of statements of various educators, whose writings the investigator had referred to from time to time, and from the investigator's own experiences with children.

This study was made with a group of thirty-seven children--twenty boys and seventeen girls. In the group were seven boys and two girls who had previously failed. In age they ranged from six years and nine months to nine years and six months. These children appear with assigned names in this report. The study was concluded at the end of the school year 1949-1950.

I. LIMITATIONS OF THE STUDY

The measurement of adjustment in its broad sense implies the use of all types of devices which will furnish information concerning the child and his background of heredity and environment. In this study adjustment was limited primarily to mental ability and to such aspects of behavior as attitudes, interests, and personal and social adjustment.

The study was further limited by its confinement to one grade in one building, and with a group of only thirty-seven children. The tests may not have been adequate. No retesting was done. It is possible that a child did not understand the meaning of one or more questions in the California Personality Test. It is not only possible, but also probable, that a child may have responded to the test items in terms of his understanding of what was expected of him. He may have let his feelings of friendship toward some, and his unfriendliness toward others, influence his rating of group members.

The children were assured that the tests had nothing to do with school marks, that no member of the group would see any papers other than his own. They were asked not to sign their names to the Pupil Behavior Rating Sheet. (The investigator had a typographical clue by which to identify each rating sheet.) The children showed no resentment toward the tests. They seemed to enjoy doing tests which would

have no influence on their school marks. It was hoped that through a discovery of how individual pupils responded to items dealing with personal and social adjustment problems that this in itself would be valuable in obtaining a knowledge of his personality.

The investigator had taught all but one of the children, in the group studied, in the first grade. She was "promoted" with them into the second grade room. One boy joined the group as a repeater in the second grade. He had been familiar with the group in playground activities the previous year. Two children left the group at the beginning of the third year. Four other children withdrew from the group during the third year.

The data secured on the New York Rating Scale for School Habits may have suffered in accuracy because of the fact that the rater may have tended to be too lenient in some cases and too critical in others.

II. SOURCES OF DATA

A better understanding of the topic of the study was secured through the review of related literature on the subject found in books, magazines, bulletins, and those filed theses in the Indiana State Teachers College Library which pertained to intelligence and personality studies.

Standardized and informal tests were given in the

following order:

1. Otis Quick-scoring Mental Ability Tests, Alpha: Form A.[1]

2. Interest Inventory.[2]

3. California Test of Personality--Primary Form A.[3]

4. "Behavior Rating Sheet for Pupil Evaluation of Himself and Group Members."

5. New York Rating Scale for School Habits.[4]

For additional information, the cumulative school records were used.

The tests were given by the investigator, with the exception of the New York Rating Scale for School Habits which was used by the third grade teacher to rate the group during the school year 1949-1950. Two children, who were repeaters of the second grade, were rated by the investigator on this scale. All scoring and tabulating was done by the investigator.

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[1] Arthur S. Otis, Otis Quick-scoring Mental Ability Tests (Yonkers-on-Hudson, New York: World Book Company, 1939).

[2] William S. Gray, Arthur I. Gates, Gerald Yoakam, Ernest Horn, Paul Witty, Emmett Betts, and Bernice Leary, editorial board, "Interest Inventory," My Weekly Reader, Vol. 18, Number 5 (Columbus, Ohio: American Education Press, Inc., October 11-15, 1948), p. 20.

[3] Louis P. Thorpe, Willis W. Clarke, and Ernest W. Tiegs, loc. cit.

[4] E. L. Cornell, W. W. Coxe, and J. S. Orleans, New York Rating Scale for School Habits (Yonkers-on-Hudson, New York: World Book Company, 1927).

III. PRESENTATION AND TREATMENT OF DATA

Otis Quick-scoring Mental Ability Test, Alpha: Form A. The first test administered was the Otis[5] Quick-scoring Mental Ability Test, Alpha: Form A, designed for grades one to four. It consists entirely of pictures and designs and is not recommended for use below the second half of the first grade. It is divided into two tests--one nonverbal and the other verbal. For a single grade the reliability coefficients of the nonverbal and verbal tests are .68 and .71 respectively, while the reliability of the total score of the two is .81. This shows that when the two tests scores are combined they yield a total score that is more reliable than either one by itself.

Table I (pages 37 and 38) shows that twenty boys and seventeen girls were tested. They ranged in intelligence quotient from eighty-two to one hundred thirty-four. The investigator, in showing different levels of intelligence, rated those children whose scores ranged from eighty to eighty-nine as "below average," or "dull"; from ninety to one hundred nine as "average," or "normal"; from one hundred ten to one hundred nineteen as "above average"; from one hundred twenty to one hundred twenty-nine as "superior";

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[5] Arthur S. Otis, Otis Quick-scoring Mental Ability Tests, Manual of Directions for Alpha Test (Yonkers-on-Hudson, New York: World Book Company, 1939.)

and from one hundred thirty to one hundred thirty-nine as "very superior."

The test indicated that one, or 2.7 per cent, of the children was very superior in intelligence; six, or 16.2 per cent, were superior in intelligence; six, or 16.2 per cent, were above average in intelligence; twenty, or 54 per cent, were of average, or normal, intelligence; and four, or 10.8 per cent, rated below average, or dull, in intelligence. No child rated borderline to feeble-minded.

The value of the test lay in its indication of the probable level of difficulty at which each child could best work.

Table II (pages 39 and 40) gives the chronological age, mental age, and intelligence quotient of each child, and the class median. It shows that the median of the group was seven years and four months in chronological age, seven years and ten months in mental age, and one hundred seven in intelligence quotient. The median fell within the average group where 54 per cent of the children were located, as noted in Table I. No child on that level varied more than two points above nor more than sixteen points below the median. The child with the lowest I. Q. in the entire group was twenty-five points below the median while the child with the highest I. Q. was twenty-seven points above the median.

Summary. The Otis Quick-scoring Mental Ability Tests,

TABLE I

INTELLIGENCE QUOTIENTS OF PUPILS RANGED VERY SUPERIOR, SUPERIOR, ABOVE AVERAGE, AVERAGE, AND DULL ON THE OTIS QUICK-SCORING MENTAL ABILITY TEST - ALPHA: FORM A, AND THE NUMBER AND PER CENT RANKED AT EACH LEVEL

Pupil	Very Superior	Superior	Above Average	Average	Dull
	130-139	120-129	110-119	90-109	80-89
Bob	134				
Joe		128			
Ned		126			
Kent		123			
Bill		123			
Jim		122			
June		120			
Ann			118		
Sam			118		
Reta			117		
John			114		
Lois			114		
Kay			111		
Avis				109	
Jane				109	
Mae				107	
Dale				107	
Sara				107	
Paul				104	
Roy				103	
Jill				101	
Ted				101	
Ina				99	
Ruth				99	
Lynn				98	

TABLE I (continued)

INTELLIGENCE QUOTIENTS OF PUPILS RANGED VERY SUPERIOR, SUPERIOR, ABOVE AVERAGE, AVERAGE, AND DULL ON THE OTIS QUICK-SCORING MENTAL ABILITY TEST - ALPHA: FORM A, AND THE NUMBER AND PER CENT RANKED AT EACH LEVEL

Pupil	Very Superior	Superior	Above Average	Average	Dull
	130-139	120-129	110-119	90-109	80-89
Mark				98	
Tom				98	
Fred				98	
Don				97	
Jack				94	
Rose				92	
Joan				91	
Karl				91	
Dick					86
Lela					85
Max					83
Jean					82
Total no.	1	6	6	20	4
Per cent	2.7	16.21	16.21	54.05	10.81

TABLE II

CHRONOLOGICAL AGE, MENTAL AGE, AND INTELLIGENCE QUOTIENT OF INDIVIDUAL CHILDREN, AND THE CLASS MEDIAN

Pupil	Chron. Age	Mental Age	I Q on Otis Mental Ability Test
Bob	7 - 5	12 - 4	134
Joe	7 - 1	9 - 4	128
Ned	7 - 0	9 - 0	126
Kent	7 - 9	10 - 5	123
Bill	7 - 3	9 - 2	123
Jim	9 - 1	13 - 0*	122
June	7 - 6	9 - 4	120
Ann	7 - 1	8 - 4	118
Sam	7 - 5	8 -11	118
Reta	7 - 2	8 - 5	117
John	7 - 0	8 - 0	114
Lois	7 - 4	8 - 4	114
Kay	7 - 1	7 -11	111
Avis	7 - 3	7 -11	109
Jane	7 - 6	8 - 3	109
Mae	7 - 0	7 - 6	107
Dale	7 - 3	7 - 9	107
Sara	7 - 4	7 -11	107
Paul	7 - 6	7 -10	104
Roy	7 - 6	7 - 8	103
Jill	7 - 5	7 - 7	101
Ted	9 - 6	10 - 3	101
Ina	6 -11	6 -10	99
Ruth	6 -11	6 - 9	99
Lynn	6 -10	6 - 8	98
Mark	7 - 3	7 - 1	98
Tom	7 - 4	7 - 2	98
Fred	7 -10	7 - 2	98
Don	6 - 9	6 - 6	97
Jack	8 - 5	8 - 0	94
Rose	8 - 7	7 -11	92
Joan	7 - 7	6 - 9	91
Karl	8 - 5	7 -10	91
Dick	8 - 7	7 - 6	86

TABLE II (continued)

CHRONOLOGICAL AGE, MENTAL AGE, AND INTELLIGENCE QUOTIENT OF INDIVIDUAL CHILDREN, AND THE CLASS MEDIAN

Pupil	Chron. Age	Mental Age	I Q on Otis Mental Ability Test
Lela	8 - 4	7 - 2	85
Max	7 - 9	6 - 0	83
Jean	7 - 0	6 - 0	82
Median	7 - 4	7 -10	107

* The last score on the table in the Otis Test Manual was 148, or M. A. 12-11. Jim's total score was 151. His M. A. was estimated.

Form A indicated (1) that four children should be permitted to progress at a much slower rate than the others of the group, and that they should use materials of first grade rather than second grade level, (2) that twenty children could be expected to do average second grade work, (3) that six children should do very good work and would need supplementary materials, and (4) that seven children, and Bob, particularly, would need an enriched program, not only to keep them interested in school, but to make possible the normal development of their superior abilities.

In the light of these intelligence tests scores, it is interesting to note Thorpe's[6] opinion concerning the role of intelligence in life adjustment. It was his belief that intelligence must be regarded as "an adjustive factor in man that serves rather than guides the basic driving motives of his personality."

Interest Inventory. The Interest Inventory[7] data could not be tabulated statistically. Their data lay in uncovering important facts about personal and social relationships of each child and, in a general way, about the class as a whole. These data were organized in Tables III to XI.

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6 Louis P. Thorpe, Personality and Life (New York: Longmans, Green and Company, 1945), p. 28.

7 Gray and others, loc. cit.

In the data regarding the child's participation in family plans, and work and play activities as a means of developing a feeling of belonging, it was found that all of the children shared in play activities with their parents, except three. Six children enjoyed playing alone. This was noteworthy in the case of Dick and Lela who were eight, as the eight-year-old is pictured as one who abhors playing alone.[8] All shared home responsibilities but three, and ten preferred to help rather than to play. (See Table III, page 43).

Jane was the only child who had no brother or sister. Typical of the seven-year-old, as described by educators,[9] She named a baby as her first wish. (See Table XI, page 62.) Since the child's ordinal position in the family is considered a possible factor in the development of conflicts, particularly with younger siblings, it was interesting to note that twenty-four children had younger siblings. (See Table III, page 43.)

Low economic status and family problems have been considered as possible hindrances to good personality adjustment. As indicated in the data, the great majority of children belonged to families of low or average economic status. Four children--Ruth, Ina, Joan, and Max--were of a higher income

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[8] Gesell and Ilg, op. cit., pp. 159-187.

[9] Ibid., pp. 131-158.

TABLE III

INFORMATION RELATING
TO THE FAMILY LIFE OF INDIVIDUAL PUPILS
AS FOUND THROUGH INTEREST INVENTORY

Pupil	Sis-ters	Bro-thers	Plays with Parents	Likes to play alone	Helps at home	Prefers to play or help	Family sequence
Bob	1	0	Yes	No	Yes	Play	1st
Joe	0	1	Yes	No	Yes	Help	1st
Ned	1	0	Yes	No	Yes	Play	2nd
Kent	0	1	Yes	No	Yes	Play	1st
Bill	4	3	Yes	No	Yes	Play	8th
Jim	1	0	Yes	No	Yes	Play	2nd
June	0	2	Yes	No	Yes	Help	3rd
Ann	5	1	Yes	No	Yes	Play	7th
Sam	1	1	Yes	No	Yes	Play	2nd
Reta	3	4	Mother	No	Yes	Help	7th
John	0	1	Yes	No	Yes	Play	1st
Lois	0	1	Yes	No	Yes	Play	1st
Kay	2	1	Mother	No	Yes	Help	4th
Avis	0	1	Yes	No	Yes	Help	1st
Jane	0	0	Yes	Yes	Yes	Play	1st
Mae	1	2	No	No	Yes	Play	3rd
Dale	1	0	Father	No	Yes	Play	1st
Sara	2	1	Yes	No	Yes	Play	1st
Paul	2	0	Yes	No	Yes	Play	2nd
Roy	1	1	Yes	No	Yes	Play	2nd
Jill	3	0	Yes	No	Yes	Play	1st
Ted	1	0	Yes	No	Yes	Play	1st
Ina	0	1	Mother	Yes	Yes	Help	2nd
Ruth	1	1	Yes	No	Yes	Play	3rd
Lynn	1	3	Yes	No	Yes	Help	2nd
Mark	0	1	Yes	No	Yes	Help	1st
Tom	4	1	Yes	Yes	Yes	Help	6th
Fred	4	3	Yes	No	Yes	Play	7th
Don	3	2	Father	Yes	No	Play	4th
Jack	3	2	Yes	No	Yes	Play	4th
Rose	1	3	Yes	No	Yes	Play	3rd
Joan	0	2	Yes	No	Yes	Help	3rd
Karl	6	0	Yes	No	Yes	Play	6th
Dick	4	3	No	Yes	No	Play	8th
Lela	3	4	No	Yes	No	Play	6th
Max	2	0	Yes	No	Yes	Play	2nd
Jean	0	2	Yes	No	Yes	Play	1st

level than the other children. Eight children had irregularities in their family life which may have contributed to lack of personality adjustment. (See Table IV, pages 45 and 46.)

Fourteen children chose best friends outside the group. Nine chose older children; three chose younger children; and one boy chose his father. Three chose their friends because of their abilities; two of these friends were older boys. Two friends--the father and a third grade girl--were chosen for both their abilities and their attitudes. Since it is frequently the case that seven and eight-year-olds choose a best friend who is older,[10] it was unusual that Jack, who was eight, chose a first grade boy. (See Table V, pages 48 and 49.)

In regard to the type of worker each child wished to be, three boys chose to follow the same occupations as their fathers. The choices of all but one seemed to have developed normally from influences of home and community life, including the movies. Fred's desire to be a "strong man" may have had some relation to the fact that he was pugnacious, and that he had a great number of points against him on the "Behavior Rating Sheet," as shown in Table XXIX, page eighty-seven. Max's desire to be a mechanic was commendable since he worked

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[10] Gesell and Ilg, op. cit., pp. 131-187.

