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An Inquiry into the backgrounds of well adjusted and poorly adjusted adolescents : a pilot study

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AN INQUIRY INTO THE BACKGROUNDS OF WELL ADJUSTED
AND POORLY ADJUSTED ADOLESCENTS: A PILOT STUDY

A Thesis

Presented to

the Faculty of the Department of Education
Indiana State Teachers College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Willis Mac Parkhurst

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The thesis of Willis Mac Parkhurst,
Contribution of the Graduate School, Indiana State Teachers
College, No. 735, under the title AN INQUIRY INTO
THE BACKGROUNDS OF WELL ADJUSTED AND POORLY ADJUSTED
ADOLESCENTS: A PILOT STUDY

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

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CHAPTER I

INTRODUCTION

One of the most pressing problems of the day is that of mental health. One of the places where attention to mental health is most vital is the home. However much has been written on the causes of problems of adjustment, to those who expect to make teaching, psychology, or social work a career, it is especially important to gain insight at first hand into many of the family and home relationships from which have come the various types of adjustive behavior manifest in the community. For these reasons, a problem was chosen which would take the investigator into the school room and into the home in a study of background factors related to successful and unsuccessful personality adjustment and adaptation within the larger community.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to locate groups of adolescents with well adjusted personalities and with poorly adjusted personalities; (2) to study the members of these two groups through interviews with the subjects and with their parents or guardians; (3) by comparison, to seek out differences in their backgrounds, in their modes of adjustment, and in the degree of success of

their adjustments to date, and to seek relationships; and (4) to set up a plan or outline for a more comprehensive, well validated study of adolescents' personality adjustments, which study might, for example, seek to affix numerical correlation coefficients to some relationships indicated in the pilot study or to some relationships disclosed in the larger study based on the pilot study.

Importance of the study. Adolescence is a phase of emotional development peculiar to Western culture and through which all in our society pass; it is a time between childhood and adulthood when the individual, being neither child nor adult, faces situations increasingly beyond his experience. It is a time when new problems present themselves and when obsolete adjustive techniques are likely to linger. For example, an adolescent who still uses "acting cute" as an adjustive technique, when forced to compete in a less protected environment than the nursery, may be accused of showing-off instead of cooperating in whatever may be the task at hand; such an adjustive technique, in that it fails to precipitate the best, or even a favorable, reaction from among the other reagents at hand (in this case, people) is unsatisfactory.

If we are to understand the individual human organism in his continual effort to react to and to control his en-

vironment, we must know what learning took place in the home and what relationships were existent within the family group, which prepared the adolescent to take a certain attitude toward any given event or situation and which prepared him to take a certain course of action as a result of the attitude. This study, though small and seemingly insignificant compared to the weight of the total problem of happy, satisfactory life adjustments (or compared to the costliness of delinquency, crime, alcoholism and other narcotic addictions as adjustments) attempts the beginning of an investigation of certain desirable and certain undesirable adjustive patterns found in adolescents.

II. DEFINITIONS OF TERMS USED

This research is concerned entirely with the personality adjustment of adolescents. Although these three terms are in fairly common use, perhaps a short discussion of each will reduce any tendency toward confusion.

Personality. Kluckhohn and Murray remark, on the difficulty of a satisfactory definition of personality:

A dynamic organismic conception of personality which adequately represents, in abstract terms, the succession of critical events, is . . . so difficult that three thousand years of preoccupation with the study of man, . . . by . . . scientists of all sorts, have failed to produce a theoretical system which in-

vites unanimous assent.¹

They summarize a chapter on the attributes of the term personality thus:

Personality is the continuity of functional forces and forms manifested through sequences of organized regnant processes in the brain from birth to death. The functions of personality are: to allow for the periodic regeneration of energies by sleep; to exercise its processes; to express its feelings and valuations; to reduce successive need-tensions; to design serial programs for the attainment of distant goals; to reduce conflicts between needs by following schedules which result in an harmonious way of life; to rid itself of unreducible tensions by restricting the number and lowering the levels of goals to be attained; and finally, to reduce conflicts between personal dispositions and social sanctions, between the vagaries of antisocial impulses and the dictates of the supererogatory by successive compromise formations, the trend of which is towards a wholehearted emotional identification with both the conserving and creative forces of society. Understanding a personality requires following its development through time, study of the processes of differentiation and integration, knowledge of the personality's endowments.²

Shaffer offers this definition of personality. "The personality of an individual may be defined as his persistent tendencies to make certain kinds and qualities of adjustment."³ This definition will be inferred wherever the term appears in this paper.

¹ Clyde Kluckhohn and Henry A. Murray, Personality in Nature, Society, and Culture (New York: Alfred A. Knopf, 1950), p. 3.

² Ibid., p. 32.

³ Laurance Frederic Shaffer, The Psychology of Adjustment (Boston: Houghton Mifflin Company, 1936), p. 282.

Adjustment. Gates et al⁴ suggest that the term "adjustment" is both a continual process and a state.

Shaffer makes several pertinent remarks regarding problems of adjustment--and living as adjusting--which we will do well to keep in mind throughout this paper:

One of the most basic generalizations of the biological sciences is that all living organisms tend to vary their activities in response to changed conditions in their environments. An animal's organic needs must be fulfilled by behavior that is effectively adapted to its opportunities. When external circumstances change, the animal must modify his behavior and discover new ways of satisfying his wants. This may be accomplished by new forms of response, by changing the environment, or in some exceptional cases by the modification of the organic needs themselves. This fundamental pattern of behavior is the adjustment process. As long as an animal continues to adjust and to modify its responses it continues to live. If it fails to adjust in some degree, its existence is imperiled. When an animal ceases entirely to adjust, it is dead.

The adjustments of organisms to their physiological needs illustrate the nature of adaptive behavior in its simplest form. . . .

A broader meaning of the adjustment process is illustrated by the individual's relationships to his social environment. Not only must a person modify his behavior in response to his inner needs and the natural events of his surroundings, but he must also adapt to the presence and activities of his fellow men. A man who is ignored by a social group of which he wishes to be a member is placed in a situation to which he must adjust in some way. If a student fails a course, if a man is unsuccessful in his work, if a child feels insecure or unwanted in his home, adjustments are required to mediate between individual desires and the circumstances

⁴ Arthur I. Gates, et al, Educational Psychology (New York: The Macmillan Company, 1950), pp. 614-15.

of the social milieu.⁵

Whereas "personality" was defined in terms of adjustment, "adjustment" shall be defined as the living organism's methods of response to the environment-produced needs, whether they be physiological needs, social needs, or spiritual or other needs.

Adolescent. Very broadly speaking, we can refer to those young people in their *teens as adolescents, although this is not always a reliable criterion. Although the group dealt with in this study was composed entirely of high school juniors and seniors, the term "adolescent," as used in this paper, shall apply to all the young people of our culture who experience a disharmony between such factors as their physical and their emotional maturity as well as between their need for independence and their actual economic dependence.

That is, the older adolescents have reached or are rapidly approaching biological maturity. They have attained the stature and configuration of an adult, they are capable of reproducing, and in many cases they have accepted as their own the standards of living of an older adult population which has worked a lifetime to realize its successes. But

⁵ Op. cit., p. 3 f.

our young people of high school age, be they ever so mature physically, cannot have experienced the attitudes of loyalty and responsibility, the years of heartbreak, worry, and often drudging toil, which punctuated the path to the seemingly casual prosperity which they accept and come to expect.

On the other hand, the young man or young woman--the adolescent--faces one of the hardest adjustments of his life, as he discards forever his role of protected offspring. One phase of this, for example, is the adjustment to lower standards of living. Inasmuch as the best paying jobs usually require years of training and additional years in service in a succession of lesser jobs, the adolescent faces a reconciliation to several years' postponement of the luxuries of a comfortable home, shiny car, and family on which our culture places so much emphasis, due to his inability to compete on a financial basis at this time.

These factors highlight a complex and fascinating problem so entangled in the mores of our culture that it is often difficult to distinguish fact from belief and superstition.

III. LIMITATIONS OF THE STUDY

This is a pilot study. As such, it does not pretend to produce statistically reliable coefficients of correlation between factors, nor does it pretend to posit immediate and clear-cut solutions to major problems of long standing.

This study does attempt to study personality adjustments and home backgrounds of adolescents sufficiently to carry through a careful though limited investigation of relationships between home background and adolescent adjustment both to give the author first-hand experience with research in his chosen field, psychology, and to provide for himself and others a sample of an investigation technique.

IV. METHODS OF SECURING DATA

The group studied. The group studied could not be called a sample, in any technical sense of the term, as it is commonly used when speaking of research.⁶

The high school seniors of the Indiana State Teachers College Laboratory School were chosen as a matter of convenience and accessibility. They are by no means representative of all youth throughout the United States; for example, this group consisted of students, seniors in a coeducational high school, attending a teachers college laboratory school in a midwestern state during the summer session four years after a world war, and during a time of comparative economic prosperity.

There were some juniors present when the seniors were tested in their high school classes as groups, and some of

⁶ Albert B. Blankenship, Consumer and Opinion Research (New York: Harper & Brothers Publishers, 1943), 238 pp.

these juniors were included in the study.

One should exercise the utmost caution in generalizing the results from the group studied to all adolescents, to all teen-aged persons, or to all high school students.

The standardized personality test used. The Heston Personal Adjustment Inventory was chosen, partly because, of those personality inventories available, it was one of the most recent of its kind, and partly because it originated and was standardized near the locale of this study.⁷

This inventory was administered to 84 students in the classes being offered primarily to seniors. The test author states that the results are very nearly as valid for juniors as for seniors, so that those few junior cases were also studied whose Heston "personality profile" fell at either extreme of the total group. Of the 84 tested, only five students were found who had as many as three of the six personality attribute scores at or above the 84th percentile (Table I). Eight students were located who had four or more of the six scores at or below the 15th percentile. These particular cutting points seemed to be the most discriminatory for the group being dealt with. The whole group averaged somewhat

⁷ Joseph C. Heston, Heston Personal Adjustment Inventory (New York: World Book Company, 1949). See appendix for description of the test, and for details of its validation and standardization.

TABLE I

PERSONAL ADJUSTMENT SCORES FOR THE HIGH AND LOW
GROUPS OF SUBJECTS, EXPRESSED AS PERCENTILES

	%	High group					Low group							
		Kendra	Lenorann	Dorothy	Bob J.	Earl	Barbara	Wayne	Norma	Ann	Jeanne	Bob B.	Bob D.	Patricia
Analytical ability	A	23	39	85	67	96	0	8	70	5	1	88	38	6
Sociability	S	30	46	85	87	95	4	4	4	25	1	1	14	12
Emotional stability	E	99	99	97	94	67	49	4	1	3	1	8	4	25
Confidence	C	85	88	94	66	53	12	1	2	1	0	0	9	8
Personal relationships	P	67	87	60	88	57	15	1	15	1	0	0	8	12
Home satisfaction	H	84	99	99	27	94	12	24	26	4	17	1	4	0

lower than the 50th percentile, as determined from the raw scores for each sex.