TABLE IV

DATA SECURED FROM CUMULATIVE RECORDS
AND FROM DAILY ASSOCIATION WITH PUPILS

Pupil	Father's Occupation	Irregularities in family life
Bob	Minister	
Joe	Carpenter	
Ned	Mgr. Motor Frt. Corp.	
Kent	Mechanic	
Bill	R. R. trackman	Has a half brother
Jim	Oil Company agent	Phys. cripple at birth, (now normal.)
June	Laborer	
Ann	Clay worker	
Sam	Oil Company agent	
Reta	Painter	Has half sister; 3 half brothers
John	Railway Mail clerk	
Lois	Clay worker	
Kay	Truck driver	
Avis	Clay worker	
Jane	Dragline operator	
Mae	Machinist	
Dale	Laborer	
Sara	Trucker	
Paul	Clay worker	
Roy	Clay worker	
Jill	Factory employee	
Ted	R. R. employee	
Ina	Physician	
Ruth	Insurance agent	Adopted. Has adopted sister and brother
Lynn	Mechanic	
Mark	Laborer	Father died during school year
Tom	Cement worker	
Fred	Brewery worker	
Don	Clay worker	
Jack	Factory employee	
Rose	Creamery operator	
Joan	Shoe repair man	Parents divorced. Has step father.
Karl	Clay worker	

TABLE IV (continued)

DATA SECURED FROM CUMULATIVE RECORDS
AND FROM DAILY ASSOCIATION WITH PUPILS

Pupil	Father's occupation	Irregularities in family life
Dick	Truck driver	
Lela	Clay worker	Parents divorced. Children divided.
Max	Insurance agent	Adopted. Has 2 adopted sisters
Jean	Fireman	

well with his hands, liked to "fix" toys, and because work with his hands gave him the confidence in himself he lacked in dealing with academic subjects. (See Table V, pages 48 and 49.)

The children's reading interests were characteristic of children of their age groups. The reading material was confined chiefly to that provided at school and at home, as only eight children used books from the public library, while two reported that they owned no books. All but five of the group read aloud at home. Of these five, as previously noted in Table III, (page 43) three had no younger siblings. These data were of value to the extent that they helped the teacher to select more intelligently reading materials suitable to the needs of each child and to guide the child's interests into proper channels. (See Table VI, page 50.)

In reference to their urge to collect various things, two six-year-olds reported no collections. However, this was not unusual as children of this age group are just starting collections of a very miscellaneous nature.[11] Eight children of the seven-year-old group had no collections, which was not characteristic of the average child of that age.[12] Two children of the eight-year-old group had no col-

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[11] Ibid., pp. 88-130.

[12] Ibid., pp. 131-158.

TABLE V

THE PUPIL'S PETS, HIS CHOICE OF A BEST FRIEND, AND THE WORKER HE DESIRES TO BE AS GIVEN IN THE INTEREST INVENTORY

Pupil	Kind of pet pupil possesses	Best friend	Friend liked for attitudes or abilities	Worker child desires to be
Bob	None	Kent	Attitudes	Doctor
Joe	Turtle	3rd grade boy	Attitudes	Doctor
Ned	None	Bill	Attitudes	Baker
Kent	Dog	Jane	Attitudes	Policeman
Bill	Dog	Kent	Attitudes	Farmer
Jim	Rabbit	4th grade girl	Attitudes	Movie star
June	Kitten	3rd grade girl	Attitudes	Teacher
Ann	Dog, cats	Jill	Attitudes	Teacher
Sam	None	4th grade boy	Attitudes	Doctor
Reta	Bird	Jane	Attitudes	Nurse
John	Dog	3rd Grade girl	Both	Mail clerk
Lois	Dog, cat	Jean	Attitudes	Nurse
Kay	Dog	3rd grade girl	Attitudes	Ballet dancer
Avis	Dog	Lois	Attitudes	Nurse
Jane	None	Reta	Attitudes	Nurse
Mae	None	3rd grade girl	Attitudes	Movie star
Dale	None	5 year old boy	Attitudes	Doctor
Sara	Pig	Lois	Attitudes	Teacher
Paul	Dog	7th grade boy	Attitudes	R.R. engineer
Roy	Dog, cat	4th grade boy	Abilities	Welder
Jill	None	Ann	Attitudes	Teacher
Ted	Dog, duck chicks	Karl	Attitudes	Railroader
Ina	Dog	Ruth	Attitudes	Teacher
Ruth	Dog	Jane	Attitudes	Mother
Lynn	None	Joan	Attitudes	Bookkeeper
Mark	None	Fred	Abilities	Postman
Tom	Dog	1st grade boy	Attitudes	Cement contractor
Fred	Dog, hamsters	Karl	Attitudes	Strong man
Don	Dog	Dale	Attitudes	Army Sgt.
Jack	Two dogs	1st grade boy	Attitudes	Carpenter
Rose	Dog	4th grade girl	Attitudes	Office girl
Joan	None	June	Attitudes	Teacher
Karl	Dog, cat, rabbit	Mark	Attitudes	Boxer
Dick	Dog	Bill	Attitudes	Policeman

TABLE V (continued)

THE PUPIL'S PETS, HIS CHOICE OF A BEST FRIENT, AND THE WORKER HE DESIRES TO BE AS GIVEN IN THE INTEREST INVENTORY

Pupil	Kind of pet Pupil possesses	Best friend	Friend liked for attitudes or abilities	Worker child desires to be
Lela	Dog	Jane	Attitudes	Teacher
Max	Dog	Father	Both	Mechanic
Jean	Dog	Lois	Attitudes	Teacher

TABLE VI

INDIVIDUAL PREFERENCES IN READING MATTER AND CHILD'S POSSESSION AND USE OF BOOKS AS GIVEN IN THE INTEREST INVENTORY

Pupil	Preference in subject matter	Preference in type of story	Uses Public Library books	Has books of own	Reads aloud at home
Bob	Animals	Adventure	Yes	30	Yes
Joe	Animals	Adventure	Yes	25	Yes
Ned	Animals	Adventure	No	None	No
Kent	Animals	Adventure	No	Many	Yes
Bill	Cowboys	Adventure	No	1	Yes
Jim	Horses	Adventure	Yes	49	Yes
June	Comics	Adventure	No	Some	Yes
Ann	Jesus	Religious	No	Some	Yes
Sam	Cowboy	Adventure	No	Many	Yes
Reta	Children	Any type	No	Some	Yes
John	Everything	Everything	No	Many	Yes
Lois	Animals	Adventure	Yes	5	Yes
Kay	Animals	Humorous	No	17	Yes
Avis	Horses	Exciting	No	10	Yes
Jane	Horses	Adventure	Yes	Many	Yes
Mae	Indians	Adventure	No	Some	Yes
Dale	Animals	Adventure	No	3	Yes
Sara	Animals	Adventure	No	10	Yes
Paul	Animals	Adventure	No	Some	Yes
Roy	Animals	Adventure	Yes	2	Yes
Jill	Animals	Adventure	No	5	Yes
Ted	Horses	Adventure	No	60	Yes
Ina	Animals	Adventure	No	Many	Yes
Ruth	Uncle Remus	Humorous	No	Many	Yes
Lynn	Fairy Tales	Adventure	No	2	Yes
Mark	Horses	Adventure	Yes	6	Yes
Tom	People	Exciting	No	None	No
Fred	Animals	Adventure	No	Some	Yes
Don	Animals	Adventure	No	7	No
Jack	Animals	Humorous	No	Some	Yes
Rose	Jesus	Religious	Yes	Some	Yes
Joan	Animals	Adventure	No	4	Yes
Karl	Animals	Adventure	No	6	No
Dick	Animals	Exciting	No	Many	No
Lela	Fairy Tales	Adventure	No	5	Yes
Max	Animals	Adventure	No	Many	Yes
Jean	Animals	Adventure	No	3	Yes

lection of any kind. This was very unusual since the average child in this age group is keenly interested in collections.[13] Two of the seven-year-olds varied from the average child of that age in that they had no desire to collect.

These data were of value in that they provided a means through which the teacher could encourage the children to make hobbies of their collections for the purpose of broadening their interests and experiences. Collections also provided a means of sharing interests and thus creating a social atmosphere. (See Table VII, pages 52 and 53.)

The children were asked to signify the various means by which they had had opportunities to expand, to become familiar with community life and community workers, and to enjoy adventures which might interest the child in the world about him. Sixteen children had never traveled by train, airplane, or boat; three had never traveled by bus; and three had traveled only by auto. Two children had never visited a zoo, circus, fire station, or airport. Two other children had never visited a farm, dairy, market, bakery, or hotel. Four children had never been camping or fishing. Karl's travels and adventures, seemingly, had been the most limited. However, Ann, Mae, Roy, Tom, Fred, Jack, Joan, and Dick had had few adventures and traveled by few means of transportation.

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[13] Ibid., pp. 159-187.

TABLE VII

HOBBIES AND COLLECTIONS OF INTEREST
TO PUPILS AS LISTED IN INTEREST INVENTORY

Pupil	Collection	Hobby	Wants to collect
Bob	Stamps	Baseball	Stamps
Joe	Shells	Flowers	Airplanes
Ned	Books	Boats	Books
Kent	Nothing	Cowboy shows	Nothing
Bill	Shells	None	Toys
Jim	Pennants	Reading	Pennants
June	Paper	Baseball	Paper
Ann	Leaves	Stamps	Pictures
Sam	Bottle caps	Football	Pictures (Roy Rogers)
Reta	Nothing	Reading comics	Buckeyes
John	Pennants	Mounting butterflies	Match folders
Lois	Butterflies, dolls	Sewing	Grasshoppers
Kay	Glass toys	Playing records	Records
Avis	Nothing	Dolls	Dolls
Jane	Buckeyes	Making things	Rocks
Mae	Nothing	Playing jacks	Pictures
Dale	Rocks	Making airplanes	Airplanes
Sara	Indian head pennies	Color books	Dolls
Paul	Cowboy pictures	Pictures	Butterflies
Jill	Nothing	Playing with toys	Books
Ted	Planes	High jump	Planes
Ina	Dolls	Dolls	Dolls
Ruth	Dolls	Dolls	Dolls
Lynn	Nothing	Making doll clothes	Dolls
Mark	Nothing	Making rubber guns	Comics
Tom	Nothing	None	Frogs
Fred	Airplanes	Making airplanes	Books
Don	Nothing	Making airplanes	Rocks
Jack	Comic books	None	Insects

TABLE VII (continued)

HOBBIES AND COLLECTIONS OF INTEREST
TO PUPILS AS LISTED IN INTEREST INVENTORY

Pupil	Collection	Hobby	Wants to collect
Rose	Storybook dolls	Storybook dolls	Storybook dolls
Joan	Rocks	Making doll clothes	Rocks
Karl	Nothing	Playing ball	Picture cards
Dick	Nothing	Drawing pictures	Cowboy guns
Lela	Paper dolls	Making picture shows	Dolls
Max	Grasshoppers	Wagons	Leaves
Jean	Nothing	Fishing	Nothing

The value of these data was their indication of experiences which could be planned to enrich the child's life and to aid his personal and social adjustment. (See Table VIII, pages 55 and 56.)

Data regarding interest in movies and the radio showed that Ned and Joan attended more movies than the average seven-year-old. On the other hand, Fred and Dick, who were seven and eight, respectively, were unusual in the fact that they attended no movies.[14] Jim showed an intense interest in the radio, which was characteristic of his age of nine years,[15] while Max, at the other extreme, failed to show the interest in radio which is characteristic of the seven-year-old. While the average six-year-old has one or two preferred programs,[16] Ruth and Lynn had none. Still more unusual was the fact that June and Jill, both seven-year-olds, had no favorites. Eight of this latter age group had no favorite music program, which is characteristic of children of seven.[17] The favorite story and music programs selected were more characteristic of eight and nine-year-old children.[18] In some cases the programs probably influenced fears or bad dreams.

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[14] Ibid., pp. 131-187.

[15] Ibid., pp. 188-211.

[16] Ibid., pp. 88-130.

[17] Ibid., pp. 88-158.

[18] Ibid., pp. 159-211.

TABLE VIII

TRAVELS AND ADVENTURES EXPERIENCED BY PUPILS AS INDICATED IN INTEREST INVENTORY

Pupil	Traveled by airplane, boat, train	Traveled by auto, bus	Visited Zoo, circus fire station, airport	Visited farm, dairy, market, bakery, hotel	Adventures camping, fishing
Bob	t	a,b	z,f,z	f,d,m,b,h	f
Joe	a,t	a,b	c,f,a	f,d,m,b,h	f
Ned	a,t	a,b	c,f	m	f
Kent	b	a,b	z,c,a	f,m,b	f
Bill	t	a,b	z,c	f,m	c
Jim	a,b,t	a,b	z,c,f,a	f,d,m,b,h	c,f
June		a,b		f,m,b,h	f
Ann		a,b	z,c		c
Sam		a,b	z,c,f	f,d	
Reta	t	a,b	c,f,a	f,d,m,b,h	c
John	b	a,b	c,f,a	f,d,b	f
Lois	b	a,b	c,f,a	f,d,m,b	c,f
Kay	b,t	a,b	c,f,a	f,m	c
Avis		a,b	z,c,f,a	f,m,b,h	
Jane	a,t	a,b	z,c,a	f,m,b,h	c,f
Mae		a	a	m,b	f
Dale	a	a,b	c,f	f,m,b	f
Sara		a,b	a	f,m,b	c
Paul		a,b	c,f,a	f,m,b,h	c,f
Roy	t	a		f,m	f
Jill	b	a,b	c	f,d,b	c,f
Ted	a,t,b	a,b	z,c,f,a	f,d,m,b,h	f
Ina	a,b,t	a,b	z,c,f,a	f,d,m,b,h	c,f
Ruth	b	a	z,c,a	f,d,m,h	c
Lynn		a	z,f,a	f,m,b,h	
Mark		a,b	c,f,a	f,m,b	f
Tom	t	a,b	z,c	m	
Fred		a,b	c	m	f
Don	t	a,b	c	f,m	f
Jack		a,b	a	f,m,b	f
Rose		a,b	z,c,f,a	f,d,m,b,h	c
Joan		a,b	z,c	m	f
Karl		a,b	c		f
Dick		a,b	f	f,b	f

TABLE VIII[I] (continued)

TRAVELS AND ADVENTURES EXPERIENCED BY PUPILS AS INDICATED IN INTEREST INVENTORY

Pupil	Traveled by airplane, boat, train	Traveled by auto, bus,	Visited zoo, circus, fire station, airport	Visited farm, dairy, market, bakery, hotel	Adventures camping, fishing
Lela		a,b	z,c	f,m	f
Max	b,t	a,b	z,c,f,a	f,d,m,b,h	c
Jean	t	a,b	c,f	f,m	c,f

The value of these data lay in the use the teacher made of them to help the children to choose good movies and radio programs, and to direct the children's interests into channels which might be more satisfying than too many movies, or too frightening radio programs. (See Table IX, pages 58 and 59.)