The interview. The five best adjusted, and the eight most poorly adjusted youth, as indicated by the inventory, were then further studied. In some cases, the teachers were sufficiently acquainted with the students to lend valuable insight into their personal-school relationships, but in many cases this was not so, inasmuch as the students represented every high school in the city, as well as some other schools outside of the county.

These students were interviewed at some length, in their own home and with a parent or guardian in the house but not actually present during most of the interview, wherever possible. By talking in a leisurely fashion with the students and by being observant of attitudes and surroundings, many relationships were brought out which could not have been so easily disclosed in a more standardized or formal interview situation. Later, the parent was frequently able to substantiate events of historical importance, and often a different viewpoint or perspective would be expressed by the parent than by the youth.

The investigator sought information on each case study in these general areas: the background and the home relationships in which the young person is involved, his social life,

his school relationships and his plans for the future, and his spare time activities, as well as personal likes and dislikes and any idiosyncrasies or items of special interest which make each personality unique and different from any other.

V. OVERVIEW OF THE RESEARCH

A standardized personality inventory was administered to high school upperclassmen. The best adjusted and the most poorly adjusted were designated for further study.

The students thus selected were then interviewed in an attempt to learn as much as possible about what they had been, what they were, and what they hoped to be, as well as about the home and family backgrounds which produced these two groups.

The results of these interviews were written up as case studies which endeavored to present verbally as complete a portrait as practical for each personality.

Much of the data from these case studies has been incorporated into charts, for ease of comparison between members of the "high," or well adjusted, group and members of the "low," or poorly adjusted, group.

A few differences between the groups as wholes which are indicated by this study as being worthy of further investigation are mentioned in the concluding chapter, along with some specific recommendations pertinent to the continued in-

investigation of such factors.

CHAPTER II

REVIEW OF THE LITERATURE

In the review of literature which follows, an attempt will be made to summarize other studies of a related nature, as well as to list writings which give insight into concepts involved in this study, for orientation purposes.

Thus, we find some of the most pertinent references dealing with mental hygiene. Hankins lists some aspects of mental hygiene which are pertinent to our study of the degree of adjustment and to the desired insight thereinto. These include:

1. individual-community relationship adjustment
2. inner conflict; rebellion followed by remorse, or, pressures of earlier training vs. self expression
3. childhood experience as influential on the adjustment of adolescence
4. conflict expressed in truancy
5. conflict expressed in stammering
6. effects of world situation (a) depression: retardation
(b) wartime: acceleration
7. identification with those just older
8. necessity for participation (and recognition)¹

¹ Dorothy Hankins, "Mental Hygiene Problems of the Adolescent Period," Annals of the American Academy of Political and Social Science, 236:128-35, 1944.

Thorpe gives these danger signals or "weather vanes" of unhygienic mental life which may be seen by the observing guardian of youth, whether parent or teacher:

1. excessive daydreaming
2. hatefulness
3. feelings of inferiority
4. regression
5. living in fear of ridicule, hostility, and condemnation²

Stevenson compares personality maladjustments to the measles, in that the surface manifestations can not be successfully treated as such, since in both cases the signs are indicative of a more deeply rooted difficulty.

Any treatment that attempts to cope with (these problems) by merely changing youth is but palliative. . . . Many lectures and writings on youth and its problems express this partisan perspective. The problems of youth are referred to as one might discuss the culture of mushrooms, as something remote from the living of the rest of the population.

How infrequently are discussions of this subject concerned with the measures that need to be and that can be taken in order to deal with the difficulties of society that erupt in youth!³

He further states that youth's glands and reproductive systems are not timed to or guided by our culture, and that

² Louis P. Thorpe, "Danger Signals of Needed Pupil Adjustments," School and Society, 46:799-801, 1937.

³ George S. Stevenson, "Mental Hygiene Problems of Youth Today," Mental Hygiene, 25:539-51, 1941.

youth faces delayed emancipation without a program to balance the delay. Stevenson throws much of the blame for the unhappiness of adolescence squarely onto society, pointing out ways in which the adolescent is short-changed. For example, many homes and many schools not only do not encourage adult attitudes and behavior, they do not tolerate them. So that, at a time when the growing human organism has new needs--needs of self assertion and recognition, and a need to learn to become emotionally and financially independent for the years now lying just ahead--the manifestations of these needs are quickly squelched and repressed. The needs are not satisfied or fulfilled in any healthy way, yet they remain as needs, as strong or stronger than before. The inadequacies of the adults concerned to compete with the developing personalities amounts to clique-ish snobbery of the most unfair sort.

Katz bears out this theme:

In general, personality disorders are only symptoms of the child's losing battle in his struggle for integrity. Children and youth do not lie and cheat because they wish to; they do these things because they have not learned better ways to protect themselves from their own inadequacies, or from the unpremeditated and unconscious offenses often committed against their personalities by undiscerning teachers and parents.⁴

He suggests that:

Children do not disobey or defy teachers or

⁴ Barney Katz, "What Teachers Should Know About Personality Disorders," Education, 61:598-601, 1941.

parents because they are inherently evil or because they wish to injure anyone, but because they are attempting to protect themselves from real or imaginary dangers.

Irresponsibility, disobedience, laziness, procrastination, seclusiveness, temper tantrums and many other types of undesirable behavior are not in themselves characteristics which have been invented and assumed by children and youth to plague their teachers and parents; instead they are often highly important distress signals which should invoke the intelligent protective and constructive activities of adults instead of arousing their ire and stimulating them to harsh and unintelligent attempts to destroy these symptoms of maladjustment as so often occurs.⁵

Other references concerned are educationally oriented. Turney and Collins agree with Burnham that ". . . the supreme aim of education is the preservation and development of a wholesome personality in every child."⁶

Blos suggests that the term "personality" be defined as ". . . an integrated system of the individual's habitual attitudes and behavior tendencies, thus representing his characteristic adjustment to his environment."⁷

Ewing, in 1931, demonstrated the richness possible in a teacher's insight into personality problems of young people

⁵ Ibid.

⁶ Austin H. Turney and Floyd I. Collins, "An Experiment in Improving the Personality of High School Seniors," Journal of Educational Psychology, 31:550-3, 1940.

⁷ Peter Blos, The Adolescent Personality (New York: D. Appleton-Century Co., 1941), p. 3.

and awareness of the unique qualities of every individual.⁸

A study by Halloran, in 1939, shows that home environment is responsible for and can destroy the child's good mental health.⁹

Howard, in 1941, in a study of emotional disturbances of children, disclosed a number of areas in which children do most of their worrying. In a more or less incidental way, she mentions among the conclusions that it was "revealed that they did not feel secure about their friends and that they are craving more friends."¹⁰

Reynolds, in a study on insecurity in personality development, lists among her conclusions, ". . . the home is the area in which most children are insecure."¹¹

⁸ G. N. Ewing, Individual Personality Studies (unpublished Master's thesis, Indiana State Teachers College, Contribution of the Graduate School No. 47, 1931).

⁹ Mona Halloran, A Survey of Home Influences Which Cause Mental Ill-Health in Children (Unpublished Master's thesis, Indiana State Teachers College, Contribution of the Graduate School No. 370, 1939).

¹⁰ Anna S Howard, Emotional Disturbances of Children Which Interfere with Normal Adjustments--Specific Problems of Worry (unpublished Master's thesis, Indiana State Teachers College, Contribution of the Graduate School No. 457, 1941).

¹¹ Charlotte K. Reynolds, A Study of Insecurity and its Causes as One Factor in the Personality Development of the Preadolescent (unpublished Master's thesis, Indiana State Teachers College, Contribution of the Graduate School No. 664, 1949).

CHAPTER III

CASE STUDIES

I. INTRODUCTION

Most of the material making up the case studies is taken directly from talks with the subjects. In some cases there were follow-up interviews to verify some impressions and to learn more about the individual and his methods of adjustment. The writer realized that there might be some falsification or misrepresentation during the interviews and that there might be errors of perspective in the information supplied by the subjects in such matters as the attitudes of the parents toward one or all of their children, or of the actual socio-economic status of the family, for example. Partly for this reason, the material given was usually verified later by a parent or guardian; or sometimes the material was given in part with a parent present. Teachers were able to offer some insight into the methods and the success of adjustments of some of the students who were known to them prior to the short summer term.

II. POORLY ADJUSTED CASES

Of the thirteen cases studied, the first eight to be discussed will be those comprising the low group. They are

"average" in a great many respects; that is, they usually have no physical deformity, they have part-time jobs, or they help around the house, and so on. Instead of kicking every cat or dog they see, as one might expect of this group, these young people are a little more likely to be unusually fond of pets. We shall have to look closely to find persistent and real differences between this group which has special problems of adjustment, and the members of the well adjusted group.

A. Case I, Patricia

Name: Patricia Father's occupation: Railroad tech.

Age: 19-3 Parental status: Together

Grade: 12-A Siblings: S-23; B-15

Heston Profile: A-6, S-12, E-25, C-8, P-12, H-0.¹

Adjustment: Poor.

Pat does not seem to have an unusual history except for what she describes as a paralysis for two years at the age of four to six which recurred at age ten. In each case the illness apparently caused retardation both in growth and in school. Yet, although she mentioned having suffered from this and also, variously, from thyroid, allergy, and diabetic ailments, she appears to have come through unmarked. She

¹ See appendix for a full interpretation of the Heston scaling techniques.

seems to be quite active, of relatively sound body and in fairly good spirits; she is of normal height, and slender but not "skinny." Pat does exhibit some undesirable mannerisms such as fingernail biting, fidgeting, wringing her hands and fingers unconsciously, and so on. Although Pat dresses expensively, she is not especially well groomed or graceful of posture.

Pat has worked in a department store for the past four years during the after-school hours. She does not have any special objections to the job, and it provides her with money for practically all of her expenses, including room and board with her family. She also does her own ironing and personal laundry, does the family's dishes in the evening, and takes some of the responsibility for the household affairs.

Pat admits that her relationship with her mother is not all that might be desired. She confided mainly in her sister before the latter's marriage and apparently there was a close relationship between the two. She has partially transferred this relationship to her mother by this time, but she feels that her father, a light-hearted individual, has always been a little closer than the more serious mother.

The mother works at the same department store. The parents and Pat do not attend functions such as baseball games together, apparently from mutual preference. Pat is criticized for spending such a large proportion of her income on clothes.

She considers her younger brother to be "extra sweet," and he now comes around to her on her pay days for a handout.

At school, Pat is referred to by her nickname by her teachers. She has been active in a number of the school clubs, including the Latin Club, the Red Cross, and the Y-Teens. She devoted several evenings a week to activities of this sort, as well as to other organizations which included Job's Daughters, Rebecca, Theta Rho, the Baptist Church, a nursery operated by the Red Cross group of which she was president, and a choral group which has toured to Detroit and other places. Her "going steady" and subsequent engagement have sharply curtailed many of the social activities.

She plans at present to continue working for a year or two after she finishes high school, until her fiance is able to complete his college course, after which she expects to be married and to give up her job.