Data relating to the children's likes, dislikes, and fears, revealed a striking similarity between dislikes and fears. While two children found their greatest dislikes in play activities, three in family life, one in school, seven in the choice of food, and one in murder stories, the remaining thirteen had dislikes which were also listed as fears. These fears included wild animals, dogs, snakes, insects, the dark, storms, and loud noises. All of these fears are typical of children from six to eight.[19] It was noteworthy that both nine-year-olds, Jim and Ted, had no fears. Three of the seven-year-olds, Bob, John, and Lois, displayed the characteristics of the typical nine-year-old in that they had no fears.[20]

It was interesting to note that most dislikes and fears centered around wild or bad animals, rather than fear of people, of high places, of being alone, of punishment,

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[19] Ibid., pp. 88-187.

[20] Ibid., pp. 188-211.

TABLE IX

MOVIE AND RADIO FAVORITES SELECTED BY PUPILS ON THE INTEREST INVENTORY

Pupil	Number movies seen each week	No. radio programs heard each day	Favorite story program	Favorite music program
Bob	Chosen	Four	Superman	Cowboy
Joe	One	One	Cowboy	Barn dance
Ned	Four	Six	Roy Rogers	Hit Parade
Kent	Two	Varies	Mr. D. A.	No favorite
Bill	One	Two	Gene Autry	Musical Millers
Jim	Two	Ten	Big Town	Hit Parade
June	One	Varies	No favorite	Stop the Music
Ann	Two	Varies	Mr. D. A.	No favorite
Sam	One	Two	Gene Autry	Musical Millers
Reta	Two	Varies	Charlie McCarthy	No favorite
John	Two	Nine	Blondie and Dagwood	Bob Crosby
Lois	Two	One	Buster Brown	Manhattan Merry-go-round
Kay	Chosen	Varies	Blondie and Dagwood	No favorite
Avis	One	Two	Buster Brown	No favorite
Jane	One	Varies	Date with Judy	Phil Harris
Mae	Varies	Varies	Cowboy Stories	Amateur Hour
Dale	Two	One	Cowboy Stories	Cowboy
Sara	Varies	One	Blondie and Dagwood	Barn dance
Paul	One	Two	Nick Carter	Hit Parade
Roy	One	Three	Cowboy	WLS Barn dance
Jill	One	Four	No favorite	Cowboy
Ted	One	None	No radio	No radio
Ina	Varies	Varies	Mr. Keen	Roy Rogers
Ruth	Varies	Two	No favorite	Hit Parade
Lynn	One	Four	No favorite	Hit Parade
Mark	Varies	Two	Roy Rogers	Cowboy
Tom	Two	One	Lone Ranger	No favorite
Fred	None	Varies	Blondie and Dagwood	No favorite
Don	varies	One	Dick Tracy	Cowboy
Jack	One	Varies	Roy Rogers	Cowboy
Rose	One-two	one	Fibber McGee	Easy Does It
Joan	Four	One	Roy Rogers	Cowboy

TABLE IX (continued)

MOVIE AND RADIO FAVORITES SELECTED BY PUPILS ON THE INTEREST INVENTORY

Pupil	Number movies seen each week	No. radio programs heard each day	Favorite story program	Favorite music program
Karl	One	Two	Roy Rogers	WLS Barn Dance
Dick	None	Five	Straight Arrow	Roy Rogers
Lela	One	Two	Mr. Keen	Roy Rogers
Max	Chosen	None	None	None
Jean	One	Two	Gene Autry	Cowboy

of being late, of being laughed at, of being shy, of making mistakes, of not passing, or of displeasing parent or teacher.

Nineteen children chose domestic animals as the thing they liked best; six chose recreational or play interests; three chose school; two chose books; two chose family; two chose things to eat; one chose birds; one chose butterflies; and one chose a train.

The value of these data lay in the use the teacher made of them in talking over dislikes and fears with the child as a means of helping him overcome them; and in utilizing the knowledge of his "likes" to guide, broaden, and enrich his life. (See Table X, page 61.)

Even though wishes may be concerned with material things, they may reveal fears and anxieties of the child. In the data concerning the three things for which each child wished most, twenty-two children chose a bike or a toy for one or more of their wishes; seventeen chose an animal; nine chose a baby brother or sister. Other wishes showed a wide range of individual interests. Wishes which seemed most to indicate problems or conflicts were Mae's wishes for her uncle to return home, and for her daddy to get well; Paul's wish for no wars; and Jean's wish that she could learn her lessons. John's wish for "lots of money" was more characteristic of the eight-year-old than the seven-year-old.

The chief value in these data lay in the clues they

TABLE X

LIKES AND DISLIKES, AND THE GREATEST FEARS OF INDIVIDUAL PUPILS AS REVEALED IN INTEREST INVENTORY

Pupil	Greatest Dislike	Greatest Fear	Things liked Best
Bob	To play in house	None	To play in yard
Joe	Bad dogs	Bulls	School
Ned	Turtles	Snapping turtles	Dogs
Kent	To eat corn	Snakes	Animals
Bill	A goat	Bears	Cows
Jim	Cabbage	None	Turkey to eat
June	Potato soup	Snakes	A puppy
Ann	Baseball	Goats	Movie stars
Sam	School	Snakes	To go fishing
Reta	Sweet potatoes	Mice	Corn on the cob
John	Sirens	None	Trains
Lois	Spinach	None	Insects, animals
Kay	Murder stories	Barking dogs	Mother to read
Avis	Snakes, bears	Cows	Ponies
Jane	To try on clothes	Spiders	To go to shows
Mae	The dark	The dark	School
Dale	Wolves	Wolves	Dogs
Sara	To stay up late	Snakes	Kittens
Paul	Storms	Storms	Sports
Roy	Snakes	Snakes	My family
Jill	Carrots	Gorillas	Pet dogs
Ted	None	None	School
Ina	Bears	Bears	To visit my aunt
Ruth	Mushroom soup	Bulls	Books
Lynn	Big dogs	Trains	Kittens
Mark	Police dogs	Police dogs	Birds
Tom	Wild animals	Bears	Cats and frogs
Fred	Snakes	Bears	Dogs and cats
Don	Wolves	Snakes	Little chickens
Jack	Mean dogs	Mean dogs	Dogs, cats, and snakes
Rose	To make beds	Snakes	To go to shows
Joan	Lions	Snakes	Kittens
Karl	Bad dogs	Wild animals	Animals
Dick	Foxes	Snakes	Horses
Lela	Snakes	Snakes	Butterflies
Max	Lions	Lions	Pigs
Jean	Snakes	Snakes	Dogs

gave which might indicate problems, and the use the teacher made of the data to help the children overcome fears and adjust to problems. (See Table XI, pages 63 and 64.)

Summary of Interest Inventory. No serious lack of adjustment was apparent in the Interest Inventory. Two eight-year-olds showed unusual tendencies in liking to play alone. Possible problems or conflicts were noted in the presence of younger siblings in the home, in the low economic status of some families, and in irregularities in the family lives of eight children. All but one child seemed to be normally adjusted in regard to a best friend. Their choices of occupations were commendable, except in one case. Their choices of reading matter were good, but in some cases a greater interest in reading needed to be developed. The group as a whole lacked interest in collecting. Many children had had very limited experiences in travel and in community excursions and activities. Two children attended too many movies. Interest in radio programs did not appear excessive, but in a few cases the need of guidance was indicated in the selection of story programs. The likes and dislikes of the group seemed normal for children of their age groups. The wishes of most of the children seemed to be those of the average child. However, the wishes of three children indicated worries or fears.

TABLE XI

THE THREE THINGS WISHED FOR MOST BY INDIVIDUAL PUPILS IN THE INTEREST INVENTORY

Pupil	Three things for which children wished most 1	2	3
Bob	Bicycle	Train track	See a circus
Joe	Bicycle	Dog	Cat
Ned	Dog	Cat	Rabbit
Kent	Bike	Hunting knife	Sister
Bill	Pony	Toy gun	Football
Jim	To be a movie star	Big house	A swimming pool
June	To be a teacher	A Bike	To pass in school
Ann	A pony	A Bike	A farm
Sam	Two guns, holster	To see Roy Rogers	Bike basket
Reta	Bike	Pony	New snow suit
John	Horse	Dog	Lots of money
Lois	Baby brother	Gold fish	Watermelon
Kay	Baby sister	Bike	Nurse's kit
Avis	Desk	Twin beds	Doll buggy
Jane	A baby	A dog	A canary
Mae	Doll house	Uncle's return home	To have Daddy get well
Dale	Horse	Barn	Dog
Sara	Dolls	New dresses	Rabbit
Paul	No more wars	To be a football player	Pony
Roy	Bicycle	Sled	Basketball
Jill	New car	Baby	Cat
Ted	House	Car	To be a railroader
Ina	Doll	To catch a butterfly	Doll house
Ruth	Baby	Fuzzy chicken	Wrist watch
Lynn	To be grown up	Baby sister	Baby brother
Mark	Cowboy ring	New car	New sled
Tom	Bike	Wrist watch	Ford truck
Fred	Bicycle	Pony	Car
Don	Police dog	Cat	Rabbit
Jack	Bicycle	Basketball	Ball and bat
Rose	Pony	To be a movie star	To live on a farm
Joan	To be grown up	To be a mother	A sister
Karl	Bicycle	Ball	Bat

TABLE XI (continued)

THE THREE THINGS WISHED FOR MOST BY INDIVIDUAL PUPILS IN THE INTEREST INVENTORY

Pupil	Three things for which children wished most		
	1	2	3
Dick	To be a policeman	To be an artist	To be a soldier
Lela	Doll	Doll house	Roller skates
Max	Steam shovel	Bicycle	Bus
Jean	Baby sister	Big doll	I could learn my lessons

California Test of Personality--Primary, Form A. A few words of explanation concerning the California Test of Personality--Primary, Form A[21] will make the tables which follow more easily interpreted by the reader.

The authors of the test describe it as a teaching-learning or developmental instrument primarily. Its purpose is to provide the data for aiding pupils to maintain or develop a sane balance between self and social adjustment. The test is divided into two sections. The first section deals with self-adjustment. The second section deals with social-adjustment. Each area has six component parts. An evaluation of these components of personality discloses whether or not the pupil's basic needs are satisfied in an atmosphere of security and whether he is developing a balanced sense of self-realization and social acceptance.[22]

It is the opinion of Thorpe,[23] one of the authors of the test, that unlike the intelligence quotient which represents a sum of intellectual abilities, personality is primarily a balance among a great many action traits, and that

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[21] Thorpe, Clarke, and Tiegs, loc. cit.

[22] Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, "Manual of Directions," California Test of Personality--Primary Series (Los Angeles: California Test Bureau, 1945), p. 2.

[23] Louis P. Thorpe, Personality and Life (New York: Longmans, Green and Company, 1945), p. 125.

it is only understandable in connection with concrete, living situations involving social behavior.

The test is so designed that it gives measures in each of the components, and also gives the score in terms of self-adjustment, social adjustment, and total adjustment of the individual. The mean scores have been converted into percentile scores according to the table of percentile norms given in the Manual of Directions.[24]

Each component has eight questions. The answer is counted which shows a better adjustment of personality, so that a high score means a better adjusted individual than does a low score.

An examination of Table XII (page 69) shows that in the component "self-reliance," sixteen of the thirty-seven children were above the norm; ten were equal to the norm; and eleven were below the norm. The median of the class was equal to the norm of 50.

In the component "sense of personal worth," twenty-three were above the norm, while fourteen were below the norm. The median here was 60, or 10 in relation to the norm.

In the component "sense of personal freedom," twenty-seven were above the norm; seven were equal to the norm; while three were below the norm. The median was 85, or 35.

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[24] Thorpe, Clarke, and Tiegs, op. cit., p. 16.

In the component "feeling of belonging," twenty-four were above the norm, and thirteen were below the norm. The median was 60, or 10.

In the component "freedom from with-drawing tendencies," sixteen children were above the norm, but twenty-one were below. The median dropped below the norm to 40, or -10.

In the component "freedom from nervous symptoms," only nine children were above the norm; six were equal to the norm; while twenty-two were below it. In this component the class showed the greatest lack of adjustment, with a median of 30, or -20.

The investigator found through group discussions and individual conferences that several children in the group liked moving pictures of the horror type, many of them saw "cowboy shows" each week, and some listened to exciting stories on the radio at night. In the light of this information, and in view of the fact that two children related how they had become so frightened at a picture show that they were afraid to sleep away from their parents, these outside experiences may be considered contributory to the lack of adjustment in this component.

The class, in total self-adjustment, showed the highest degree of adjustment in "sense of personal freedom" with a median of eighty-five. This means that the class as a whole exceeded 85 per cent of the pupils on whom the test

was standardized, and that it was lower than 15 per cent of the pupils.

The class showed greatest lack of adjustment in "freedom from nervous symptoms", with a median of only thirty. This means that the class as a whole exceeded only thirty per cent of the pupils on whom the test was standardized, and that it was lower than 70 per cent of the pupils.

A study of the individual items in each component for each pupil showed the strengths and weaknesses in personality of each pupil. (See Tables XXVII to XXXIII (pages 117-122)

These scores were of value in locating the children who were in need of counseling, and the particular area in which they needed help, so that the teacher might plan her procedures and program of guidance for each pupil more wisely.

An examination of Table XIII (page 71) shows that in the component "social standards," twenty-five of the thirty-seven children were above the norm; ten were equal to the norm; only two were below the norm. The median of the class was 65, or 15.

In the component "social skills," fifteen were above the norm; ten were on the norm; twelve were below the norm. The median was 50.

In the component "freedom from anti-social tendencies," twenty-four children were above the norm; three were on the norm; eleven were below the norm. The median in this com-

TABLE XII

FREQUENCY WITH WHICH THIRTY-SEVEN CHILDREN OF THE SECOND GRADE FOUND PROBLEMS IN SELF ADJUSTMENT ON THE CALIFORNIA TEST OF PERSONALITY-PRIMARY, FORM A

Percentile rank	Self-reliance	Sense of personal worth	Sense of personal freedom	Feeling of belonging	Withdrawing tendencies (Freedom from)	Nervous symptoms (Freedom from)
99	1		8	3		1
95		8			6	
90						4
85	5		12	7		
80		7			3	
75						
70	10		7			4
65						
60		8		14	7	
55						
50	10		7			6
45						
40		7		7	8	
35						
30					9	10
25						
20	5	3	2	3	3	7
15						
10	3	3		2		1
5						
1	3	1	1	1	1	2
0						2
Total Pupils	37	37	37	37	37	37
Median	50	60	85	60	40	30
Diff.	16	23	27	24	16	9
Diff. -	11	14	3	13	21	22
On norm	10	0	7	0	0	6

ponent was 70, or 20.

In the component "family relations," twenty-seven children were above the norm; three were on the norm; and seven were below the norm. The median of the class was 75, or 25.

In the component "school relations," twenty-six children were above the norm; eight were on the norm; and three were below the norm. The class median was 70, or 20.

In the component "community relations," twenty-seven children were above the norm; five were on the norm; and five were below the norm. The median in this component was 75, or 25.