She feels that she would have studied music, or ballet, or art, or modeling, but she says that she didn't have enough confidence in herself to start the training, although her parents would have tried to finance it.

Analysis of Case I. Pat, at 19, seems to be almost completely emancipated emotionally and financially from her parents. That is, she is financially self-sufficient, even contributing some clothing, paying board and room, and helping

to manage the home, all while attending high school. While she apparently receives little from her parents beyond their activities in the role of benign and permissive landlord and landlady, much of her purposeful activity seems directed toward gaining recognition (if not love) which is far more than the permissiveness she now receives. For example, she was active and sometimes a leader in many active clubs, traveling, singing, collecting funds for the Red Cross, leading in a nursery, etc.

From her account, it would seem that Pat's parents have displayed only a modicum of interest in this child down through the years. There is a gap of emotional reserve between her and her parents which is unusual at this age. The expensive taste in clothes at this stage may be an attempt to compensate for feelings of parental rejection, as well as for feelings of socio-economic inferiority among adolescent contemporaries.

And again, in an attempt to deserve affection and a feeling of importance among her loved ones, she has apparently tried to buy these things by training her brother to drop in on her on pay day for a sort of "allowance."

If she had always lacked faith in her parents' ability to support her in high school (she has worked for the past four years), her lack of faith in a special training program financed by her parents is understandable.

Her nervous mannerisms, as well as her expressed feel-

ing that something was missing from her life, are apparently caused by a mutual lack of confidence between herself and her family, and it seems likely that this lack of faith will stand in the way of Pat's social poise until she learns from sources outside of the family just which gestures are acceptable and which are not and until she receives the recognition she seems to crave.

One should not be surprised if Pat should find the words to express the thought that the world must seem rather meaningless to her at this time. She has expressed herself as feeling that, whatever was in store for her, she had as yet realized little in the way of emotional satisfaction, of loving, and of being loved.

Pat gave a history of illnesses which seemed somewhat out of proportion to her academic achievement and out of proportion in their relative importance to her. It seems probable that the importance of these illnesses derives from their incidental effect as adjustive mechanisms in bringing oases of sympathy and love to an otherwise desert expanse.

It is a point in Pat's favor that she is fairly well liked by at least some of her teachers and that she is willing to postpone marriage until the prospective groom has completed his schooling. This is uncommon insight, to be so cautious and sensible about a matter so charged with emotional import, and particularly so when one must so long postpone the fulfil-

ment of emotional needs--needs which are not being met in the present situation.

These findings concur fairly well with the Heston profile, except that no mental measurements are available for comparison with her low score on the Analytical Ability scale.

Pat's outlook for the future, or her "happiness expectancy," should be relatively high as compared to her earlier life, in as much as she seems to be capable, willing to work both long and hard for a delayed reward, and able to use reason in planning for the future.

B. Case II, Bob D.

Name: Bob D. Father's occupation: Railway mail clerk
 Age: 17-0 Parental status: Together
 Grade: 12-B Siblings: B's: 28, 27, 26, 20. S: 23
 Heston Profile: A-38, S-14, F-4, C-9, P-8, H-4.
 Adjustment: Poor.

Bob is a wiry lad, small for his age. For some unexplainable reason, Bob instantly gives the impression of being a member of a poor or underprivileged class, although this is not the strictest truth; perhaps his swarthy skin, his size, and his manner of dress each contribute to this illusion.

Bob is the youngest in a family of six children, five of whom are boys. Apparently the older boys, each in turn, abused the privilege of using the currently new family auto,

and several autos were wrecked or destroyed. One of the older brothers, according to Bob, forged the father's name to checks amounting to several thousand dollars. Bob feels that his next older brother apparently always keenly resented him, and says that this brother would often deliberately pick fights with the mother. Today, the other children are all either married or in the Navy, so that only Bob lives with the parents. Although he is of driving age, Bob does not share the auto and spending-money privileges which were so costly to "the old man," as he says, with the other sons.

Bob's history includes poor health as a child, when he suffered from rheumatic fever and from some dizziness. He has a long record of minor delinquencies, including constant difficulty with the teacher in the third grade who "didn't like for me to stand up in the seat" (he also tripped her, "accidentally"), various spankings by the principal, being horsewhipped once for stealing watermelons, and being shot at on another occasion. "I used to be a mean kid," was stated with more matter-of-factness than pride. "I used to run with a mean, troublesome kid. But he was a nice kid; I kept him out of serious trouble. After I left, he got in with the wrong crowd and started doing everything." This pair turned over many an outdoor toilet, excepting widows'. Bob's mother supplied the fact that Bob had grieved for nearly a year when the boys were separated by the occasion of

Bob's family's moving to Terre Haute.

Bob regrets that his present high school lacks football and track activities in which to participate. He sincerely likes many of his teachers, but stubbornly dislikes several others (perhaps in return for a feeling of having been "pegged" as a problem student or an undesirable). He seems to have made few friends among his classmates.

At present, Bob works seven nights a week at a theatre from 6 until 11 P.M. for \$10.00 a week, which constitutes his spending money. After work, he often meets older fellows who have autos, and this group drives around town, picks up girls, has a few beers. Bob apparently does not indulge in intimate sexual relationships on these escapades (up to the present), and he considers his parents, otherwise "pretty nice," to be distinctly old-fashioned in their dim view of his nocturnal activities.

Bob likes the outdoors and animals and likes to work on his motorscooter. He hopes either to become a farmer like one of his older brothers or to become a forest ranger.

His present work schedule has interrupted his activity in the Boy Scouts, the Boys Club, and a church young people's group.

Analysis of Case II. Bob's Personal Adjustment profile indicates that he is near the mean for the entire group of

summer school seniors tested on the Analytical Thinking scale, but that he has poorly developed social and emotional adjustments. To the clinical psychologist, this fact alone might hint of a mechanism known clinically as "anal displacement," the term given to a mechanism in which the subject may have normal or even superior ability, but refuses to "give out," or to gratify his parents in any way; this is frequently due to feelings by the child of parental rejection.

Let us see if this fits in with what we know about Bob. We know that Bob, being the youngest child, was undoubtedly denied privileges which his older brothers enjoyed each in his turn, and we know, too, that when Bob reached driving age, he was not permitted the use of either the family auto or funds. This could easily be construed to be discrimination by the adolescent mind. We know, too, that he deployed himself as a "mean" youngster, becoming something of a liability to the school and to the community, a development not ordinarily construed to bring credit or glory to the family name.

Bob is unable completely to reconcile himself with this real or apparent discrimination or rejection. Though still treated as a child at home, he now must contend with more mature physiological and emotional drives. He is now conscious of a world peopled with physiologically mature

individuals. He needs the esteem of other individuals in this adult world (which includes his parents as well as his midnight friends), but, on ten dollars a week, his chances of raising his stock, even in his own eyes, are rather remote. His danger of serious delinquency is perhaps greater at this point than at any point in the past.

Bob has only two prospective goals for his future: forestry and farming. His parents say that he admires an older brother who farms, but who is doing poorly at it financially, so that Bob is not encouraged to look forward to this sort of career. Forestry now usually requires a higher education, and the interviewer believes that this idea, too, is viewed rather dimly by the parents. Bob has had no counseling, no matching of abilities to desires for a future, and no special training. He viewed the past in an unhealthy manner, he views the present with equal frustration, and he views the future with little hope for any improvement.

We see that, whether Bob's case of parental rejection (which actually is only relative) is imagined or not, its effect on his entire personality, attitude, and outlook for the future is just as real as if the rejection had been of a legally more serious nature.

Healthful motivations commensurate with Bob's ability are and have been totally lacking. His ultimate station in life and the degree of success in his chosen field now depend

mainly on the motivation which, to date, is lacking.

Bob's case is not unique in its class; other examples of young people with real or fancied rejection are known to observing teachers and social workers everywhere, and factors which may operate successfully in this case may also be applied to advantage in similar cases.

C. Case III, Bob B.

Name: Bob B. Father's occupation: Barber
 Age: 18-2 Parental status: Together
 Grade: 12-B Siblings: B-35, 23.
 Heston Profile: A-88, S-1, E-8, C-0, P-0, H-1.
 Adjustment: Poor.

Bob appears clean and healthy; he is pleasant and considerate, seems intelligent, converses well, and is a generally likeable young fellow.

As a child, Bob lived near the edge of a rural village, and it is assumed that his life was normal in most respects until a misdemeanor or social involvement of some sort on the part of one of the older brothers caused all the boys to be kept close to the home. As a result, the boys became bookish and untrained in athletics and other normal boyish activities, and one of the older brothers became a scholar of unusual ability. Bob's cultivated interests ran more toward music, however, and he soon found himself competing unsuccessfully

fully with his brother's academic record. During the recent war, attention was focused on the two older brothers away at war, another situation in which Bob could not successfully compete with his brothers. At the age of 16, Bob suffered a "nervous breakdown" or mental collapse. He was confined for three weeks to a psychopathic ward, where his treatment included electroshock therapy.

At some earlier date, Bob was evidently agitated and upset when his "sweetheart" (whom he now describes as a "gorgeous dish") suddenly got married, and he suffered a later shock when he gained sudden insight into the previously unconsidered mysteries of sex and reproduction.

Bob considers his father to have been rather too indulgent in earlier years, as compared to the mother's fairness of discipline and her rationality. Today the parental bond seems to be mainly to the mother. At some time during his childhood, Bob suffered from bronchial asthma which may still be present to a minor degree.

In the high school of his home town, Bob became something of a misfit, at least in one class in which he was "bored." The ensuing difficulty with the teacher is given partial blame by Bob for his nervous breakdown.

He is now slightly older than his classmates and is making satisfactory progress in school; occasionally he does something which seems odd to the other students. He is moody,

rooms alone over a cheap restaurant beside a railroad track, and has practically no active recreation; he divides his time between sleep, study, school, and an occasional movie. Bob returns to his parents' home nearly every weekend, but it is not known whether either of his brothers is there, or returns there.

Bob talked to the observer of things of mutual adult interest, so much so that another meeting was arranged at the observer's home. Bob is presently taking violin lessons and aspires to become a great conductor.

Analysis of Case III. Bob's case is unique in this study in that, in addition to having once been confined to a mental hospital, Bob's profile indicates extraordinary intellectual activity, but extraordinarily poor social and emotional adjustments.

We see immediately that normal development has been suppressed since the episode of years ago; one consequence is that Bob is just now learning to drive, to swim, to develop social skills, and to meet social standards. Even though his present life is one of isolation and privation in depressing surroundings, completely substandard in many respects, he is now aware of and facing reality, in contrast to his previous status.

His Heston profile indicates high analytical thinking

ability, but is totally unsatisfactory in emotional maturation. This interpretation is acceptable in view of the facts, and the case is a suspect anal displacement.

Bob must have felt keenly neglected, or rejected, when it seemed to him that the parental energies were concentrated on the two brothers. He reports learning that he had become at least semi-violent during part of his confinement, that he had feared for the safety of his next older brother, and also that he confused this brother with his father. It seems likely that Bob would desire the removal of the brother as his closest competitor and as a target of aggression; the confusion of the brother with the father (who was considered indulgent) is not clear. Actually, the brother suffered the gravest concern over Bob's illness.