The class, in total social adjustment, showed the highest per cent of adjustment in the components "family relations" and "community relations". The median in each of these was 75. This means that the class as a whole exceeded 75 per cent of the pupils on whom the test was standardized, and that the class was lower than 25 per cent.

In total social adjustment, the class showed greatest lack of adjustment in the component "social skills," with a median of 50. This means that the class as a whole exceeded 50 per cent of the pupils on whom the test was standardized, and that the class was lower than 50 per cent.

Scores of individual pupils in each component in the social adjustment area are given in Tables XXXIII to XXXVIII. (See Appendix A, pages 123-128)

TABLE XIII

FREQUENCY WITH WHICH THIRTY-SEVEN CHILDREN OF THE SECOND GRADE FOUND PROBLEMS IN SOCIAL ADJUSTMENT ON THE CALIFORNIA TEST OF PERSONALITY-PRIMARY, FORM A

Percentile Rank	Social Standards	Social Skills	Anti-social tendencies (Freedom from)	Family Relations	School Relations	Community Relations
99						
95		6		13		13
90	17		11		15	
85						
80						
75		9		14		14
70			13		11	
65	8					
60						
55						
50	10	10	2	3	8	5
45						
40						
35						
30		6	4	2	1	2
25						
20	2	5	1	3	1	1
15						
10		1	5	2	1	
5						
1			1			2
Total Pupils	37	37	37	37	37	37
Median	65	50	70	75	70	75
Diff.	25	15	24	27	26	27
Diff.	- 2	12	11	7	8	5
On norm	10	10	2	3	3	5

One explanation for the best adjustment being shown in the family and community areas may be that the child had had a longer period over which to make adjustments in these areas, or that he had gradually become accustomed to the problems in these areas and was no longer aware that they were problems. It is also possible that the child was more conscious of his problems in "social skills," "social standards," and "school relations," when he was taking the test at school.

While specific difficulties were easily noted on the individual profiles which were made, Table XIV (page 73) shows the scores of the pupils on total adjustment in personality and the number and per cent of the pupils who were below or above the norm.

Twenty-four, or 64.87 per cent of the class, were above the norm, while thirteen, or 35.13 per cent of the class were below the norm.

Table XV (page 74) shows the total number of pupils ranked High, Normal, or Low on the California Test of Personality. Those children who ranked at the twentieth percentile or below were considered low or poor in personality adjustment. Those who ranked between the twentieth and eightieth percentiles were considered normal or average in their adjustment, while children who ranked at the eightieth percentile or above were considered high in personality adjustment.

TABLE XIV

SCORES OF PUPILS ON TOTAL ADJUSTMENT IN PERSONALITY, AND NUMBER AND PER CENT OF PUPILS ABOVE AND BELOW NORM ON CALIFORNIA TEST OF PERSONALITY-PRIMARY, FORM A

Pupil	Pupil's score	Percentile rank	Deviation from Norm	No. and per dent above and below Norm
Lois	89	95	45	
Max	89	95	45	
Joe	88	95	45	
Paul	85	90	40	
Karl	83	85	35	
Ned	83	85	35	
Bill	82	80	30	
Jane	82	80	30	
Roy	82	80	30	Pupils above norm
Kay	80	75	25	
Jim	79	75	25	24 or 63.87 per cent
Kent	79	75	25	
Jill	77	70	20	
June	76	65	15	
Sam	76	65	15	
Ann	75	65	15	
Mark	74	60	10	
Jack	74	60	10	
Ted	73	60	10	
Sara	73	60	10	
Reta	73	60	10	
Joan	72	55	5	
Fred	72	55	5	
Bob	71	55	5	
		50	Norm	
Ruth	68	45	-- 5	
Dale	67	45	- 5	
Lynn	67	45	- 5	Pupils below norm
Rose	67	45	- 5	
Lela	67	45	- 5	13 or 35.13 per cent
Don	64	35	-15	
Mae	63	35	-15	
Ina	63	35	-15	
Avis	60	30	-20	
John	59	30	-20	
Tom	50	15	-35	
Dick	50	15	-15	
Jean	43	10	-40	

TABLE XV

TOTAL NUMBER OF PUPILS RANKED HIGH, AVERAGE, OR LOW ON THE CALIFORNIA TEST OF PERSONALITY - PRIMARY, FORM A

Pupil	High 80th percentile or above	Average between 79th and 20th percentile	Low below 20th percentile
Bob		x	
Joe	x		
Ned	x		
Kent		x	
Bill	x		
Jim		x	
June		x	
Ann		x	
Sam		x	
Reta		x	
John		x	
Lois	x		
Kay		x	
Avis		x	
Jane	x		
Mae		x	
Dale		x	
Sara		x	
Paul	x		
Roy	x		
Jill		x	
Ted		x	
Ina		x	
Ruth		x	
Lynn		x	
Mark		x	
Tom			x
Fred		x	
Don		x	
Jack		x	
Rose		x	
Joan		x	
Karl	x		
Dick			x
Lela		x	
Max	x		
Jean			x
Total number	9	25	3
Per cent	24.32	67.56	8.1

The table shows that nine or 24.3 per cent of the group had reached a high level in total personality adjustment; twenty-five or 67.5 per cent were normal or average in their degree of total personality adjustment; while three or 8.1 per cent of the group were still at a low level in total personality adjustment.

Summary. The California Test of Personality indicated that the pupils in this particular group had greater lack of adjustment in the self-adjustment area, being lowest in the component "freedom from nervous symptoms." Low scores in this component were regarded as possible clues to emotional conflicts.

The low median of fifty in "social skills" in the social adjustment area indicated that the children needed guidance in the subordination of egoistic tendencies in favor of group interests. However, the median of fifty in this component was higher than the median of thirty in "freedom from nervous symptoms," and forty in "freedom from withdrawing tendencies," and was equal to the median in "self-reliance," all of which were in the self-adjustment area. The test scores indicated that the children needed to have opportunities to develop confidence in themselves and a feeling of personal security.

Behavior Rating Sheet for Pupil Evaluation of Himself

and Group Members. A significant part of the teacher's time in the classroom is directly or indirectly devoted to the development in pupils of desirable social attitudes and modes of behavior. The "Behavior Rating Sheet for Pupil Evaluation" was devised by the investigator to permit the pupil to evaluate the behavior of group members, including himself. The rating sheet was used near the end of the third year. After three years of school experience the children had a fair understanding of the meaning of good citizenship. For that reason the rating sheet was developed with terms similar to those used on the school report card, with which the children had become familiar.

The rating sheet contained twenty paired items--one desirable and one undesirable. The pupil was requested to check the one in each case which better described the individual. As previously stated, the pupil was asked not to sign his name to the rating sheet. The pupil's rating of himself was counted in with the ratings done by others to make his score somewhat more reliable in case one child marked another child undesirably during a momentary pique. In characterizing each child the pupil was to consider him in all relationships in which he knew him, whether in work or play, or whether at school or away from school.

Finally, the child was asked to write the name of the pupil whom he considered to be the best citizen, the name of

the girl whom he thought got along best with the group, and the name of the boy whom he thought got along best with the group.

Table XVI (pages 84 and 85) shows the group rating of each pupil in undesirable characteristics, or the number of points checked against each child in each of the ten undesirable items. The score for desirable characteristics would be equal to the number of undesirable points in each paired item subtracted from thirty-seven. The table also shows the total number of undesirable points each pupil received in the twenty paired characteristics.

Joe was rated the highest in behavior as he received the fewest undesirable marks. His behavior was considered perfect in the items, "Pays attention in class," "Plays fair," "Kind and friendly," "Shares with others," "Can be trusted," and "Usually happy," as he received no undesirable marks in these.

Sam was rated the lowest in behavior as he received the most undesirable marks. Sam received 147 marks against his behavior as compared to Joe's five. Twenty-eight pupils considered Sam noisy and boisterous; twenty-four considered him careless in his work; and twenty-one were of the opinion that he was not attentive in class. Sam received not less than nine marks against him in every undesirable characteristic.

This table is more interesting when studied with Table XVII.(pages 86 and 87) For that reason the investigator has taken the liberty of studying the tables together. While Table XVI shows the impression which each child made on the group, Table XVII shows what each child thought of himself.

Table XVII, in addition to showing the rating each child gave himself, also shows the number of undesirable marks he gave to group members. Bob gave himself a perfect rating, but twenty children marked him careless in his work and twenty-two children regarded him as noisy and boisterous. (See Table XVI.) He did not seem to be aware of any undesirable characteristics. Neither was he critical of group members. He gave only nine undesirable marks to members of the group.

Twelve children were not aware of having any undesirable characteristics.

Kent agreed with four other children that he was noisy and boisterous. His highest number of undesirable marks was in this characteristic. He gave thirty-two undesirable marks.

Bill regarded himself as careless in his work. Three other children marked the same characteristic. However, Bill did not consider himself noisy and boisterous, as did six other children. Bill was fairly critical of group members as he gave forty-six undesirable marks.

June regarded herself as careless in her work, as did seven other children. However, her greatest number of undesirable marks was in the characteristic, "noisy and boisterous," where she received eight marks. June gave eighty undesirable marks.

Sam was very critical of other members of the group, giving a total of 125 marks, but he was also critical of himself. He was conscious that he was inattentive, careless in his work, and noisy and boisterous.

John gave himself four undesirable marks. He considered himself careless in his work, noisy and boisterous, rude and annoying, and selfish. John was the most critical in his attitude toward others. He gave 192 undesirable marks.

Kay realized that her work was seldom done when the majority of the members of the class had theirs completed. While nine other children characterized her in the same manner, ten children also believed that she did not pay attention. Kay did not recognize this characteristic of herself. She was not overcritical of group members as she gave only twenty-eight undesirable marks.

Avis was conscious of her most undesirable characteristic, "Work seldom done." She seemed more critical of others than of herself, since she gave sixty-nine undesirable marks.

Mae gave herself two undesirable marks. She believed that she was careless in her work, and she was one of three children who believed that they could not be trusted. She gave thirty-eight undesirable marks.

Sara believed that she gave up too easily, but only three others agreed with her. Six members of the group thought that she was noisy and boisterous. She gave only sixteen undesirable marks which shows that she was not over-critical and had a high regard for group members.

Paul thought that he was careless in his work, noisy, and could not be trusted. Eleven others believed him to be careless in his work; seventeen others that he was noisy; but only four others thought that he could not be trusted. However, fourteen were of the opinion that he did not pay attention. Paul was very critical of group members, as he gave 119 undesirable marks.

Roy gave himself an undesirable mark in, "Careless in his work." Six others marked the same characteristic, but ten children thought that he gave up easily, and nine were of the opinion that his work was seldom done. Roy gave fifty-five undesirable marks to others.

Jill agreed with ten other children that she was careless in her work but group members gave her more undesirable marks in "Gives up easily," and "Work seldom done." Ten children also were of the opinion that she did not pay at-

tention. Jill showed a high regard for members of her group as she gave only nine undesirable marks.

Ted was the only one who felt that he was careless in his work, but he was given a few undesirable marks in eight other characteristics. He thought well of group members as he gave only sixteen undesirable marks.

Ina's only criticism of herself was that her work was seldom done. Thirteen other children were of the same opinion. Twelve children characterized her as giving up easily; thirteen as being inattentive; and fifteen as being noisy and boisterous. She gave only twenty-nine undesirable marks, but she received ninety.

Ruth was of the opinion that her work was seldom done, and that she could not be trusted. Ten other children believed that her work was seldom done, and two others agreed that she could not be trusted. Ruth had a good opinion of group members as she gave only twenty-two undesirable marks.

Mark characterized himself as usually grouchy or fussy, and five other children were of the same opinion. He held group members in high esteem as he gave only four undesirable marks. However, the group gave him a total of seventy-six undesirable marks.

Don considered himself rude and annoying to others. Six other children marked the same characteristic. But his greatest number of undesirable marks was in "Work seldom

done," while "Does not pay attention" ranked second. Don thought well of the group as he gave only nineteen undesirable marks.

Rose characterized herself as, "Does not pay attention," "Work seldom done," and "Careless in work." These were the three characteristics in which she received the most marks from the group. In these she received twelve, thirteen, and thirteen marks respectively, in addition to her own. She was very critical of group members since she gave 126 undesirable marks.

Joan was of the opinion that she did not pay attention, but only two children agreed with her. The group held her in high regard as she received only thirty undesirable marks, while she gave thirty-nine to the group.

Karl described himself as careless in his work and noisy and boisterous. Seventeen agreed that he was careless in his work and six that he was noisy and boisterous. In addition, sixteen children were of the opinion that he gave up easily; thirteen that his work was seldom done; and twelve that he did not pay attention. Karl gave fifty-nine undesirable marks.

Dick was the most critical of himself of all the children in the group. He gave himself undesirable marks in six of the ten characteristics. He was of the opinion that he gave up easily, was careless in his work, cheated, was sel-

fish, was noisy, and was usually grouchy or fussy. Ten other children believed he gave up easily; fifteen thought he was careless in his work; one agreed that he cheated; five thought he was noisy and boisterous; two agreed that he was selfish; and two were also of the opinion that he was grouchy and fussy. Dick, like John, was unusually critical of group members. He gave 153 undesirable marks.

Lela characterized herself as noisy and boisterous, but only five other children were of that opinion. She received nine points against her in each of the characteristics, "Work seldom done," "Gives up easily," and "Careless in work." She was much more critical of others than herself as she gave 129 undesirable marks.

Max marked only one undesirable characteristic for himself, "Careless in work." Eleven others checked the same characteristic, but an equal number thought that he did not pay attention; sixteen were of the opinion that he gave up easily; and eighteen believed that his work was seldom done. Max showed a fair regard for group members in giving forty-one undesirable marks.

Jean was of the opinion that she was careless in her work. Sixteen others were of the same opinion, which rated her the highest number of undesirable marks in this characteristic. Jean was more critical of others than of herself, as she gave seventy-seven undesirable marks.

TABLE XVI

PUPIL RATING OF UNDESIRABLE CHARACTERISTICS OF GROUP MEMBERS, INCLUDING HIMSELF, AND TOTAL NUMBER OF UNDESIRABLE POINTS EACH PUPIL RECEIVED ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION"

Pupil	Does not pay attention	Work seldom done	Gives up easily	Careless in work	Cheats	Noisy and boisterous	Rude; annoys others	Selfish	Can not be trusted	Usually grouchy or fussy	Total number undesirable points
Bob	1	0	3	20	2	22	2	3	0	0	53
Joe	0	1	2	1	0	1	0	0	0	0	5
Ned	3	5	2	3	1	3	1	2	2	2	24
Kent	1	1	3	3	3	5	0	0	0	0	16
Bill	1	0	2	4	1	6	1	1	1	0	17
Jim	1	4	2	11	2	9	3	2	1	2	37
June	3	2	4	8	4	11	1	3	4	2	42
Ann	7	2	5	4	4	4	1	0	2	1	35
Sam	21	11	9	24	10	28	11	10	12	11	147
Reta	1	3	5	1	1	5	3	4	2	2	27
John	9	10	8	13	5	10	5	6	3	3	72
Lois	2	2	3	4	1	8	1	1	2	2	26
Kay	10	10	6	5	3	8	4	2	5	1	54
Avis	9	15	8	8	6	9	2	4	3	4	68
Jane	1	2	4	3	0	6	1	1	2	0	20
Mae	1	2	2	3	2	5	2	1	5	1	24
Dale	9	12	10	14	7	11	3	3	2	2	73
Sara	0	4	4	3	1	6	4	3	5	1	31

TABLE XVI (continued)

PUPIL RATING OF UNDESIRABLE CHARACTERISTICS OF GROUP MEMBERS, INCLUDING HIMSELF, AND TOTAL NUMBER OF UNDESIRABLE POINTS EACH PUPIL RECEIVED ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION"

Pupil	Does not pay attention	Work seldom done	Gives up easily	Careless in work	Cheats	Noisy and boisterous	Rude; annoys others	Selfish	Can not be trusted	Usually grouchy or fussy	Total number undesirable points
Paul	14	8	8	12	4	18	5	2	5	4	80
Roy	2	9	10	7	2	1	1	1	2	2	37
Jill	10	12	13	11	5	8	6	4	5	5	79
Ted	0	2	5	1	1	3	1	3	3	3	22
Ina	13	14	12	8	6	15	7	4	5	6	90
Ruth	7	11	9	6	2	3	0	2	3	2	45
Lynn	1	2	5	6	2	4	4	3	5	2	34
Mark	8	6	7	7	6	13	9	6	8	6	76
Tom	10	9	10	9	6	9	9	6	9	8	85
Fred	14	10	12	14	11	15	14	9	22	9	130
Don	15	16	12	8	2	9	7	3	3	3	78
Jack	4	7	10	8	2	8	4	1	4	1	49
Rose	13	14	14	8	5	9	9	4	5	9	90
Joan	3	4	6	6	3	2	1	2	1	2	30
Karl	12	13	16	18	6	7	7	8	6	4	97
Dick	9	14	11	16	2	6	3	3	4	3	71
Lela	1	9	9	9	3	6	3	3	6	1	50
Max	11	18	16	12	4	8	3	4	5	2	83
Jean	3	4	8	17	4	3	3	6	1	1	50

TABLE XVII

PUPIL RATING OF HIMSELF AND THE TOTAL NUMBER OF UNDESIRABLE MARKS HE GAVE TO THE GROUP ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION"

Pupil	Pays attention in class / Does not pay attention	Work always done / Work seldom done	Keeps trying / Gives up easily	Neat in work / Careless in work	Plays fair / Cheats	Quiet; orderly / Noisy; boisterous	Kind and friendly / Rude. Annoys others	Shares with others / Selfish	Can be trusted / Can not be trusted	Usually happy / Usually grouchy or fussy	Total no. undesirable marks he gave group
Bob	x	x	x	x	x	x	x	x	x	x	9
Joe	x	x	x	x	x	x	x	x	x	x	19
Ned	x	x	x	x	x	x	x	x	x	x	96
Kent	x	x	x	x	x	x	x	x	x	x	32
Bill	x	x	x	x			x	x	x	x	46
Jim	x	x	x	x	x	x	x	x	x	x	13
June	x	x	x	x	x	x	x	x	x	x	80
Ann	x	x	x	x	x	x	x	x	x	x	31
Sam	x	x	x	x	x	x	x	x	x	x	125
Reta	x	x	x	x	x	x	x	x	x	x	28
John	x	x	x	x	x	x	x	x	x	x	192
Lois	x	x	x	x	x	x	x	x	x	x	11
Kay	x	x	x	x	x	x	x	x	x	x	28
Avis	x	x	x	x	x	x	x	x	x	x	69
Jane	x	x	x	x	x	x	x	x	x	x	113
Mae	x	x	x	x	x	x	x	x	x	x	38
Dale	x	x	x	x	x	x	x	x	x	x	15
Sara	x	x	x	x	x	x	x	x	x	x	16
Paul	x	x	x	x	x	x	x	x	x	x	119
Roy	x	x	x	x	x	x	x	x	x	x	55
Jill	x	x	x	x	x	x	x	x	x	x	9
Ted	x	x	x	x	x	x	x	x	x	x	16
Ina	x	x	x	x	x	x	x	x	x	x	29
Ruth	x	x	x	x	x	x	x	x	x	x	22
Lynn	x	x	x	x	x	x	x	x	x	x	16

TABLE XVII (continued)

PUPIL RATING OF HIMSELF AND THE TOTAL NUMBER OF UNDESIRABLE MARKS HE GAVE TO THE GROUP ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION"

Pupil	Pays attention in class / Does not pay attention	Work always done / Work seldom done	Keeps trying / Gives up easily	Neat in work / Careless in work	Plays fair / Cheats	Quiet; orderly / Noisy; boisterous	Kind and friendly / Rude. Annoys others	Shares with others / Selfish	Can be trusted / Can not be trusted	Usually happy / Usually grouchy or fussy	Total no. undesirable marks he gave group
Mark	x	x	x	x	x	x	x	x	x	x	4
Tom	x	x	x	x	x	x	x	x	x	x	64
Fred	x	x	x	x	x	x	x	x	x	x	65
Don	x	x	x	x	x	x	x	x	x	x	19
Jack	x	x	x	x	x	x	x	x	x	x	10
Rose	x	x	x	x	x	x	x	x	x	x	126
Joan	x	x	x	x	x	x	x	x	x	x	39
Karl	x	x	x	x	x	x	x	x	x	x	59
Dick	x	x	x	x	x	x	x	x	x	x	153
Lela	x	x	x	x	x	x	x	x	x	x	129
Max	x	x	x	x	x	x	x	x	x	x	41
Jean	x	x	x	x	x	x	x	x	x	x	77

Of the children who gave themselves perfect scores, eight children showed a high esteem for members of the group as they gave less than thirty undesirable marks. Conversely, four found many undesirable characteristics in group members, as their numbers of undesirable marks ranged from sixty-four to 113.

Table XVIII (page 90) shows the individual scores in the selection of the pupil who was the best citizen. The scores are composed of the number of votes received, or the number of times the pupil was chosen. The table further shows whether the pupil was selected by members of his own sex or of the opposite sex. Bill, who was chosen by eight pupils--five girls and three boys--had the highest score. Mae, who was chosen by five pupils--three girls and two boys--was second high in the group. Eight children received votes only from their own sex. Two received votes only from the opposite sex. Twenty-two children failed to receive a single vote.

Table XIX (page 91) shows the individual scores in the selection of the girl who got along best with the group members. Jane was chosen by the most children, four girls and nine boys, for a score of thirteen. Joan was chosen by five girls and four boys, for a total of nine. Four girls were not chosen by any member.

Table XX (Page 92) shows the individual scores in the selection of the boy who got along best with the group mem-

bers. Bill, who was chosen as the best citizen, was also chosen as the boy who got along best with group members. He was chosen by four girls and four boys. Kent ranked second with a total of 6 points. He was chosen by three girls and three boys. Nine boys were not chosen by any member of the group.

A study of Tables XVIII, XIX, and XX shows that twelve children failed to be chosen, either as the best citizen, or as the one who got along best with group members. These children were: Ann, Sam, Paul, Roy, Ina, Lynn, Tom, Fred, Don, Jack, Lela, and Max.

It is interesting to note that although Joe received only five undesirable marks on the rating of his characteristics, he was chosen by only two children as being the best citizen, and by only four children as the boy who got along best with the group. Joe's timidity, reserve, small stature, and somewhat frail body may have been responsible for his lack of prestige or rapport with the group. However, Joe made worthwhile contributions when encouraged.

It is also interesting to note that although Jane gave group members 113 undesirable marks, she had established great rapport with the group. She was given only twenty marks in undesirable characteristics, and received the greatest number of scores as the girl who got along best with the group. As Table XIX indicates, she got along well with both sexes.

TABLE XVIII

INDIVIDUAL SCORES ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION" IN THE SELECTION OF THE MEMBER OF THE GROUP WHO WAS THE BEST CITIZEN

Pupil	Number of times chosen	By girls	By boys
Bob	xx	1	1
Joe	xx		2
Ned	x		1
Kent	xx		2
Bill	xxxxxxxx	5	3
Jim	xxx	1	2
June			
Ann			
Sam			
Reta	x		1
John			
Lois			
Kay			
Avis			
Jane	xx		2
Mae	xxxxx	3	2
Dale			
Sara	xxxx	3	1
Paul			
Roy			
Jill			
Ted	xx		2
Ina			
Ruth	x	1	
Lynn			
Mark			
Tom			
Fred			
Don			
Jack			
Rose			
Joan	xx	2	
Karl			
Dick	x		1
Lela			
Max			
Jean	x	1	

TABLE XIX

SCORES ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVAULATION" IN THE SELECTION OF THE GIRL WHO GOT ALONG BEST WITH THE GROUP

Pupil	Number of times chosen	By girls	By boys
June	xx	1	1
Ann			
Reta	x	1	
Lois	x		1
Kay	x		1
Avis	x		1
Jane	xxxxxxxxxxxxx	4	9
Mae	x	1	
Sara	xxx	1	2
Jill	x	1	
Ina			
Ruth	xx	2	
Lynn			
Rose	x	1	
Joan	xxxxxxxxx	5	4
Jean	x		1
Lela			

TABLE XX

SCORES ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION" IN THE SELECTION OF THE BOY WHO GOT ALONG BEST WITH THE GROUP

Pupil	Number of times chosen	By girls	By boys
Bob	xxxx	1	3
Joe	xxxx	3	1
Ned	xxxx	2	2
Kent	xxxxxx	3	3
Bill	xxxxxxxx	4	4
Jim	xxx	2	1
Sam			
John	xx	0	2
Dale	xx	0	2
Paul			
Roy			
Ted			
Mark	xx	1	1
Tom			
Fred			
Don			
Jack			
Karl	x		1
Dick	x	1	
Max			

Table XXI (page 94) shows the total scores of each pupil on the "Behavior Rating Sheet" ranked High, Average, and Low.

Children whose total number of undesirable marks was thirty-seven or less were ranked "High." This permitted a child to receive one mark from each member of the group and still be rated high in behavior. Fifteen, or 40.54 per cent, of the children were in this group.

Children whose total number of undesirable marks fell between thirty-eight and 111, inclusive, were ranked "Average." This permitted a child to have three undesirable marks out of the ten items listed and still be rated as average or normal in behavior. Twenty, or 54.05 per cent, of the children were in this group.

Children whose total number of undesirable marks exceeded 111 were ranked "Low". Two, or 5.40 per cent, of the group rated low in behavior.

Summary. On the "Behavior Rating Sheet for Pupil Evaluation" fifteen, or 40.54 per cent of the pupils, ranked high in behavior in the group; twenty, or 54.05 per cent of the pupils, rated average in behavior; and two, or 5.40 per cent of the pupils, rated low in behavior development. Bill was chosen both as the best citizen and as the boy who got along best with the group. Jane was chosen as the girl who got along best with the group. Twelve children failed to be

TABLE XXI

PUPILS' TOTAL SCORES ON THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION" RANKED HIGH, AVERAGE, AND LOW, AND THE NUMBER OF UNDESIRABLE MARKS THE PUPILS GAVE OTHERS

Pupil	High 0 - 37	Average 38-111	Low Above 111	No. undesirable marks pupils gave others
Bob		53		9
Joe	5			19
Ned	24			96
Kent	16			80
Bill	17			32
Jim	37			46
June		42		13
Ann	33			31
Sam			147	125
Reta	27			28
John		72		192
Lois	26			11
Kay		54		28
Avis		68		69
Jane	20			113
Mae	24			38
Dale		73		15
Sara	31			16
Paul		80		119
Roy	37			55
Jill		79		9
Ted	22			16
Ina		90		29
Ruth		45		22
Lynn	34			16
Mark		76		4
Tom		85		64
Fred			130	65
Don		78		19
Jack		49		10
Rose		90		126
Joan	30			39
Karl		97		59
Dick		71		153
Lela		50		129
Max		83		41
Jean		50		77

chosen by any member either as the best citizen, or as the one who got along best with the group.

The New York Rating Scale for School Habits. While the "Behavior Rating Sheet for Pupil Evaluation" gave a picture of the child as he was seen by his peers, and as he viewed himself, the New York Rating Scale for School Habits presented the child through the eyes of an adult.

As stated previously, all the children, with the exception of Max and Don, were rated by the third grade teacher, since this rating was made at the end of the third year. Max and Don were rated by the investigator, since she had retained Don because of low academic achievement, and had kept Max at the request of the parents. Also, as stated, since Lela and Kay left the group at the beginning of the third year it was not possible to rate them on this last test.

Table XXII (page 98) shows that the lowest number of perfect scores was on "ambition." Only three children were rated perfect--Bob, whose I.Q. was 134; Kent, whose I.Q. was 123; and Jane, whose I.Q. was 109. The highest number of perfect scores was on "stability." The thirteen children in this group ranged in I.Q. from 91 to 134. Eleven children rated perfect scores in "neatness," and eleven in "initiative." There were ten perfect scores in "honesty," in "interest," and in "reliability": six in "attention," and five in "persistence."

Sara, with an I.Q. of 107, ranked highest on this scale with only one point against her. Joan, whose I.Q. was 91, and Jane whose I.Q. was 109 ranked second high with a score of two. Bob, whose I.Q. was 134, ranked third on the New York Rating Scale for School Habits. Those who rated lowest were Tom, Karl, and Dick, each of whom had a total score of twenty-nine points, and whose I.Q.'s were 98, 91, and 86 respectively.

Table XXIII (page 99) shows the frequency with which pupils were rated in the various school habits as Superior, Good, Average, Poor, and Very Inferior.

In all habits except "stability," the largest number of scores rated Average. In this habit the largest numbers fell at the two extremes--thirteen children were rated Superior, and twelve were rated Very Inferior. Only two children were rated Average in this habit. In the various habits, the number of those who fell below Average were: in "attention," fifteen; in "neatness," twelve; in "honesty," eight; in "interest," three; in "initiative," three; in "ambition," eleven; in "persistence," thirteen; in "reliability," twelve; and in "stability," eighteen.

No child was rated Very Inferior in interest or initiative, and only one in each of the habits "ambition" and "reliability." The lowest number of Superior ratings was found in the habit "ambition" where only three scores were

listed.

As a group the children rated lower in the habits "stability," "attention," "persistence," "reliability." "neatness," and "ambition," and higher in the habits "honesty," "interest," and "initiative."

Table XXIV (page 101) shows the total number and per cent of the pupils who ranked High, Average, or Low on the New York Rating Scale for School Habits. Those pupils who made scores of from one to five ranked High; those whose scores were from six to twenty-five ranked Average; and those whose scores were from twenty-six to thirty ranked Low.

Seven pupils, or 20 per cent of the group, ranked High. Twenty pupils, or 57.14 per cent, ranked Average. Eight pupils, or 22.85 per cent of the group, ranked Low.

Summary. While it was interesting to note that on the New York Rating Scale 77.14 per cent of the children ranged from normal to high in their achievement of desirable school habits and attitudes, the greatest value of the scale lay in the individual profile or graph of each pupil's standing in the various traits. The profiles clearly indicated each child's strong and weak points, and the uniformity or variability of the pupil's ratings. Moreover, the profiles provided a valuable supplement to the scholastic record for the principal regarding each child's needs.