In spite of his earlier seclusion and ensuing difficulties, at the time of observation Bob was considered to be a satisfactory student, not requiring special educational techniques or therapy, beyond the fact that he was once interrupted while experimentally kissing a willing subject in a school corridor. He is making a conscious attempt to overcome the handicap of his past and present social isolation, and, strangely enough, this gifted young man is able to engage another adult in intelligent conversation without benefit of any of the mutual experiences which ordinarily promote a feeling of fraternalism. The investigator was struck by the exhi-

bition of such unusual adaptability in contrast to such emotional immaturity as measured by the Heston technique.

Bob's outlook for the future should be brighter than average because of his good personal appearance, mental ability, and seriousness, as well as his demonstrated ability to react competently to the varied aspects of his social environment. His recovery seems complete to the extent that he seems now to possess many of the necessary attributes for a Horatio Alger success story, although success as a top-notch symphony orchestra conductor will be in the face of enormous odds.

D. Case IV, Jeanne

Name: Jeanne Father's occupation: Pipe fitter
 Age: 17-8 Parental status: Together
 Grade: Gr. Siblings: B-12, S-20
 Heston Profile: A-1, S-1, E-1, C-0, P-0, H-17.
 Adjustment: Poor.

Little is known of Jeanne's history, except that she has been a life-long resident of this city. Family history, medical records, or accumulative records are not available for this study. She seems healthy and is reasonably attractive in appearance.

As for her family background, Jeanne describes her father and mother as being devoted to each other and to the family. The father is active in entertainment programs which

his company sponsors, and apparently Jeanne participates in the programs too. She likes to sing; she has a "sweet voice" and is "very good as a mistress-of-ceremonies" according to the parents. It was revealed that the parents had hoped that all the children would become singers or entertainers. The father had been a member of a prominent fraternal order choir which was very much in demand and which traveled extensively. But "this took too much time and money."

Further investigation of the home situation reveals that the children all talk their problems over with the mother, sitting with her on her bed at bedtime. (The facts of the father's presence or absence and of whether or not he shared that bedroom were not mentioned.)

The parents describe Jeanne with such adjectives as considerate, affectionate, kind, sentimental, friendly, generous, popular, and sweet; also, she is "efficient and thorough, but slow." They maintain that they continually strive to teach their children to discriminate between right and wrong (probably inferring that the children act accordingly.)

As for her school relationships, Jeanne says that she doesn't like school at all, that she considers it a waste of time, that she is not interested, and that "schools should be fumigated" and should "have younger teachers who can remember when they were young" (and the problems which they had had as students, but to which they had since become insensi-

ble). The parents say that "schoolwork would be easy for her if she'd study." Jeanne says that she once considered becoming a commercial teacher, but that she realized that it was students like herself who made life unbearable for the teacher. On those grounds were plans dropped for a teaching career (apparently the only plans for any career other than marriage). The only studies which she cared about or enjoyed in high school were radio, dramatics, and a class in family relations. She did not care for any of the other phases of home economics, in spite of her being engaged to be married (however serious young people's classifications of "going steady" or of being "engaged" may be at the present time and for this locality!).

She hopes to get married "soon" and intends to work after she is married so as to save money in order to travel. It was not learned whether her fiance could support a family or not. Before the end of the interview, her fiance drove up in front of the house. Jeanne, her parents, and the interviewer were in the back yard near the back steps. She allowed her fiance to remain out in front in his car for from five to ten minutes before she left the group, dressed in her bathing suit and with a towel over her shoulders to keep the swimming date. As she left, Jeanne kissed both her father and mother; apparently this is a routine occurrence. Earlier, she had remarked that she hated to think of leaving her parents to marry.

Jeanne's only activities not already mentioned are apparently some hit-or-miss reading (of Cosmopolitan and similar magazines), some working of cross-word puzzles, occasional shopping, and riding her bicycle inside the city limits.

Analysis of Case IV. Let us consider first Jeanne's family relationship. Most of whatever she is, and whatever she does, is to the further glory of her parents. They are proud of her (and she of her father) at the company shows. All the traits they describe of their daughter reflect credit to the parents. Jeanne's emotional dependence on her parents, as seen in the parting kiss and in sitting on the mother's bed to talk over problems, may be satisfying to the parents, but this condition accomplishes little toward the emotional maturity and emancipation expected of one contemplating marriage. The parents are as emotionally dependent on the children as they have made the children dependent on them. In place of more healthy satisfactions stemming from career or personal achievements, the parents have partially identified themselves with their children and strive for public acclaim for both their own and their children's part in the programs, as well as insuring the children's childish worship of, and emotional dependence on, themselves (the parents).

To permit Jeanne's generalized dislike of school to go

unqualified could cause their daughter to appear to be poor academic material, so the parents qualify her remarks with, "School work would be easy for her if she would study."

Probably the dramatics classes involved a maximum of performance and a minimum of academic preparation. She is apparently sincere in not feeling enthusiasm for the rest of her school work. It is noticed that when she discarded the idea of a teaching career, it was done so solely on the basis of faulty reasoning, and, significantly, no substitute plan was forthcoming. The present engagement (perhaps temporary, perhaps not) seems to have been more or less drifted into, inasmuch as most young people "go steady" after the first date (to insure future circulation and a chance to meet other eligible young people), and they become "engaged" or "pinned" after about the third date to insure the success of the "going steady" mechanism as well as to enhance their personal rating among their contemporaries, among other reasons.

She is apparently not trained in home management nor was any mention made of her helping with any of the housework or cooking, yet she is talking of marrying soon. Without any of the housekeeping skills and without having been trained to apply herself to the tasks at hand (in either the school or the home situations), it is likely that Jeanne will spend much of her married life sitting on the corner of her mother's bed, receiving protection and sympathy. Her career future

seems equally dark, inasmuch as the main outlet for her particular entertaining ability probably lies with night clubs.

She makes no mention of activities with other girl friends or young people, and the few activities which she has beyond school and dating seem to be solitary activities such as reading, embroidering, or working cross-word puzzles, and these seem likely to have been chosen as diversions of the moment to fill in a vacuum of time rather than as positively structured activities desirable in and of themselves.

Jeanne's adjustment is unsatisfactory from the standpoint of both the present and the future. Her academic past and her career future (whether marital or otherwise) have been sacrificed in the interest of nourishing the parental egos.

E. Case V, Norma

Name: Norma Father's occupation: Deceased
 Age: 16-10 Parental status: Widow; divorcee
 Grade: 12-B Siblings: Half-brothers and sisters
 Heston Profile: A-70, S-4, E-1, C-2, P-15, H-26.
 Adjustment: Poor.

Norma's family background is somewhat scrambled, but it appears to be about as follows. The mother had four sons and three daughters by her first marriage which terminated in divorce. Norma is the child of her mother's second husband,

who was killed in a coal mine accident before Norma's ability to remember. The mother's third husband, Norma's step-father, was a carman for the railroad; this marriage ended in divorce. The mother, who works, lives with one of Norma's sisters, or half-sisters.

Norma lives with, and was raised by, a couple who are friends of the family and who were each previously married, but who do not have any children from their present marriage. Norma says that they are very nice people, and she addresses and refers to them by their first names. They have a modest home (probably rented), but it is comfortably furnished. Norma says that she helps out with the housework. "That seems to be what's expected."

Norma is, perhaps, a little younger than most high school seniors, but she says that she likes school and that she is attending summer school in order to advance more rapidly.

As for her plans for the future, she says that, earlier, she had planned to become a nurse and to attend college, but that now she feels that she would not be able to attend competitively. The investigator did not see her accumulative record from the school, nor does he know just what financial situations obtain or are in prospect. So the facts prompting such a statement are not known.

Norma says that she goes to girl-friends' homes quite

a bit and that they visit her. Frequently they stop at each other's homes to go to a show together. Swimming is her only sport. She plays a horn "a little," likes hill-billy music, but not "high-brow" music. She also embroiders, reads mysteries, and the better home magazines. She attends the Nazarene Church and an undenominational Bible Center, but is not a church member.

She apparently has dates occasionally, as she remarked that she quit one boy friend because he was younger than she.

Throughout the interview, Norma, who is slender and as attractive as average, seemed a trifle disoriented as she participated in the conversation. She did not always seem to comprehend or to hear the questions; she forgot about things she had mentioned earlier and about usually remembered events pertaining to her earlier youth; her answers were sometimes superficial and had to be explained. Frequently, when she spoke, she would laugh or smile a little, nervously, it seemed, as if in an apologetic manner.

At the end of the interview, the interviewer asked if there was any topic that had been missed; if there was anything else which might be included in the report or about which she would like to talk. She replied that she could mention several things, but "nothing you could help me with".

Analysis of Case V. The best guess is that Norma feels

like a step child in this home, and it is likely that she is treated as a step child, to some extent, at least. Although she addresses her guardians by their first names there is little doubt in her mind but that she must subordinate herself to their wishes, in some matters. She probably is told to "be nice to them, and do what they tell you to," whenever she sees her mother. She does not go into detail about the couple beyond saying that they are nice people, nor does she enlarge on her relationship with them, other than to say that some housework seems to be expected of her.

The writer strongly suspects that the nervous laugh or smile (which at first were taken as jollity and good will toward the recipient of her remarks) is an habitual apology which seems to say, "If what I have said displeases you, please forgive me and allow me to retract my statement." It seems likely that the girl must have suffered tremendously from feelings of insecurity, especially since her own mother could not offer her any place to go.

Perhaps, on that particular evening, Norma was distraught about some relationship between herself and this couple, between herself and her mother, or a boyfriend, or a girlfriend, or a teacher. The only hint she gave was that some girl friends had stopped in to find out if she wanted to go to a show with them; and there seemed to be little of threat in this. She betrayed no emotion when the older couple

returned, although the interview terminated soon afterward and without noticeable loss in rapport.

Since she has given up her plans for nursing and for college, there are no apparent plans for the years after high school.

The only activity which she seems to seek of her own accord is "running around" with her girlfriends.

F. Case VI, Ann

Name: Ann Father's occupation: Salesman
 Age: 16-11 Parental status: Divorced
 Grade: 12-B Siblings: G-13; G-married
 Heston Profile: A-5, S-25, E-3, C-1, P-1, H-4.
 Adjustment: Poor.

Ann lived her first year and one-half in Indianapolis and since then has lived in Terre Haute. Her father sells for an internationally known machinery corporation and apparently has a fairly respectable income.

Ann is a tall, pale girl, does not dress up to the average for her high school, and at the time of the interview (which took place in mid-morning at her home), was dressed most plainly and was barefooted, although her hair was relatively in order. She was polite and seemed a trifle reserved during the interview. The home was shabby inside and in a very unpretentious part of town. The home is shared by a

sister, thirteen; by the mother, who was dressed in faded men's overalls as she prepared to leave for work; and by an elderly woman who owns a house which she rents out. Ann goes to see her father ("a drunkard") twice a month, but she becomes homesick if she ever stays as much as a week.