TABLE XXII

RATINGS OF THE PUPILS ON THE NEW YORK RATING SCALE FOR SCHOOL HABITS BY THE TEACHER AT THE END OF THE THIRD YEAR

Pupil	Attention	Neatness	Honesty	Interest	Initiative	Ambition	Persistence	Reliability	Stability
Bob	1	2	0	0	0	0	0	0	0
Joe	2	0	1	1	2	2	2	1	0
Ned	0	0	0	0	1	1	2	0	0
Kent	0	2	0	0	0	0	0	2	0
Bill	0	0	0	0	0	2	0	0	0
Jim	2	2	0	0	0	1	1	0	0
June	1	2	2	0	0	2	1	0	0
Ann	0	2	0	1	2	2	2	2	0
Sam	4	4	2	2	2	1	2	2	3
Reta	2	2	1	2	2	2	2	2	1
John	3	2	3	2	2	1	2	3	4
Lois	1	3	0	0	0	1	1	0	0
Avis	2	2	2	2	2	2	3	3	4
Jane	1	0	0	0	0	0	1	0	0
Mae	2	0	1	1	0	2	1	0	1
Dale	3	3	2	2	2	2		3	3
Sara	0	0	0	0	0	1	0	0	0
Paul	3	2	2	2	0	1	2	2	3
Roy	3	4	2	3	2	3	3	3	4
Jill	3	3	3	2	2	3	3	2	3
Ted	2	0	1	2	3	3	2	2	3
Ina	4	3	3	2	2	2	4	3	4
Ruth	2	2	1	2	2	1	2	2	3
Lynn	4	0	3	2	2	3	3	2	4
Mark	2	0	2	2	2	2	2	2	0
Tom	4	4	2	3	2	3	3	4	4
Fred	4	4	2	2	2	4	3	3	4
Don	2	0	1	2	2	2	2	2	2
Jack	3	3	2	2	2	3	3	3	4
Rose	3	2	4	2	3	3	3	3	4
Joan	0	0	0	0	0	2	0	0	0
Karl	4	4	4	2	2	3	3	3	4
Dick	4	4	3	2	3	3	3	3	4
Max	2	2	2	3	2	3	3	3	2
Jean	3	4	4	2	2	2	3	2	4

TABLE XXIII

FREQUENCY WITH WHICH THE PUPILS WERE RATED AS SUPERIOR, GOOD, AVERAGE, POOR, AND VERY INFERIOR ON THE NEW YORK RATING SCALE FOR SCHOOL HABITS BY THE TEACHER AT THE END OF THE THIRD YEAR

School Habits	Frequency of ratings with assigned scores				
	Superior	Good	Average	Poor	Very inferior
	0	1	2	3	4
Attention	6	4	10	8	7
Neatness	11	0	12	5	7
Honesty	10	6	11	6	2
Interest	10	3	19	3	0
Initiative	11	1	20	3	0
Ambition	3	8	13	10	1
Persistence	5	5	12	11	2
Reliability	10	1	12	11	1
Stability	13	2	2	6	12

Table XXV (page 103) gives the total scores and the per cent of the pupils on the California Test of Personality, the "Behavior Rating Sheet for Pupil Evaluation," and the New York Rating Scale for School Habits ranked High, Average, and Low.

Three pupils ranked High on the three tests; nine children ranked Average on the three tests; and four children ranked Low on two tests and Average on the other test. No child ranked Low on all three tests.

On the three personality tests the per cent of high scores was: (1) California, 24.3 per cent, (2) Behavior Sheet, 40.6 per cent, and (3) New York Scale, 20.0 per cent.

The per cent of average scores was: (1) California, 67.6 per cent, (2) Behavior Sheet, 54.0 per cent, and (3) New York Scale, 57.1 per cent.

The per cent of low scores was: (1) California, 8.1 per cent, (2) Behavior Sheet, 5.4 per cent, and (3) New York Scale, 22.9 per cent.

Table XXVI(page 104) gives the coefficient of correlation of the total scores on each of the three personality tests with the scores on the Otis Quick-scoring Mental Ability Test. This computation of the coefficient of correlation was made by the Spearman Rank Difference Method as described by Ross.[25]

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[25] C. C. Ross, Measurement in Today's Schools (New York: Prentice-Hall, Inc., 1948), pp. 238-239.

TABLE XXIV

TOTAL NUMBER AND PER CENT OF THE PUPILS WHO RANKED HIGH, AVERAGE, OR LOW ON THE NEW YORK RATING SCALE FOR SCHOOL HABITS

Pupil	High 1 - 5	Average 6 - 25	Low 26 - 30
Bob	3		
Joe		11	
Ned	4		
Kent	4		
Bill	2		
Jim		6	
June		8	
Ann		11	
Sam		22	
Reta		16	
John		22	
Lois		6	
Kay			
Avis		22	
Jane	2		
Mae		8	
Dale		22	
Sara	1		
Paul		17	
Roy			27
Jill		24	
Ted		18	
Ina			27
Ruth		17	
Lynn		23	
Mark		14	
Tom			29
Fred			28
Don		15	
Jack		25	
Rose			27
Joan	2		
Karl			29
Dick			29
Lela			
Max		22	
Jean			27
Total	7	22	8
Per cent	20.0	57.14	22.85

The correlation (1) between the Otis and the California Test of Personality was .39, (2) between the Otis and the "Behavior Rating Sheet" was .50, and (3) between the Otis and the New York Rating Scale was .65.

TABLE XXV

TOTAL SCORES AND THE PER CENT OF THE PUPILS ON THE CALIFORNIA TEST OF PERSONALITY, "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION" AND NEW YORK RATING SCALE FOR SCHOOL HABITS RANKED HIGH, AVERAGE, AND LOW

Pupil	High			Average			Low		
	C	B	N	C	B	N	C	B	N
Bob			x	x	x				
Joe	x	x				x			
Ned	x	x	x						
Kent		x	x	x					
Bill	x	x	x						
Jim		x		x		x			
June				x	x	x			
Ann		x		x		x			
Sam				x		x		x	
Reta		x		x		x			
John				x	x	x			
Lois	x	x				x			
Kay				x	x				
Avis				x	x	x			
Jane	x	x	x						
Mae		x		x		x			
Dale				x	x	x			
Sara		x	x	x					
Paul	x				x	x			
Roy	x	x						x	
Jill				x	x	x			
Ted		x		x		x			
Ina				x	x			x	
Ruth			x	x	x				
Lynn		x		x		x			
Mark				x	x	x			
Tom					x		x		x
Fred				x				x	x
Don				x	x	x			
Jack				x	x	x			
Rose				x	x				x
Joan		x	x	x					
Karl	x				x				
Dick					x		x		x
Lela				x	x				
Max	x				x	x			
Jean					x		x		x
Total	9	15	7	25	20	20	3	2	8
Per cent	24.3	40.6	20.0	67.6	54.0	57.1	8.1	5.4	22.9

TABLE XXVI

THE COEFFICIENT OF CORRELATION OF THE SCORES ON THE OTIS QUICK-SCORING MENTAL ABILITY TEST AND THE CALIFORNIA TEST OF PERSONALITY, THE "BEHAVIOR RATING SHEET FOR PUPIL EVALUATION," AND THE NEW YORK RATING SCALE FOR SCHOOL HABITS

Pupil	Otis Mental Ability Test	California Test of Personality	Behavior Rating Sheet	New York Rating Scale
Bob	134	71	53	3
Joe	128	88	5	11
Ned	126	83	24	4
Kent	123	79	16	4
Bill	123	82	17	2
Jim	122	79	37	6
June	120	76	42	8
Ann	118	75	33	11
Sam	118	76	147	22
Reta	117	73	27	16
John	114	59	72	22
Lois	114	89	26	6
Kay	111	80	54	
Avis	109	60	68	22
Jane	109	82	20	2
Mae	107	63	24	8
Dale	107	67	73	22
Sara	107	73	31	1
Paul	104	85	80	17
Roy	103	82	37	27
Jill	101	77	79	24
Ted	101	73	22	18
Ina	99	63	90	27
Ruth	99	68	45	17
Lynn	98	67	34	23
Mark	98	74	76	14
Tom	98	50	85	29
Fred	98	72	130	28
Don	97	64	78	15
Jack	94	74	49	25
Rose	92	67	90	27
Joan	91	72	30	2
Karl	91	83	97	29
Dick	86	50	71	29
Lela	85	67	50	
Max	83	89	83	22
Jean	82	43	50	26
Correlation		.39	.50	.65

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This study was made with a group of thirty-seven children--twenty boys and seventeen girls--who were in the second grade at Meridian School. In age they ranged from six years and nine months, to nine years and six months.

Factors considered, besides their intelligence quotients, were information regarding their family life, interests, and problems as revealed through an interest inventory, personal and social adjustment as indicated by the California Test of Personality, a rating sheet for pupil evaluation of himself and group members, and last, the New York Rating Scale for School Habits, by which he was evaluated from an adult's point of view.

The Otis Quick-scoring Mental Ability Tests showed a range in intelligence quotient from eighty-two to one hundred thirty-four.

The Interest Inventory indicated no serious lack of adjustment. The likes and dislikes of the children seemed normal for children of their age levels. The wishes of most seemed typical of the average child of that age. However, the wishes of three children indicated worries or fears.

The California Test of Personality indicated that the pupils in this particular group had greater lack of adjustment in the self-adjustment area, being lowest in the component, "freedom from nervous symptoms." In this area they showed the highest degree of adjustment in "sense of personal freedom." In the social adjustment area, the lowest score was in "social skills," which indicated that the children needed a variety of experiences in group activities. In total personality adjustment twenty-four, or 64.87 per cent, of the pupils ranked above the norm of 50, and thirteen, or 35.13 per cent, ranked below the norm of 50.

On the "Behavior Rating Sheet for Pupil Evaluation" fifteen, or 40.54 per cent of the pupils ranked high in behavior; twenty, or 54.05 per cent rated average or normal; and two, or 5.40 per cent rated low in behavior development. Twelve children failed to be chosen by any member, either as the best citizen, or as the one who got along best with the group.

A rating at the end of the third year, by the third grade teacher, on the New York Rating Scale for School Habits showed that the pupils as a group rated lower in the habits "stability," "attention," "persistence," "reliability," "neatness," and "ambition," and higher in the habits "honesty," "interest," and "initiative."

The following correlations were found: (1) the Otis

and California Test of Personality was .39, (2) the Otis and "Behavior Rating Sheet was .50, and (3) the Otis and New York Rating Scale for School Habits was .65.

II. CONCLUSIONS

As a result of this study, the following conclusions seemed warranted:

1. The majority of the children seemed to have normal characteristics of development and adjustment in their interests, likes, dislikes, fears, and wishes.

2. They seemed to have a higher degree of adjustment in the social adjustment area than in the self-adjustment area.

3. In behavior, as rated by themselves and their peers, the pupils seemed to have, on the whole, a marked degree of respect for themselves and a high regard for group members.

4. In school habits, as rated by an adult, they appeared to have reached a higher degree of adjustment in honesty, interest, and initiative than in attention, neatness, ambition, persistence, reliability, and stability.

5. The greatest lack of adjustment seemed to be in "freedom from nervous symptoms," and "freedom from withdrawing tendencies." Responses in these indicated the need of opportunities for the children to develop confidence in themselves and a feeling of personal security.

6. Undesirable responses in the characteristic, "free-

dom from nervous symptoms," may be regarded as possible clues to emotional conflicts.

7. Low scores in the social adjustment area suggested the need of a wide range of satisfying social experiences in group-planned activities.

8. The failure of twelve children to be chosen by any member as the best citizen or as the one who got along best with the group suggested the need of helping these children find ways of establishing increased rapport with the group.

9. Factors which might cause or contribute to possible problems for the children seemed to be low economic status, irregularities of family life, younger siblings in the home, and lack of enriching experiences through travel, adventure, and a knowledge of the community.

10. The wide range in intelligence quotient scores indicated the necessity of a corresponding range in the difficulty of materials.

11. There seemed to be little relationship between intelligence quotient and total personality adjustment on the scores of pupils considered in this study, since the coefficients of correlation in the three instances were.39, .50, and .65.

III. RECOMMENDATIONS

The following recommendations seemed justified:

1. A further study of personality adjustment should be made in which the children are tested in a more scientific manner, and with other good testing devices.

2. The testing program should include re-testing. Test scores on only one test or one form of a test should not be used as a basis for definite conclusions, either in personality adjustment, or in classifying pupils at a particular level in intelligence.

3. A child should not be classified, or labeled, as "dull" or "superior" so that he or his peers are aware of such distinction.

4. Respect for individual personalities and capacities should be practiced, and appreciation of contributions, regardless of worth, should be expressed.

5. Cumulative records should contain personal and social adjustment ratings as being equally important as academic achievements.

6. It should be a regular part of the school program that personality and intelligence tests be given at stated intervals, not as a means of setting critical scores below which cases are given up as hopeless, but as a basis for interview, follow-up, and guidance.

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APPENDIX A

Individual Test Scores

TABLE XXVII

CLASS RECORD OF A TEST IN SELF RELIANCE FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
John	8	8	99	49
Ruth	8	7	85	35
Joan	8	7	85	35
Roy	8	7	85	35
Ned	8	7	85	35
Max	8	7	85	35
Bob	8	6	70	20
Fred	8	6	70	20
Ted	8	6	70	20
Jack	8	6	70	20
Mark	8	6	70	20
Sam	8	6	70	20
June	8	6	70	20
Jill	8	6	70	20
Jim	8	6	70	20
Bill	8	6	70	20
Tom	8	5	50	Norm
Lela	8	5	50	Norm
Rose	8	5	50	Norm
Lynn	8	5	50	Norm
Sara	8	5	50	Norm
Kay	8	5	50	Norm
June	8	5	50	Norm
Karl	8	5	50	Norm
Paul	8	5	50	Norm
Lois	8	5	50	Norm
Joe	8	4	20	-30
Dick	8	4	20	-30
Ina	8	4	20	-30
Dale	8	4	20	-30
Kent	8	4	20	-30
Mae	8	3	10	-40
Don	8	3	10	-40
Reta	8	3	10	-40
Avis	8	3	1	-40
Ann	8	2	1	-49
Jean	8	1	1	-49

TABLE XXVIII

CLASS RECORD OF A TEST IN SENSE OF PERSONAL WORTH FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Bob	8	8	95	45
Jane	8	8	95	45
Bill	8	8	95	45
Lois	8	8	95	45
Kent	8	8	95	45
Jim	8	8	95	45
Paul	8	8	95	45
Joe	8	8	95	45
Max	8	7	80	30
Mark	8	7	80	30
Jill	8	7	80	30
Tom	8	7	80	30
Don	8	7	80	30
Reta	8	7	80	30
Ned	8	7	80	30
Ann	8	6	60	10
Ruth	8	6	60	10
Roy	8	6	60	10
Fred	8	6	60	10
Sam	8	6	60	10
Sara	8	6	60	10
Kay	8	6	60	10
Karl	8	6	60	10
Avis	8	5	40	-10
John	8	5	40	-10
Jack	8	5	40	-10
June	8	5	40	-10
Rose	8	5	40	-10
Lynn	8	5	40	-10
Ina	8	5	40	-10
Joan	8	4	20	-30
Lela	8	4	20	-30
Dale	8	4	20	-30
Dick	8	3	10	-40
Mae	8	3	10	-40
Jean	8	3	10	-40
Ted	8	2	1	-49

TABLE XXIX

CLASS RECORD OF A TEST IN SENSE OF PERSONAL FREEDOM FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Jim	8	8	99	49
Jane	8	8	99	49
Sam	8	8	99	49
Karl	8	8	99	49
Kay	8	8	99	49
Roy	8	8	99	49
Joe	8	8	99	49
Paul	8	8	99	49
Lois	8	7	85	35
Kent	8	7	85	35
Max	8	7	85	35
Don	8	7	85	35
Reta	8	7	85	35
Fred	8	7	85	35
Sara	8	7	85	35
John	8	7	85	35
Jack	8	7	85	35
June	8	7	85	35
Rose	8	7	85	35
Lela	8	7	85	35
Jill	8	6	70	20
Ann	8	6	70	20
Ruth	8	6	70	20
Lynn	8	6	70	20
Ina	8	6	70	20
Dale	8	6	70	20
Ted	8	6	70	20
Bill	8	5	50	Norm
Mark	8	5	50	Norm
Tom	8	5	50	Norm
Ned	8	5	50	Norm
Avis	8	5	50	Norm
Joan	8	5	50	Norm
Mae	8	5	50	Norm
Bob	8	4	20	-30
Dick	8	4	20	-30
Jean	8	1	1	-49

TABLE XXX

CLASS RECORD OF A TEST IN FEELING OF BELONGING FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Lois	8	8	99	49
Paul	8	8	99	49
Kay	8	8	99	49
Karl	8	7	85	35
Ruth	8	7	85	35
Kent	8	7	85	35
Jim	8	7	85	35
Sam	8	7	85	35
Jill	8	7	85	35
Ned	8	7	85	35
Bill	8	6	60	10
Fred	8	6	60	10
Jack	8	6	60	10
Ann	8	6	60	10
Joe	8	6	60	10
Ruth	8	6	60	10
June	8	6	60	10
Mark	8	6	60	10
Avis	8	6	60	10
Rose	8	6	60	10
Jane	8	6	60	10
Bob	8	6	60	10
Joan	8	6	60	10
Reta	8	6	60	10
Lynn	8	5	40	-10
Ted	8	5	40	-10
Dale	8	5	40	-10
Ina	8	5	40	-10
Sara	8	5	40	-10
Don	8	5	40	-10
Roy	8	5	40	-10
Jean	8	4	20	-30
Lela	8	4	20	-30
John	8	4	20	-30
Lynn	8	3	10	-40
Mae	8	3	10	-40
Dick	8	2	1	-49

TABLE XXXI

CLASS RECORD OF A TEST IN FREEDOM FROM WITHDRAWING TENDENCIES FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Ted	8	8	95	45
Karl	8	8	95	45
Joe	8	8	95	45
Max	8	8	95	45
Jill	8	8	95	45
Bob	8	8	95	45
Bill	8	7	80	30
Lois	8	7	80	30
Paul	8	7	80	30
Jack	8	6	60	10
Ann	8	6	60	10
Ruth	8	6	60	10
Dale	8	6	60	10
Sam	8	6	60	10
Mark	8	6	60	10
Ned	8	6	60	10
Mae	8	5	40	-10
June	8	5	40	-10
Jane	8	5	40	-10
Kay	8	5	40	-10
Sara	8	5	40	-10
Dick	8	5	40	-10
Don	8	5	40	-10
Reta	8	5	40	-10
Roy	8	4	30	-20
Tom	8	4	30	-20
Lela	8	4	30	-20
Fred	8	4	30	-20
Kent	8	4	30	-20
Jim	8	4	30	-20
Avis	8	4	30	-20
Ina	8	4	30	-20
Joan	8	4	30	-20
Lynn	8	3	20	-30
John	8	3	20	-30
Rose	8	3	20	-30
Jean	8	1	1	-49

TABLE XXXII

CLASS RECORD OF A TEST IN FREEDOM FROM NERVOUS SYMPTOMS FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Ned	8	8	99	49
Bill	8	7	90	40
Ted	8	7	90	40
Lois	8	7	90	40
Joe	8	7	90	40
Max	8	6	70	20
Paul	8	6	70	20
Dale	8	6	70	20
Jane	8	6	70	20
Mae	8	5	50	Norm
Ann	8	5	50	Norm
Kent	8	5	50	Norm
Jim	8	5	50	Norm
Sam	8	5	50	Norm
Roy	8	5	50	Norm
Jack	8	4	30	-20
Ann	8	4	30	-20
June	8	4	30	-20
Mark	8	4	30	-20
Avis	8	4	30	-20
Kay	8	4	30	-20
Karl	8	4	30	-20
Sara	8	4	30	-20
Bob	8	4	30	-20
Don	8	4	30	-20
Tom	8	3	20	-30
Lela	8	3	20	-30
Fred	8	3	20	-30
Ina	8	3	20	-30
Joan	8	3	20	-30
Joan	8	3	20	-30
Dick	8	3	20	-30
Reta	8	3	20	-30
Rose	8	2	10	-40
Lynn	8	1	1	-49
Ruth	8	1	1	-49
Jean	8	0	0	-50
John	8	0	0	-50

TABLE XXXIII

CLASS RECORD OF A TEST IN SOCIAL STANDARDS FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Bill	8	8	90	40
Fred	8	8	90	40
Ted	8	8	90	40
Mae	8	8	90	40
Karl	8	8	90	40
Ann	8	8	90	40
Lois	8	8	90	40
Joe	8	8	90	40
Max	8	8	90	40
Kent	8	8	90	40
Sam	8	8	90	40
Avis	8	8	90	40
Rose	8	8	90	40
Jane	8	8	90	40
Kay	8	8	90	40
Sara	8	8	90	40
Roy	8	8	90	40
Jack	8	7	65	15
Jim	8	7	65	15
Dale	8	7	65	15
Mark	8	7	65	15
Ina	8	7	65	15
Bob	8	7	65	15
Ned	8	7	65	15
Don	8	7	65	15
Jean	8	6	50	Norm
Tom	8	6	50	Norm
Lynn	8	6	50	Norm
Lela	8	6	50	Norm
Ruth	8	6	50	Norm
Paul	8	6	50	Norm
June	8	6	50	Norm
Joan	8	6	50	Norm
Dick	8	6	50	Norm
Reta	8	6	50	Norm
John	8	4	20	-30
Jill	8	4	20	-30

TABLE XXXIV

CLASS RECORD OF A TEST IN SOCIAL SKILLS FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Lois	8	8	95	45
Joe	8	8	95	45
Max	8	8	95	45
Jim	8	8	95	45
Jane	8	8	95	45
Reta	8	8	95	45
Bill	8	7	75	25
Lynn	8	7	75	25
Jack	8	7	75	25
Mae	8	7	75	25
Karl	8	7	75	25
June	8	7	75	25
Ned	8	7	75	25
Joan	8	7	75	25
Roy	8	7	75	25
Tom	8	6	50	Norm
Fred	8	6	50	Norm
Ted	8	6	50	Norm
Ann	8	6	50	Norm
Paul	8	6	50	Norm
Kent	8	6	50	Norm
Mark	8	6	50	Norm
Avis	8	6	50	Norm
Jill	8	6	50	Norm
Bob	8	6	50	Norm
Lela	8	5	30	-20
Ruth	8	5	30	-20
Sam	8	5	30	-20
Ina	8	5	30	-20
Kay	8	5	30	-20
Sara	8	5	30	-20
Jean	8	4	20	-30
John	8	4	20	-30
Dale	8	4	20	-30
Rose	8	4	20	-30
Don	8	4	20	-30
Dick	8	3	10	-40

TABLE XXXV

CLASS RECORD OF A TEST IN FREEDOM FROM ANTI-SOCIAL TENDENCIES FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Bill	8	8	90	40
Lynn	8	8	90	40
Mae	8	8	90	40
John	8	8	90	40
Lois	8	8	90	40
Max	8	8	90	40
Kent	8	8	90	40
Kay	8	8	90	40
Ned	8	8	90	40
Joan	8	8	90	40
Roy	8	8	90	40
Lela	8	7	70	20
Fred	8	7	70	20
Ted	8	7	70	20
Karl	8	7	70	20
Ann	8	7	70	20
Joe	8	7	70	20
Paul	8	7	70	20
June	8	7	70	20
Mark	8	7	70	20
Rose	8	7	70	20
Jill	8	7	70	20
Sara	8	7	70	20
Bob	8	7	70	20
Jane	8	6	50	Norm
Reta	8	6	50	Norm
Jack	8	5	30	-20
Dale	8	5	30	-20
Sam	8	5	30	-20
Avis	8	5	30	-20
Jim	8	4	20	-30
Tom	8	3	10	-40
Jean	8	3	10	-40
Ina	8	3	10	-40
Dick	8	3	10	-40
Don	8	3	10	-40
Ruth	8	2	1	-49

TABLE XXXVI

CLASS RECORD OF A TEST IN FAMILY RELATIONS FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Bill	8	8	95	45
Jean	8	8	95	45
Lynn	8	8	95	45
Ann	8	8	95	45
Lois	8	8	95	45
Joe	8	8	95	45
Paul	8	8	95	45
Kent	8	8	95	45
Mark	8	8	95	45
Jane	8	8	95	45
Joan	8	8	95	45
Reta	8	8	95	45
Roy	8	8	95	45
Jack	8	7	75	25
John	8	7	75	25
Karl	8	7	75	25
Max	8	7	75	25
Ruth	8	7	75	25
June	8	7	75	25
Jim	8	7	75	25
Rose	8	7	75	25
Ina	8	7	75	25
Kay	8	7	75	25
Jill	8	7	75	25
Bob	8	7	75	25
Ned	8	7	75	25
Don	8	7	75	25
Lela	8	6	50	Norm
Sam	8	6	50	Norm
Sara	8	6	50	Norm
Dale	8	5	30	-20
Dick	8	5	30	-20
Tom	8	4	20	-30
Fred	8	4	20	-30
Ted	8	4	20	-30
Mae	8	3	10	-40
Avis	8	3	10	-40

TABLE XXXVII

CLASS RECORD OF A TEST IN SCHOOL RELATIONS FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Lela	8	8	90	40
Fred	8	8	90	40
Ann	8	8	90	40
Lois	8	8	90	40
Joe	8	8	90	40
Paul	8	8	90	40
Max	8	8	90	40
Ruth	8	8	90	40
June	8	8	90	40
Jim	8	8	90	40
Dale	8	8	90	40
Avis	8	8	90	40
Kay	8	8	90	40
Jill	8	8	90	40
Roy	8	8	90	40
Lynn	8	7	70	20
Jack	8	7	70	20
Ted	8	7	70	20
Ann	8	7	70	20
Kent	8	7	70	20
Sam	8	7	70	20
Rose	8	7	70	20
Jane	8	7	70	20
Sara	8	7	70	20
Bob	8	7	70	20
Don	8	7	70	20
Bill	8	6	50	Norm
Mae	8	6	50	Norm
Mark	8	6	50	Norm
Ina	8	6	50	Norm
Ned	8	6	50	Norm
Joan	8	6	50	Norm
Dick	8	6	50	Norm
Reta	8	6	50	Norm
Jean	8	5	30	-20
John	8	4	20	-30
Tom	8	3	10	-40

TABLE XXXVIII

CLASS RECORD OF A TEST IN COMMUNITY RELATIONS FOR A SECOND GRADE CLASS ON THE CALIFORNIA TEST OF PERSONALITY--PRIMARY, FORM A

Pupil	Possible Score	Pupil's Score	Percentile Rank	Deviation from Norm
Lela	8	8	95	45
Karl	8	8	95	45
Ann	8	8	95	45
Joe	8	8	95	45
Paul	8	8	95	45
Ruth	8	8	95	45
June	8	8	95	45
Ina	8	8	95	45
Kay	8	8	95	45
Sara	8	8	95	45
Ned	8	8	95	45
Joan	8	8	95	45
Reta	8	8	95	45
Jean	8	7	75	25
Fred	8	7	75	25
Jack	8	7	75	25
Ted	8	7	75	25
Mae	8	7	75	25
Lois	8	7	75	25
Max	8	7	75	25
Kent	8	7	75	25
Jim	8	7	75	25
Dale	8	7	75	25
Sam	8	7	75	25
Jane	8	7	75	25
Jill	8	7	75	25
Roy	8	7	75	25
Bill	8	6	50	Norm
Lynn	8	6	50	Norm
Rose	8	6	50	Norm
Mark	8	6	50	Norm
Dick	8	6	50	Norm
John	8	5	30	-20
Don	8	5	30	-20
Mark	8	4	20	-30
Tom	8	1	1	-49
Bob	8	1	1	-49

APPENDIX B

Characteristics of the Child From Six to Nine

CHARACTERISTICS OF THE CHILD FROM SIX TO NINE

I. THE SIX-YEAR-OLD.

A. Gesell and Ilg[1] emphasize the need of studying each child as an individual, but in their studies they have noted the following characteristics of the average six-year-old:

1. He is often brash and combative as if he were at war with himself and his world. His is a "dispersive age."
2. He is sometimes hesitant, dawdling, and indecisive.
3. He is sometimes overdemanding and explosive.
4. He has spurts of affection and of antagonism.
5. He has new impulses, feelings, and actions because his is an age of transition when there are profound developments in his nervous system.
6. He tends to go to extremes, and can not seem to choose between two alternatives.
7. He is easily diverted from laughter to crying; from crying to laughter.
8. He is dramatic--in body postures, gestures, and speech.

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[1] Arnold Gesell and Frances L. Ilg, The Child From Five to Ten (New York: Harper and Brothers Publishers, 1946), pp. 88-130.

9. He is in almost constant activity whether sitting or standing.
10. He likes boisterous, ramble-scramble play.
11. He displays a great deal of oral activity; tongue extension and mouthing, blowing through and biting lips. He bites, chews, and taps his pencil.
12. He is easily distracted by his environment and shifts his attention frequently.
13. He is often rude and has a "ready for a fight" attitude.
14. Girls especially like to giggle, grimace, and act silly.
15. He often acts foolish or does unusual things in the presence of company.
16. His initial response to any personal demand is usually "No," but given time he will come around to the idea.
17. He usually resents being hurried.
18. He resents reprimand or punishment before company.
19. "Praise is an elixir, but correction is poison" to him. He can accept correction better if it is postponed for a while.
20. He boasts, praises himself, shows pride in his

acts, accomplishments, clothes, family possessions and siblings.