Ann does nearly all the cooking in her home as well as the distasteful ironing. She is aware of and personally conducts much of the family business and assumes a great deal of responsibility in planning the household activities (meals in time for each one to meet his engagements, for example), and in caring for her younger sister. Ann is apparently an accomplished seamstress; she made a pair of pajamas for herself at one sitting.

Ann has an older sister, 19, and a nephew, aged 2. This sister and she were "always very close." Ann adores the nephew, but despises her brother-in-law, whom she describes as "a bum; dumb and lazy".

At school, Ann likes some of her studies and teachers and dislikes others of them. She attended summer school to make up a course for which she declined to enroll under the regular teacher. "She's not married, and I can see why. She sure is hateful." But she also has favorite teachers of whom she is quite fond. She expects to enjoy her senior year more than she was able to enjoy previous years, which were marred by her inability to participate socially to any extent.

After finishing high school, Ann plans to attend a modeling school, preparatory to modeling clothes as a career. Still, she does not wish to leave home and says that she is too shy ever to take a job out of town.

Aside from her family duties and school, Ann works in a drug store. "Anything's better than baby-sitting." This leaves little time for clubs at school or elsewhere. She says that she has many girl friends, about six of whom are very close friends. "The more, the better, I guess."

She related that her susceptibility to poison ivy kept her from all outdoor activities, but that she still enjoys horse-back riding and swimming. She says that she is presently saving her money for a horse, which she says she plans to keep on her grandfather's farm, 105 miles distant.

Analysis of Case VI. In a home situation complicated by divorce and by the necessity for the mother's working, Ann has had to take many of the responsibilities of an adult. The cooking and sewing she enjoys; the ironing is not so enjoyable, but it must be done, too. Her school and social adjustments must suffer, due to the other demands made on her time.

In spite of these frustrating demands on her time and in spite of her lack of material possessions, her only neurosis seems to be that she dreams of owning a riding horse.

She seems to be well adjusted in other ways; for example, she is able to love and protect her little sister without jealousy and without requiring the child's dependence on her.

Her preparation for the future is not too outlandish, as far as it goes, even though most prospective models are probably a little more concerned with their personal appearance during these high school years than is Ann. And, it is likely that, as she grows older, she will forget her feelings of being too shy to take a job out of town or of not wanting to leave home. Of just which mechanisms have tied her to her home, the writer is not sure; probably she fears losing the security which even the present home offers. She will probably weigh the evidence calmly when the time comes for a decision.

G. Case VII, Wayne

Name: Wayne Father's occupation: Railroad mail clerk
 Age: 17-6 Parental status: Together
 Grade: 12-B Siblings: B-19
 Heston Profile: A-8, S-4, E-4, C-1, P-1, H-24.
 Adjustment: Poor.

Wayne is somewhat short of stature, an agreeable, easy going, slow moving sort of boy.

He lives in a modern brick home with a brother two years older than himself, a four-year-old cousin (whose mother

is in an "institution" of a type not disclosed throughout the interview), his father and mother, and a grandmother. Wayne said, "We've always had a large family."

Wayne's relationships to his father and his brother were not brought out. The brother was scarcely mentioned, except to point out by way of comparison, that Wayne and his father were definitely not good mixers and that the older brother was a good mixer and a social leader. The father was reported to have said that the older brother was "too nice," but this remark was not explained.

The mother took much of the initiative for Wayne during the interview, answering questions for him and keeping him pushed back toward the fringe of the interview relationship most of the time.

Wayne carries papers from 3:30 until 5:00 in the morning, and then sleeps until 7:00. At 17, he has the use of the family car for dates and to go to the auto races with other paperboys (at a local race track). Whether or not the older brother was in school, held a full-time job, or used the family car was not learned.

Wayne says that he likes school, because young people need education more and more in these times, and the schools are the best equipped to supply the education.

Although he dislikes mathematics, he likes his studies of drawing and chemistry, and he makes drawings of homes,

buildings, rooms, and like subjects, many of which his mother proudly displays to any one who is interested.

Wayne hopes to attend Indiana State Teachers College, graduate in three years (he repeated the fifth grade), then join the Air Force and become a jet pilot. Other than this, Wayne is very uncertain about his vocational future.

His recreational activities seem to consist mainly of the spectator sports of football, baseball, auto-racing, and movies; he does go roller skating. Previously, Wayne had built model airplanes and had belonged to the YMCA and to the Boy Scouts, but his interest in these activities apparently died of neglect and apathy. Wayne does not belong to any school clubs. This is unusual in a city system which encourages each student to belong to a minimum number of clubs. He is not a member of any church group.

Wayne chooses and buys his own clothes. He describes himself as a "fast picker" and as disliking neckties.

Wayne is irritated by the four-year-old cousin and by her friends and activities. He admits that he may be a little bit jealous, since he is no longer the baby of the family.

He likes orderliness of his personal program, of his bath, and clothes.

He does not approve of discussing racial (that is, Negro) problems in class, and he takes issue with the minority. Apparently he becomes emotionally involved over injust-

ices of this type.

Analysis of Case VII. Wayne's personality adjustment at present is poor, as is seen from both the inventory score and from the interview. His Home Satisfaction score, at the 24th percentile, is the highest of his scores, and apparently his mother takes all responsibility for initiative and for personal reaction off his hands, at home. He does not mingle with people socially, and even on business, he "gets his shopping done in a hurry." He has reduced his social contacts to a minimum; apparently his attendance in school (even now) is at least partly due to the fact that it is required by law. His paper route does not force him into daily contact with people, either. Since it is an early morning route, he sees his patrons only to collect for the service. In this he must be successful, though, because he buys his own clothes, as well as gas for the car when he uses it.

Apparently Wayne has only two major social roles: that of a son in a family and that of fellow newsboy. His hobbies are either discontinued or they are of the solo type, and his school attendance seems to be perfunctory.

In the single instance where Wayne makes a stand (on questions of minority problems), let us note two things. First, he does not like to discuss these problems either in a class at school or in other groups. Secondly, he takes issue

on the side of the minority with some degree of intensity. Now, from a mental hygienic or adjustive point of view, we might ask ourselves, "Does Wayne identify himself as a helpless minority, subordinate to a mother who, however politely, dominates him? And is it not true that a helpless child does not dare to alienate the mother's love, because affection, comfort, dryness, and food (actually, life itself) are all very much dependent on this mother love?" Obviously, if Wayne identified himself with the minority, he would feel uncomfortable if anyone criticized a group which represented a parent-figure to him, and it is out of the question that he could ever pay lip service to his own felt criticism of the majority group while his emotional emancipation is so far from reality.

His only vocational plans are built around being a jet pilot. Perhaps this is a reasonable aspiration, or perhaps it is comparable to the childhood dreams of an older generation--dreams of becoming a Wild-West cowboy or of being an heroic fireman; only time and his own determination and need will tell. From the writer's experience, it would seem that being undecided on a vocation at the senior level in high school is not, in and of itself, unusual; but the chances are that he is blocked in all his thinking in this direction, so that he is left without a set of alternative or "equally good" vocational choices.

Wayne's and his mother's problems, and their unhygienic adjustment to them, might be more understandable to us if we knew more about the father, the brother, the aunt in the institution, and Wayne's method and degree of success on the paper route.

H. Case VIII, Barbara

Name: Barbara Father's occupation: Owner of a small company
 Age: 15-5 Parental status: Together
 Grade: 11-B Siblings: S's: 18, 10
 Heston Profile: A-0, S-4, E-44, C-12, P-15, H-12.
 Adjustment: Poor.

Barbara is plump and must wear glasses. Her father owns and operates a small distributing and wholesale business in his own name. The family's residence is in a "solid, comfortable" part of town. Her only siblings are a sister two years older than she and one five years younger.

In describing the home and family relationship and background, one should mention that Barbara does much of the ironing and making of the beds at home, since the mother suffers from swollen ankles. The family frequently attends the local baseball games together, and Barbara sometimes attends major league games and bowls with her father. She mentions that her mother hazes her unmercifully whenever Barbara's favorite team is in the doldrums and that this up-

sets her emotionally.

Barbara says that she likes school, and apparently she feels that she would be lost if she didn't have it to occupy her time and mind. She plans to attend a certain college, partly because her older sister will be there, and partly because she wants to enroll in a two-year business or journalism course there. After completing such a college course, she hopes to find employment either as a secretary or in newspaper work, and especially does she want to find work related to and near to baseball. (She says that she even studies baseball, but that she doesn't approve of girls teams. "They can't play baseball!")

Outside of her main interest, baseball, and beyond her schoolwork and helping with the housework, most of Barbara's recreational activities are solitary. She says that she doesn't like to have girls come over very much. "I guess I'm not normal, because I like to be by myself a lot. Most girls don't." Also, she makes this descriptive remark about herself, "I'm not serious." (The meaning of this remark, however, is obscure.) She doesn't date at present, although she says that she has, and it is probable that she would like to continue doing so, but, "Nobody asks me." She admits that she has a sharp temper and that she is likely to be suspicious of people. Thus narrowed, her remaining activities consist of collecting snapshots and of collecting and

playing phonograph records. She says that she has hundreds of records, including "boogie-woogie," semi-classical, and records from the Al Jolson era, but that she prefers unusual records. She dislikes hit tunes. "Why buy the record when you hear it all the time?"

She likes to shop alone "because then I can do anything I want to."

Analysis of Case VIII. It is not quite clear just what Barbara's relationship to her family is. From whom is she escaping when she shops alone? Is she dominated by, and afraid of, her mother, as in the hazing situation? Is she afraid to reply in kind to this hazing for fear of loss of support? Is her being overweight a manifestation of family genetics, or is it a result of oral stimulation and satisfaction as a compensation for the missing stimulation and pleasures of social intercourse? Is her fondness for going places with her parents a result of not having girl friends and boy friends of her own age with whom to go, or does it mean what she seems to hope it says, that their family relationship is very close, but very healthy?

Many young girls feel the need of an out-of-town college in order to free themselves from their mothers. Barbara, although living in a college town where her educational needs could well be met, desires to go to a somewhat distant college

where her emotional needs might be better satisfied.

Obviously, Barbara's present schedule does little to enhance the social skills or to widen her social experience and contacts. Her social field has become narrower and narrower as she has dropped her Girl Scout participation, her dating, and her visiting of girl friends. She does not belong to any church group, and she has only one school club.

Her activities with snapshots and with phonograph records can be most unhygienic and detrimental, if carried to an extreme, because both deal with history, so to speak; both are methods of reliving past experiences, and neither give any training for meeting either people or life situations--both relatively important areas, after all.

It is quite likely that Barbara's parents wish to, and are financially able to, afford Barbara the best preparation for life; but she needs to be steered into more clubs and into more youth groups, and, if possible, into situations where she can excel in some specialty (among younger children, if this is necessary) so that she may take initiative in leading and derive personal satisfaction or "ego-food" therefrom. These mechanical procedures will afford her less time to kill, less time to live in the past, and less time to eat!

Her plans for a two-year college course in secretarial work seem well-suited to the times, since there is at present

much room for employment and advancement for people with business college training. Her ambition seems appropriate to her aptitudes, her finances, and her personal preferences.

III. WELL ADJUSTED CASES

Following are the cases of those adolescents who, by present psychological standards, are termed "well adjusted". These individuals may simply be lacking in the majority of environment-precipitated personality difficulties found in the poorly adjusted; or, in a more positive sense, they may be moving toward more or less self-directed goals, or they may be both.

In an exaggerated case, an extremely well adjusted individual might be construed as being a completely satisfied organism with all its needs fulfilled and therefore accepting no challenges as such and lacking ambition. No doubt a certain amount of frustration is a prerequisite to any and all progress, from either the purely physiological or from the psychological points of view.

The personalities studied in the next section are those whom we might most logically expect to lead happy and productive lives in view of the measure of their progress to date.

A. Case IX, Kendra

Name: Kendra Father's occupation: Barber
Age: 16-0 Parental status: Together
Grade: 12-B Siblings: none
Heston Profile: A-23, S-30, E-99, C-85, P-67, H-84.
Adjustment: Good.

Kendra is a small, neat, quiet girl, with no record of accidents or of serious illnesses.

Her father has barbered for twenty-two years; apparently they own the building which contains the shop, their home, and an upstairs apartment. The home was comfortably furnished and was immaculate. Quiet and orderliness seemed to pervade the home atmosphere.

Kendra has skipped two semesters in the "grades" and is attending summer school in order to advance herself another semester so as to graduate in June.

As for her activities, Kendra belongs to a minimum number of school clubs, and does not now hold membership in any church, scout, or social organizations. She "goes steady," but dates are usually on weekends. Other activities include visiting back and forth and riding bicycles with a rather small group of girl friends, attending shows and some sports with these friends or with her parents family card games, sewing and cooking with her mother, and much reading. Each summer she spends a week or two on a small, rather isolated

farm with grandparents, where she participates in the activities of the day.

She dislikes the "Y" dances because there is "too much" milling, talking, and noise. She seems rather sensitive and is probably too serious, opposed to horseplay or frivolity, and is rather easily embarrassed, sometimes to tears if reprimanded in public by her parents.

Kendra hopes to go to a business college to prepare for secretarial work. Apparently none of her plans for the near future include any thoughts of marriage.

Analysis of Case IX. Here is an intelligent, capable girl, who, in a city of approximately 40,000, has a narrow circle of friends and activities and whose social development is suffering from this restriction.

Her Heston profile seems to rate her a little too highly on the emotional stability and confidence ratings. Perhaps in the quiet atmosphere of her home there is little call on the emotions.

Kendra is very young for her placement in school and seems to have made a slightly inferior social adjustment due to the disparities of social and mental development between her and other young people. This is a loss frequently sustained by academically advanced students.

As to her familial relationship, it would seem that

her degree of almost forced dependence on her parents probably exceeds the degree of genuine affection. Being an only child, Kendra is quite possibly highly valued as an unique and irreplaceable possession; where, actually, intelligent parental love would demand a more rounded development for and emancipation of, the child, probably with less emphasis on scholastic achievement where a strictly academic career is not planned, and more emphasis placed on social development at a level on which Kendra can participate and profit.

As an only child, Kendra is very dependent on her parents; she cries if reprimanded in public.

She listed a number of activities, including bicycle riding, going steady, going to shows, and visiting girl friends. But the mother stated, "She's sort of quiet; she doesn't go out a lot." There is an apparent discrepancy between Kendra's account of her activities and the fact that she probably spends most of her waking hours sewing or shopping with her mother, and reading (at home), or in some cases attending amusements accompanied by either her father, her mother, or both.

She is embarrassed by horseplay, and dislikes dancing at the "Y" because of "too much milling, talking, and noise." She, possibly, avoids this dance because of feelings of social incompetence. No doubt by this time self-expression or self-realization are synonymous with forgotten aggression

toward the parent, which, of course, brings loss of parental affection. No child who is dependent to any large degree on his parents' affection can very well afford to jeopardize it by approving of horseplay (which is "bad," and not acceptable in an immaculate home), and it is inconceivable that this child should be able to plan intelligently and rationally anything as threatening as a career of business or marriage away from the immediate family circle.

At the age of 16, Kendra's plans for secretarial training are sensible; she is not merely drifting along with no thought of the day when she suddenly finds her "common" education completed. As Kendra matures physically, socially, and emotionally, her plans may change, but it is indicated that she will be at least partially prepared, vocationally, for any foreseeable eventuality.

B. Case X, Lenorann

Name: Lenorann Father's occupation: Auditor
 Age: 14-10 Parental status: Together
 Grade: 11-B Siblings: none
 Heston Profile: A-39, S-46, E-99, C-88, P-87, H-99.
 Adjustment: Good.

Lenorann is a gifted only child of gifted parents. She is slight of stature, seemingly enjoys perfect health, with the single exception of teeth which have required braces

for years. She apparently has no appliance complex. She is well mannered, attractive, quiet, and neat.

Her father is active in a number of civic organizations including the Toastmaster's Club, the Knights of Pythias, and the Masons. Lenorann teaches a Sunday School class, is active in the Girl Scouts, and has come to know many young people from other schools and from nearby towns through her activities in social organizations and groups such as the Y-Teens, Job's Daughters, and others.

Lenorann takes piano lessons and plans to graduate from high school in $3\frac{1}{2}$ years. She plans to work for a teacher's license, majoring in mathematics and history, for the following reasons: (1) she likes to work with children, (2) she sees room for improvement in educational method as practiced, (3) she plans to teach for a few years even if she should marry, (4) many of her friends had difficulty with those particular subjects and she wanted to help them.

She engages in several physical activities and sports with a number of her girl friends, in addition to which she reads extensively--sports, fiction, current events, and classics. She apparently dates, but not a great deal. She is noticeably loyal in her attitude toward her family, to a degree which is striking in one of her age.

Analysis of Case X. Lenorann's profile indicates her

to be at the local mean for high school senior girls in the characteristic of analytical thinking even though she is not yet 15, and it indicates that she is markedly superior in "emotional stability, confidence, personal relations, and home satisfaction."² This is not out of line with what our case study reveals.

One needs only to talk with the girl or with her father to know that she is loved and respected in the home; both are easy to talk to, and either lends an air of intellectual dignity to a conversation. She has uncommon insight into emotional and practical problems, as is seen at once by her work in the Sunday School and by her choice of vocational training. Without any apparent emotional strain, Lenorann accepts the situation as it is, yet plans to do something personally to improve it.

Already functioning at a level at least a year in advance of her age, it is hard to construe that Lenorann will ever choose for herself other than a sensible path with its just rewards.

Although she has worn a full set of braces on her teeth since childhood, she appears to be unconcerned about them, at least to the extent that she never hides her mouth or face, or dodges conversations with others. Indeed, she has a smile

² These are personality inventory traits in Heston, op. cit., p. 27.

which she uses often and a most attractive personality.

She has set sane and admirable goals for herself which are within her reach and which will enable her to benefit and contribute to society.

C. Case XI, Dorothy

Name: Dorothy Father's occupation: As'st. sup't., F.D.
 Age: 16-11 Parental status: Together
 Grade: 12-A Siblings: B: 8; G: married
 Heston Profile: A-85, S-85, E-97, C-94, P-60, H-99.
 Adjustment: Good.

Dorothy is a relatively attractive girl, nicely dressed, and very well groomed.

She is completing her high school work in $3\frac{1}{2}$ years by attending summer school and by carrying five subjects. She is thinking in definite terms of going on to college, probably to acquire teacher training, the intended areas to be either English or commerce, since she has been impressed and inspired by her teachers in these areas.

The striking feature of Dorothy's makeup lies in the closeness of her family relationships. They frequently seek entertainment and recreation as a family unit, and she also attends various functions in the company of either her brother or, in the past, her sister (now married). She was "terribly close" to her sister, and was evidently shaken by her sister's

marriage and subsequent removal from the immediate family circle.

She dates considerably, "goes steady," and is active in a great number of social groups involving young people as well as in girls' groups. These groups include the Y-Teen club, the Teen-Canteen, the Speech Debate club, the Piano club, and the Young People's Society. She apparently has an equally large number of spare-time activities, which include piano, plaque painting, collecting, reading, and sports. She apparently likes to be called by a pet name, "Tooty." She is equally comfortable with the members of her own family and in other group situations.

She expressed a small bit of her philosophy to the observer, to the effect that she had early learned that no-one was perfect, and that one should not expect perfection of others. She also expressed herself as believing that making friends should be an aim, but she did not further elaborate on this statement.

Although she is closer to her mother regarding personal problems, her father bought her an expensive desk for her studying; the mother pleasantly complains that Dorothy has her father "wrapped around her little finger." Dorothy, of course, claimed that this was not the case; perhaps the mother was right.

Much of her talk about practical things and plans for

the future seemed to be slightly idealistic to the interviewer. However, she presented several practical alternatives for her life career. She expressed the intention of taking teacher training and also spoke matter-of-factly of marrying whenever the time came (with no suggestion of the conflict which may arise for her when she must choose between her family and her lover).

Analysis of Case XI. Dorothy has lived a happy, comfortable life with her loved ones about her, able to enjoy each new day as it came. She is undecided about going to college because there is no financial compunction to go to learn a profession, nor is the question of finance a deterrent to an expensive education. She likes the type of work and the security which attending school has to offer, and she has been favorably influenced by the majority of those whom she has met, including her teachers. She enjoys the company of any and all members of her family, and is accused by her mother of exercising too great control over her father.

In Dorothy's case, her extreme fondness for her family seems in no way to reflect any inability to meet and enjoy practically anyone and everyone whom she meets outside of the family circle. She has never known her parents to quarrel. When she says, "We are; we're terribly close," of her family, she is probably saying that she realizes that her family is

unusually compatible, that it is good fortune on the one hand, even though experience has shown her how great was the personal loss when her sister married.

In addition to her social contacts within the home and her work in the many active clubs outside of the home, she apparently actively pursues many other spare time hobbies as an individual as if there just were not time enough for her to love life to the fullest.

Dorothy seems to be unusually well endowed, with loving, capable parents, adequately financed; with good health and good physical appearance; with good academic, mental, physical and social ability; and with no neuroses to cripple her emotional output. The single disadvantage may be that the perfection of the present adjustment does not motivate her to take any definite steps toward planning for the future, although it seems that, with her present likelihood of attending college, her future problems are not likely to assume large proportions.

D. Case XII, Bob J.

Name: Bob J. Father's occupation: chemist
 Age: 15-3 Parental status: Together
 Grade: 10-B Siblings: B: 17, 12, 5; S: 1
 Heston Profile: A-67, S-87, E-94, C-66, P-88, H-27,
 Adjustment: Good.

At 15, Bob is small, with an expressive, small-boyish face and manner, and with naturally wavy hair.

A few isolated facts constitute Bob's known historical background. He says that he once ran away from home when he was "real little," that he was gone all day and half of one night before he was located. "It just makes me think," he comments. At another time, he says that he was dumped (or fell) from a load of hay and nearly killed. This experience makes him more careful, now, he says.