21. He is inquisitive to the point of destruction.
22. His fear responses are quite marked. He is afraid of loud sounds, such as the elements, thunder, wind, and rain, or sounds like sirens, static, and angry voices. He fears deformities and injuries. He has imaginative fears of witches, ghosts, and the dark.
23. He believes his way of doing things is right, and wants others to do his way as well. He cannot lose gracefully.
24. He is extremely possessive.
25. He has a tremendous interest in the conduct of his friends, whether or not they do things correctly, how they behave.
26. He is usually just starting to make "collections," which are extremely miscellaneous.
27. He may prefer slightly older playmates.
28. He reports little of his own school experiences, but bears tales about the bad things other children do.
29. His behavior is often described as "fresh," "nasty," "bossy," insulting, impudent, "bratty," "rude," argumentative, and furiously

assertive. He enjoys books.

30. He loves to do things. He likes to tackle new things, but may give up before he is through with the task.

31. He is willing to stop even though he is enjoying what he is doing and will finish it the next day.

32. He usually listens to a few radio programs each week. He sometimes prefers musical numbers but usually prefers a variety of talking programs. If he is less sensitive than most, he may prefer a program of actiom and shooting.

33. He usually prefers outdoor play to radio.

34. His favorite movies are musicals and animal pictures.

35. He usually likes school unless at the end of the year he has been unable to maintain his place in the group.

36. His behavior improves little with spanking. "No period makes a greater demand upon a sense of perspective and a sense of humor."

37. He may be devoted to and proud of a younger sibling but is often jealous of and "bossy" toward him. He gets along fairly well with older siblings.

B. Jenkins, Shacter, and Bauer,[2] in their studies of child development have reported these characteristics of the average six-year-old:

1. He is eager to learn, exuberant, restless, overactive and easily fatigued.
2. He is self-assertive; aggressive; wants to be first; less cooperative than at five; enjoys keen competition and much boasting.
3. His whole body is involved in whatever he does.
4. He learns best through active participation.
5. He is inconsistent in his level of maturity--regresses when tired; he is often less mature at home than with outsiders.
6. He is inept at activities using small muscles.
7. He has relatively short periods of interest.
8. He has difficulty making decisions.
9. He enjoys group activities; boys' and girls' interests are beginning to differ.
10. He displays much spontaneous dramatization.

II. THE AVERAGE SEVEN-YEAR-OLD.

A. Gesell and Ilg[3] in their studies have discovered

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[2] Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer, These Are Your Children (Chicago: Scott, Foresman and Company, 1949), pp. 38-61.

[3] Gesell and Ilg, op. cit., pp. 131-158.

the following characteristics of the seven-year-old:

1. In contrast to the six-year-old, the child of seven is of a "pensive" nature. His is a quieting-down period. It is an age for assimilating past experiences and for relating new experiences to the old. He has periods of calmness and self-absorption when he is oblivious to the outer world. The seven-year-old is a great worrier.
2. He is a good listener; he likes to have stories re-told.
3. He likes to read. He enjoys fairy tales, even though he might be said to prefer his "funny books". Boys are interested in army and navy stories, and books on airplanes, electricity, earth and nature. Girls choose such books as Heidi or the A. A. Milne books.
4. His radio programs are of great importance to him. He usually favors adventure and shooting, but sometimes listens to mysteries which worry him and disturb his sleep. He needs protection from the latter since he is unable to judge what he can take.
5. His interest in movies is variable, but musicals, dancing, singing, and animal pictures are preferred. A few seven-year-olds like shooting

pictures. Most children of this age attend the movies once a week.

6. He is not an isolationist. He is sensitive to the attitudes of others.
7. He talks all day long and persists in asking innumerable questions to support his thinking. He talks to himself while he works.
8. He may be noisy and talkative as he enters the classroom, manipulating objects about the room.
9. He "doodles" but likes to complete his task.
10. He is persistent, even though slow getting started. He dislikes being interrupted or stopped.
11. He is a good worker, but he tires easily.
12. He is very dependent upon reminders and verbal guidance.
13. He usually becomes very fond of his teacher. Boys are more apt to like their teacher than are girls.
14. He is ashamed to be seen crying, but screeches and shouts more than the six-year-old.
15. His group play is loosely organized and individual ends are still the most prominent.
16. He is not a good loser. He argues, mutters such aspersions as "gyp," "mean," or "unfair," and withdraws if the situation grows too complex.

17. He sees his mother in a new perspective. He shows a new interest in his father. He frequently longs to have a new baby in the family.
18. He admires older siblings but sometimes is jealous of younger siblings. He is usually very fond of a baby sibling.
19. He shows a new interest in playmates that are older.
20. His aggressiveness is verbal rather than the direct physical attacks of the six-year-old.
21. His behavior shows considerable variability from day to day and within a single day.
22. He is beginning to discriminate between good and bad in other children and even in himself.
23. He is inclined to think that he has all the "bad luck" or that he is "not treated right."
24. He is still intellectually immature in regard to telling the truth and in respect to other's property.
25. He sets up too high goals for himself. He wants to be perfect. He takes home only his "100" papers. He is deeply concerned about and even ashamed of his mistakes. His might be called the "eraser age."
26. He is careless about handkerchief, napkin, and

shoe laces.

27. He seems to have a mania for guns, "funny books", and coloring.

28. He is interested in fairies, supermen, and in tales of magic, but is beginning to be interested in causes and conditions.

29. He may still have bad dreams about being chased by persons or beasts. Certain movie and radio programs give him bad dreams, and for this reason he still needs supervision in choosing movies and radio programs.

30. He likes to accumulate papers and various objects in his desk. He often leaves belongings at school. He is not a good messenger for parent or teacher. Interviews between parents and teachers may be more useful than report cards in aiding his adjustment.

31. While he is in an assimilative stage, he is full of energy. He likes to climb, scuff, tussle, tumble, to play cops and robbers and commandos.

32 He wants and tries to be good. He is conscientious; less selfish; can share better. He is beginning to be considerate.

33. He is proud of his abilities, his being good, and of his possessions, home and family.

34. He is peculiarly in need of discriminating guidance. Scolding and physical punishment are to harsh for his personality.

B. Jenkins, Shacter and Bauer[4] have noted these characteristics in the average seven-year-old:

1. He is sensitive to feelings and attitudes of both peers and adults; he is especially dependent on the approval of adults.
2. Interests of sex are diverging; boys and girls play less together.
3. He is full of energy but easily tired; restless and "fidgety"; often dreamy and absorbed.
4. He can do very little abstract thinking; he learns best in concrete terms and where he can be active while learning.
5. He is cautious and self-critical; anxious to do things well; likes to use his hands.
6. He is talkative, exaggerative; may fight with words instead of blows; is highly competitive.
7. He enjoys songs, rhythms, fairy tales, myths, nature stories, comics, radio, and movies.
8. He is able to assume some responsibility; he is concerned about right and wrong, though often

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4 Jenkins, Shacter and Bauer, op. cit., pp. 62-79.

prone to take small things.

III. THE EIGHT-YEAR-OLD.

A. Gesell and Ilg,[5] in their studies of the eight-year-old, noted these characteristics as typical:

1. He is "expansive." He is less within himself, less sensitive, and less apt to withdraw. He is ready to tackle anything; he likes hard things. His tendency is to stay and resist rather than withdraw.
2. He is impatient. He wants to get things done at once. He likes to be timed for speed.
3. He thinks he knows more than he does, and sometimes assumes a "know it all" tone of voice.
4. He dramatizes everything, including himself.
5. He is more demanding of adult attention, yet more resistent to requests or suggestions.
6. He bursts into tears easily, especially when tired.
7. He likes to argue; he is sometimes very rude.
8. He is self-critical, but is most aware of other's mistakes.
9. He expresses his silliness in nonsense rhyming, and when he is tired he may go on a "laughing jag."

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5 Gesell and Ilg, op. cit., pp. 159-187.

10. He is courageous for the most part, but may still fear the dark.
11. He may have a return to frightening dreams about wolves, foxes, and snakes, but these dreams can usually be traced to the influences of the radio, movie, or reading.
12. Usually his affection for his father has increased, but his mother is still the best loved parent.
13. He requires a "real," "bosom," or "special" friend, who is usually of the same sex, and of the same age. A fair number of eight-year-olds play better with older children. He is apt to admire an older child of eleven or twelve, and this older one will in turn protect him from being bullied or mistreated.
14. He abhors playing alone. Action is the key characteristic of his play. He likes group play, including baseball and hut play with secret passwords. There is a definite preference for playmates of the same sex. Boys and girls are beginning to segregate. The girls usually separate first by a mere quiet drawing away. Boys are often very rough and boisterous about excluding girls. He likes to organize clubs.

15. He has a powerful urge to collect.
16. He wants to perform magic tricks.
17. He is interested in sports in season.
18. His interest in table games, especially card games, reaches an almost passionate height. A good deal of bickering and some accusations of cheating occur.
19. Comic books are his favorites. He buys, collects, barters, borrows, and hoards his funny books. He still likes animal and slap-stick comics, but is branching into the blood and thunder type.
20. The radio has become such an important part of his life that he will even neglect play for it. He likes adventure programs, but is branching out into mysteries, slapstick comedies, quiz programs, and even news programs.
21. He "loves" the movies. He enjoys animal pictures, mysteries, and selected news reels; but still does not like romantic movies.
22. He enjoys school, even though he may not be doing too well in his work or getting along too well with his teacher.
23. He likes to bring objects to school and take products home, but may lose them in transit.

24. He has rather lost his big brother attitude toward younger siblings and is likely to be too strict with them.

25. He reports school activities rather than the misconduct of other children to his parents. This results in an "easier" relationship between parent and school.

26. His interest is chiefly in his group and less in his teacher. He likes to have his teacher become a part of group activities.

27. The surest motivation to get the eight-year-old to do things is that of receiving money.

28. He is becoming more truthful. He is usually interested in religion. He likes to go to Sunday School, and to learn passages from the Bible.

29. Three traits distinguish the dynamics of his behavior: speediness, expansiveness, and evaluativeness.

B. Jenkins, Shacter, and Bauer,[6] in their studies of child development, reported the following characteristics of the eight-year-old as being typical of that age group:

1. He is often careless, noisy, and argumentative,

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6 Jenkins, Shacter and Bauer, op. cit., pp. 80-95.

but is alert, friendly, and interested in people.

2. He is more dependent on Mother again, less on teacher; he is sensitive to criticism.
3. He is eager; he has more enthusiasm than wisdom; the accident rate is higher at his age.
4. His best friends are of the same sex; he is beginning to form gangs.
5. His allegiance is to his peer group instead of to adults in case of a conflict.
6. He has a greater capacity for self-evaluation.
7. He does much spontaneous dramatization; he is also ready for simple classroom dramatics.
8. He likes group activities, both spontaneous and adult-supervised.
9. He is fond of team games, comics, radio, adventure stories, and collections of all kinds.

IV. THE NINE-YEAR-OLD.

A. Gesell and Ilg[7] found the average nine-year-old child to possess these characteristics:

1. Self-motivation is the chief characteristic of this age child. It is the key to understanding him. He likes to tax his skill. He can work two or three hours at a stretch on one task. He

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7 Gesell and Ilg, op. cit., pp. 188-211.

can interrupt himself at a task and return to it without a reminder.

2. He is not easily tired, but seems to have reserve energy.
3. He likes to do the same thing over and over.
4. He is an excellent pupil, ready to tackle anything that lies reasonably within his powers. His is the best age for perfecting skills in tool subjects.
5. He has developed the power of self-appraisal, and shows considerable ability in social criticism.
6. He has overcome his habit of alibiing and can accept blame.
7. He shows a sense of fairness and reasonableness in his estimates and expectations.
8. He is not over-aggressive.
9. He is not "money mad." The motivating power of money frequently is very feeble.
10. He likes to make inventories and check lists.
11. His passion for comics is now based on their informational content.
12. He is interested in gathering information from the radio, movie, pictorial magazine, and adult conversation.
13. His estimates of his parents and of his teachers

can be penetrating and accurate as well as candid.

14. He has a keen emotional and intellectual interest in punishments, privileges, rules and procedures, particularly at school and in his club life. He believes in justice.

15. He is essentially truthful and honest. He likes to be trusted. He is, for the most part, dependable and responsible.

16. His age group shows a wide range of individual differences, partly as a result of the variations in physiological maturity within each sex.

17. He is not too dependent on praise but likes approval. If he is of an introverted, withdrawn nature, he will need to be treated with special insight and, at times, leniency.

18. Each sex expresses disdain and contempt for the other. But such aversions do not hold with regard to younger siblings. Boys have more trouble with bullies of their own age or older.

19. He is a great talker. He likes to have long sessions with his friends, to plan, to organize clubs, to discuss future vocations. He sometimes prefers the company of his friends to that of his family.

20. He has characteristics of the eight-year-old but

expresses these in a modified and more integrated manner. He is less abrupt; more organized. His feelings are more sensitive; more refined. His is an age of integrating, organizing, and planning.

21. He is fond of animal stories and is beginning to like junior classics. He is still very fond of comic books which deal with adventure, war, and slapstick domestic humor. With many of his age, interest in comic books is beginning to wane, and can be disrupted.

22. His interest in the radio is becoming more centered on detective and mystery serials, although he still may cling to a few adventure stories. He enjoys domestic life serials, quiz and information programs, and adult comic programs. A few listen to news. He is not as intent on hearing his programs as earlier. He is conscious of radio advertising, and likes to collect labels and box tops.

23. His age group show marked individual differences as to interest in movies. If they see one they like, they may want to see it over and over again. Others attend the movies weekly, are able to discuss the actors, and may even write to them.

24. He now reports more about home and outside activities at school than he reports school activities at home. He does not talk much about his teacher but is interested in her mannerisms. He is more interested in his subjects than his teacher; dislike of a teacher may be linked with dislike of a subject. He may blame the teacher for a lowered grade.
25. He usually gets along well with younger and older siblings. He shows a feeling of loyalty. He is understanding when made responsible for younger siblings.
26. He is afraid of failing and ashamed of having failed. For this reason, need for repetition of a grade should be taken care of within the first three grades when the child does not become so emotionally involved and usually improves by the removal of too high demands.
27. He is happier with the group that allows him to operate at his best level rather than his minimum level.
28. He is interested in achieving in his school subjects, and likes to be graded. He is anxious for good marks and works for them.
29. He often competes better as a member of a group

than as an individual. Boys act in groups more often than girls. Girls are more varied in their groups.

30. Boys and girls now play separately for the most part, and there is exclusion of the opposite sex in play.

B. Jenkins, Shacter and Bauer[8] in their studies of child development have found the nine-year-old to have the following characteristics:

1. He is decisive, dependable, responsible, reasonable, and has a strong sense of right and wrong.
2. Individual differences in his age group are distinct and clear; abilities are apparent.
3. He is capable of prolonged interest; he often makes plans and goes ahead on his own.
4. His gang spirit is strong; gangs are of one sex, of short duration and changing membership.
5. He is a perfectionist; he wants to do well, but loses interest if discouraged or presured.
6. He is interested less in fairy tales and phantasy, more in his community and country and in other countries and peoples.
7. He is loyal to his country and has pride in it.

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[8] Jenkins, Shacter and Bauer, op. cit., pp. 96-111.

8. He spends much time in talk and discussion; he is often outspoken and critical of adults.
9. He does much arguing over fairness in games.
10. His age group shows wide discrepancies in reading ability.