His father is one of those unfortunates who has one bit of bad luck after another. He once fell down an elevator shaft, a chicken has pecked out one of his eyes, and he occasionally trades in used cars, in which deals he always seems to emerge a heavy loser. The father was previously credit manager of a furniture store; for the past five years he has been employed as a chemist. Both parents have had some college experience, although neither parent graduated from a college. The mother was a cashier at one of the super-markets before devoting her time to housekeeping. Bob says that she is in poor health.

As for the situation in the home, there are Bob, his three brothers, a baby sister, his parents, and his grandfather (a justice of the peace), a total of eight people, living in an older, semi-modern, farm-type house in a low-rent suburban area which does not have city gas, water, or

sewage services. The seventeen-year-old brother works and has a serviceable, popular-model, used car. "Dick's got a way. He's got a way of gettin' things." What Dick has are a job, a car, and a girl. When Bob called his grandfather to the telephone in answer to a call, there was no malice or disrespect evident. (Perhaps the grandfather contributes to the family larder.)

Bob says that he likes his teachers and school generally, but apparently his relationship with school has hit a snag in the study of algebra. He was in attendance at summer school to make up the second term of algebra, and he says that he should have taken the first term over again, too. When questioned about his plans for himself after graduation from high school, he said, "I don't have the slightest idea." Previously, he had expressed the hope of becoming either a geologist or a singer. Probably the geology course would be difficult to finance, and, although he has sung for various groups and with one or two small bands locally, he realized that his voice might change and spoil this source of pleasure and, perhaps, of income. When asked specifically if he planned to attend college, Bob replied, "Yes, I certainly do, if I have to go on my hands and knees."

Of his social outlook and activities, Bob says that he likes to be with the other children at school. Of home visits, he said, "Guys come runnin' in a lot," although he

doesn't visit much at their homes. Besides this, Bob doesn't care much for the youth of his community; apparently they do not meet his social standards. When asked if he dated, he replied, "Well, a little."

His other activities include landscaping and repairing machinery for a neighbor, for 50 cents an hour after school and on weekends. He rides his bicycle, taking in a relatively comprehensive area of the county. He dropped out of the Boy Scouts, although he did not say why, and said that the money involved prevented his membership in another youth fraternal organization.

Analysis of Case XII. First of all, we must bear in mind that Bob is one of the youngest adolescents studied, and that emotional development is, after all, a function of experience.

It seems to the interviewer that Bob is probably not nearly so well adjusted as was at first indicated by three of the six profile scores, and his low Home Satisfaction score may reflect personality difficulties as well as financial difficulties. His adjustive mechanism, of using cute sayings such as, "He got a hunk a poison" (whatever that means), and ". . . if I have to go on my hands and knees," and ". . . a waste of good American money," in referring to buying a new cornet, probably endears him to audiences of

entertainment-seeking adults who see him only for a few moments, but there is little evidence that he is especially popular, either within his family or with other youth his age. He made many facial expressions as he talked (or performed, sometimes sitting on the floor), and seemed constantly to seek approval over and above the permissiveness of the interview situation. He is envious of his older brother and would like to have money, a car, and a girl for himself in order to raise his own stock. He was three years old when the next sibling was born, and he seems to be still competing for a protected and secure place in the estimation of almost any parent figure. The only insecurity which he consciously recognizes is a financial insecurity, and it is likely that he will place a car far ahead of his educative goals.

Bob's low score in Home Satisfaction is probably a result of his being a member of a larger family, which (a) gives him little individual consideration, and (b) gives him an inferiority complex as regards material possessions. Both of these conditions aggravate his need for security through parental approval and affection.

E. Case XIII, Earl

Name: Earl Father's occupation: Attorney
Age: 15-8 Parental status: Together
Grade: 11-B Siblings: None
Heston Profile: A-96, S-95, E-67, C-53, P-57, H-94.
Adjustment: Good.

Earl's father went to war at the age of 16, afterward taught school in North Dakota, then opened an automobile repair garage (and drove race cars). He studied law by correspondence, and now is a state deputy attorney general, retaining the job even when political power changed hands as the result of an election.

Earl's home is with his parents in an apartment in the business district of a small rural city (a county seat). He was a congressional page boy for two sessions of congress, a period of 14 months; during this time his total academic retardation amounted to only two subjects for one term; this accounts for his presence at summer school. Since the summer school was about 30 miles distant from his home, he stayed at his grandmother's comfortable apartment near the school.

Since the father's business keeps him in the state capital much of the time, the family has few functions, as such; they do manage to eat together each week-end, however. The mother works as a "head checker" in a chain food market. Earl's responsibilities when at home are apparently quite

light; he empties the wastebaskets and, as of a recent date, keeps the family car fueled, lubricated, and properly maintained.

Earl is a tall, clean-looking and studious-looking young man, with a winning, conversational manner. He does not care for cigarettes, but takes an occasional highball with his parents at home. He says that he seldom discusses his problems with his parents or with anyone and that he is not dependent on others for help in making decisions.

Earl plans to go on to law school. He says that this has always been indicated for him, but also that he is personally very much interested in such a career. He was very favorably impressed with law as a career during his stay in the nation's capital (during which time he assisted in the care of the Congressional Records, and once dined with the President), and he reads law books and factual material in his spare time. He thinks and talks law to an amazing degree, and is quite well aware of the local and national political machineries and of the products, both good and bad, which evolve therefrom.

His preferred hobby is camping with his dad as they are apparently pretty good buddies, but they seldom have time together for this. His more usual diversions consist of attending dances, skating, going to shows and church socials, etc., with girl friends. He says that he is "about half-way

going steady" with a girl who is three months younger than he, but he says that he has more fun with a girl who is two years older than he. He says that he finds "dates" easily.

Other of Earl's interests include track and athletics in general. None of his family play bridge or other card games. Earl is an assistant scout-master in the Scouts, and belongs to a church young people's group.

Analysis of Case XIII. None of Earl's adjustment inventory scores are as low as the 50th percentile (the median). While there is probably some correlation between these scores and extroversion, the favorable scores are pretty well backed up by results of the interview.

For example, Earl is happy and growing in his home. He views with satisfaction his present school training and his plans for the future (and he seems to have chosen wisely). He is apparently treated in a laissez-faire manner, with many privileges in the grandmother's apartment (privileges which he probably does not abuse); he is treated as a buddy by his father and is considered a competent, self-directed individual by his family, by himself, and by those who chance to meet him.

Nearly all of his activities have a positive value for him (even reading encyclopedic material, in his thirst for knowledge!). He has unusual insight into current events and

the news of the day, and he has fairly well-thought-out viewpoints on such issues as universal military training.

Earl is relatively young for a boy in his grade at school, and he must see little of his family, yet his adjustment in both of these areas is extraordinary. His future seems assured.

IV. DISCUSSION OF THE CASES

Many of the data from the case studies have been condensed into chart form for convenience in visualizing each of the two groups and to facilitate comparisons of the well adjusted to the poorly adjusted adolescents, as groups. In other words, the graphic presentation of case study data attempts to show what factors are common to each group and then to show characteristic differences between factors common to one or the other group.

The data. The writer sought for a number of pertinent facts about each case which would, in most cases, be brought out in the interview, and which could be readily charted. In a few instances where the information at hand was not sufficient, the writer did not insert a subjective score or guess based on the over-all impression or halo, and simply left a blank in place of a score or judgment; the averages are later computed excluding that score.

In Table II, for example, we see that Kendra is sixteen years old, to the nearest month, that she will be a senior beginning in September, and that she, as an only child, lives with her parents as a family of three. Table III lists similar information for the poorly adjusted group.

The tables. Although charted material lends itself readily to direct comparison, material containing intangible values is often difficult to present in graphic form. In endeavoring to place quantitative values on factors pertaining to personality, such as personal relationships and emotional maturity, a frequent device is to average the ratings for each attribute given by a number of judges. In this study it would have been next to impossible to have had a number of judges present in each home during the interviews, and still preserve a natural situation and the rapport which a counselor and counselee might enjoy in a direct face-to-face relationship.

Scaling of personality factors. A seven point scale was used in rating the subjects (Figure 1). Although this type of measurement is relatively new to research, there is now considerable material available on the measurement of attitudes, techniques of polling, and measuring heretofore unmeasurable "subjective" or relative quantities through the

TABLE II
VITAL STATISTICS OF THE HIGH GROUP

Vital statistics	Ken- dra	Lenor- ann	Doro- thy	Bob J.	Earl
Age	16-0	14-10	16-11	15-3	15-8
Grade	12-B	11-B	12-A	10-B	11-B
Siblings older	0	0	1	1	0
Siblings younger	0	0	1	3	0
Number living together	3	3	4	8	3
No. outside immediate family	0	0	0	1	0
Parents separated	No	No	No	No	No

TABLE III

VITAL STATISTICS OF THE LOW GROUP

Vital statistics	Barbara	Wayne	Norma	Ann	Jeanne	Bob B.	Bob D.	Patricia
Age	15-5	17-6	16-10	16-11	17-8	18-2	17-0	19-3
Grade	11-B	12-B	12-B	12-B	Gr.	12B	12-B	12-A
Siblings older	1	1	7	1	1	2	5	1
Siblings younger	1	0	0	1	1	0	0	1
Number living together	5	6	3	4	4	1	3	4
No. outside immediate family	0	2	2	1	0	0	0	0
Parents separated	No	No	Yes	Yes	No	No	No	No

Less				More		
Strongly	Medium	Slightly	AVERAGE	Slightly	Medium	Strongly
1	2	3	4	5	6	7

FIGURE 1

A SEVEN POINT SCALE

use of judges, etc.¹ One of the devices prominent in that field is a scale similar to the seven point scale illustrated in the figure. The Heston inventory calls for "yes" or "no" answers to the exclusion of a neutral response wherever possible. The only difference between the yes-no scale and the seven-point scale used in this study is one of degree. The larger scale, basically, permits positive scores, negative scores, and a neutral score. The positive and negative scores were each then broken down, or further refined, into strongly sensed quantities and weakly sensed quantities of the same positive or negative aspect of a trait, and allowing a neutral zone or "average" in each of these classifications as well.

¹ David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Company, Inc., 1948), pp. 210 ff.

To illustrate, let us rate such a trait as "kindness." A person can, first of all, be described as being either kind, or unkind, or average. Then, let us further assign numerical values of one to three for unkindness, the value of four to a person who can not be pointed out as being either kind or unkind as a whole personality, and the values of five, six, and seven to the positively kinder-than-average people. Now, if a person were just slightly more kind than average, his assigned score would be five; if he were much, much more kind than average, his score would be at the top of the scale, or seven, and so on. The rating scale, thus used, is convenient to designate positive or negative values, more-than-average and less-than-average values, "good" and "bad" values, and their degree. In this manner, depending on the degree of discrimination possible in view of the material being judged and the means at hand for judging, a scale may be set up for two points, or three points, or five, seven, nine, or eleven points, and so on.

Where proportions are indicated in the statistics, they are computed in the usual way. For example, one fifth of a population would be shown as 0.20 as a decimal proportion. The averages shown are carried to the nearest hundredth, and are, in each case, computed using the number on which the data are supplied as facts. Where a factual datum is missing, the average is computed on the basis of the remaining scores

for the sake of generalizing as much as possible with the material given (with the exception of the travel experiences of the high group where more than half of the score values are lacking).

Analysis and discussion of the data. From Table IV, we see that three members of the well adjusted group who score seven, are extremely or unusually prominent in the family group, whereas, by contrast, two of the members in the poorly adjusted group are decidedly lacking in prominence of position in their family, but with scores of two, they do not stand at the extreme bottom of the scale in this characteristic.

And again, in the relatively negative characteristic of having an unhealthful dependency relationship within the family, whether the youth is dependent on the parents or vice versa, the poorly adjusted group has several high scores, and the well adjusted group has some low scores.

Table V gives the crucial treatment of the data, a comparison of group scores. It is here that the all-important differences between the groups in these factors are revealed.

The first notable differences are seen in the age and grade of the groups. The high group is one year and seven months younger than the poorly adjusted group, but is only

TABLE IV

A SEVEN-POINT SCALING OF CERTAIN PERSONALITY FACTORS
OF THE HIGH AND LOW GROUPS

Personality factors	Low group					High group							
	Kendra	Lenorann	Dorothy	Bob J.	Earl	Barbara	Wayne	Norma	Ann	Jeanne	Bob B.	Bob D.	Patricia
Prominence in family	7	7	5	4	7	5	5	5	3	7	2	5	2
Attitude toward family	7	7	7	5	7	5	4	2	3	6	3	2	3
Solidarity of family	6	6	7		3	6	4	1	2	7	2	4	3
Satisfaction from family relationships	5	7	5	3	7		4	1	2	6	1	2	2
Unhealthy dependence relationship	6	4	4	6	1	7	7	6	6	8	2	2	2
Socio-economic status of family	5	6	6	3	5	7	4	4	2	5	3	4	3
Health	5	5		4	5	3	3			5	3	3	3
Traveled				3	7	5	2	3	2	3	1	3	6
Personal-school relationship	7	7	7	3	7	5	4	5	3	2	3	2	
Responsibility	2	7		3	7	3	3	4	7	2	6	3	6
Financial independence	3	3		3	5	4	6	2	5	3	4	6	7
Grooming	7	7	6	5	7	4	4	4	3	5	5	3	2
Manners	7	7	6	4	7	4	4	4	4	4	6	4	4
Emotional maturity	3	7	6	3	7	2	2		3	2	6	4	6
Attitude in general	6	6	6	3	7	4	3	4	6	6	6	3	6
Adaptability to environment	4	6	6	3	7	4	4	4	5		6	3	6
Social acceptance	4	6	6	5	7	2	2	4		7	5	3	5
Social adjustment	2	6	6		7	1	2	4			4	2	5
Self confidence and self respect	3	5		3	7	3	3	1	2	5	5	3	3
Scope of interest	3	6	6	3	7	3	2	2	3	3	4	2	5
Constructive outlook	5	7	6	3	7	2	3	3	5	5	4	5	4

TABLE V

AVERAGE STATISTICS AND PERSONALITY RATINGS
FOR THE HIGH AND LOW GROUPS:
A COMPARISON

	Ave. of high group	Ave. of low group
<u>Statistic:</u>		
Age	15-9	17-4
Grade	11.3	12.06
Siblings older	0.4	2.38
Siblings younger	0.8	0.5
Number living together	4.2	3.75
Number outside of immediate family	0.2	0.63
Proportion of "parents separated" families	0.0	0.25
<u>Scale 1-7:</u>		
Prominence in family	6.00	4.35
Attitude toward family	6.60	3.50
Solidarity of family	5.50	3.63
Satisfaction from family relationship	5.40	2.57
Unhealthy dependence relationship	4.20	5.00
Socio-economic status of family	5.00	4.00
Health	4.75	3.33
Traveled	(data incomplete)	3.13
Personal-school relationship	6.20	3.43
Responsibility	4.75	4.25
Financial independence	3.50	4.50
Grooming	6.40	3.75
Manners	6.20	4.25
Emotional maturity	5.20	3.57
Attitude in general	5.60	4.75
Adaptability to environment	5.20	4.57
Social acceptance	5.60	4.00
Social adjustment	5.25	3.00
Self confidence and self respect	4.50	3.13
Scope of interest	5.00	3.00
Constructive outlook	5.60	3.88

.76 of one school year behind the low group. This may indicate that any of several factors are operating. It may be an indication that the best adjusted adolescents are the ones more advanced in grade for their age, but it is quite possible that there is an optimal point, beyond which the quality of adjustment decreases with increased advancement beyond one's age level. This may indicate that quality of adjustment is an inverse function of either age or grade or both, decreasing as the youth grows older and/or becomes a senior. This is not likely, however, in view of the test author's finding that "More difference exists between college students (regardless of year of study) and high school students (regardless of grade) than between the grade levels within either college or high school."²

Another difference indicated from a comparison of the vital statistics is that a majority of the high group are "only" children (Table II), whereas several of the poorly adjusted youth are not only from large families, but are the youngest child as well (Table III), and it is entirely possible that there are more half brothers and sisters than were disclosed. Perhaps age of the parents, or number of children, or number of years of marriage are underlying factors in this statistic.

² Heston, op. cit., p. 19.

There were no divorces or broken homes found in the high group, and there were fewer cases of sharing the home and table with people from outside of the family in the high group. Perhaps the economic status is the deciding factor in the "doubling up" of families, but this in turn is linked with broken homes in two of the cases (Tables II, III).

Within the personality traits, the first five comparisons show a trend in favor of the high group; each of these five traits is a factor of family living. If we included the ratings on grooming and manners (both of which "begin at home"), which also tip the balance in favor of the high group, we might conclude that our society needs generalized instruction in the art of family living. Perhaps a special study would show a positive correlation, indicating a persistent trend in the relationship of adjustment to economic position.

The low group does not as readily accept others, nor are they as well accepted socially as the high group. Their personal relationship to school life is less wholesome and satisfying. They lack the degree of self confidence or self respect of the high group. (Is this a reflection of the family attitudes?) Their general attitude, scope of interest, and constructive outlook compare unfavorably. The low group seems to compare poorly to the high group in every trait except that of financial independence, and even this seems inversely related to emotional maturity and perhaps to respon-

sibility.

Summary. The charted comparisons of the group statistics indicate large differences in the age-relative-to-grade, in the number of older siblings, and in the proportions of broken homes between the two groups. The trait comparisons indicate large and persistent differences in satisfaction from family life, in personal development, and in social development. Perhaps the poor family relationships precipitate a lack of self appreciation and confidence, which in turn may inhibit social development.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

In this pilot study, the Heston Personal Adjustment Inventory was employed to locate poorly adjusted and well adjusted adolescents. Of the adolescents thus screened, eight were found in the first category for further study, and five in the "well adjusted" category.

These adolescents were then studied by talking to teachers, visiting the homes, and interviewing the subjects and their parents; by writing case studies; and, finally, by comparing the charted data on the subjects as individuals and as groups.

II. CONCLUSIONS

From the charted comparison of some of the data of this study, it would seem that the future investigator might profitably search several specific relationships which may be of some consequence. For example, the chart shows, first of all, that the poorly adjusted group is composed of high school seniors, almost without exception, and that they average one year and seven months older than the group which excels them in adjustment. The figures bring out also that the

poorly adjusted group have many more older siblings than the well adjusted group, which is composed, in the majority, of "only" children. This may be an indication of deterioration in the older, larger families, but the facts of the parents' ages and the number of years of marriage would be needed to ascertain this possibility.

According to the scaled ratings, the well adjusted group are slightly more prominent in the family, and they have a much better attitude toward the family, on the average. The well adjusted group have a much better personal-school relationship; they show up better on judgments of emotional maturity, social acceptance, social adjustment, self-confidence and self-respect, scope of interest, and on their constructive outlook and plans for the future.

The data suggest that poor family relationships and attitudes may contribute to the youth's distrust of self and to poor personal relationships which in turn operate to prevent good social interaction and development.

(It is impossible to overemphasize, however, the caution which the writer feels necessary in presenting these comparisons; the results presented above are only indications revealed by this single, not-well-validated study. Each of these trends is intended as food for thought, as indications of the possibility of establishing correlations between these variables by future investigators, when and if each of these

possibilities be verified either singly or in combination in carefully controlled studies.)

III. RECOMMENDATIONS

Improvement of design. From the foregoing material, there are apparent several improvements which might be incorporated into future studies of a similar nature. For example, one might wish to deal with larger numbers of subjects, in order to increase the validity of the study, inasmuch as data from a larger number of subjects than was used here would permit of statistical treatment much more readily. It would be desirable to have, at the very least, 25 subjects each in the high and low groups, and 100 or more in each group would yield results statistically more significant. Even then, however, the results would apply to the locality of the study, and they could be generalized only sparingly.

Selection of groups. As for locating these groups which are toward the extremes of the adjustment continuum, it would be desirable to have more than one measurement for this determination. For example, Mangus, in a comparison of urban and rural personality adjustment, employed three criteria. These were (1) a standardized test, the Elementary Series of the California Test of Personality, (2) a teacher's ranking of class members, and (3) a "guess who" game, in which the

children supplied the name of a class member who was "grouchy", and so on.¹ Turney and Collins employ such scales as the Bernreuter, Thurstone, and Maller personality inventories, along with an Otis test of mental ability on the one hand coupled with more-or-less extensive case studies on the other.²

In a study dealing with the feelings of insecurity in adolescent girls, Rose used a combination of autobiographical material and the Thurstone and the Bell personality inventories.³ Probably any two of these scales which are applicable to the age group in question might be used in locating the two groups. If possible, these test results should be augmented by some ranking device of the child within his usual group, by the teacher, or by the group itself. The Moreno type sociogram⁴ might be employed, or a teacher's ranking, or the "guess who" device mentioned earlier might

¹ A. R. Mangus, "Personality Adjustment of Rural and Urban Children," American Sociological Review, 13:566-75, 1948.

² Austin H. Turney and Floyd I. Collins, "An Experiment in Improving the Personality of High School Seniors," Journal of Educational Psychology, 31:550-3, 1940.

³ A. A. Rose, "Insecurity Feelings in Adolescent Girls," Nervous Child, 4:46-59, 1944.

⁴ J. L. Moreno, "Changes in Sex Groupings of School Children," Readings in Social Psychology. Theodore M. Newcomb and Eugene L. Hartley, editors; New York: Henry Holt & Co., 1947. Pp. 383-7.

be used with younger children. These methods, as objective as is presently possible, need to be supplemented by autobiographical essay material, as well as by personal interviews with the youth and with the parents for background material. The cumulative record might be employed to indicate academic and social progress or regression within the school environment.

Investigation techniques. Once the two groups to be studied have been located, there are certain precautions to be observed, and certain signs worthy of watching for. For example, it would seem best not to let any of the subjects know that the investigator is seeking "good" and "bad" groups, or "high" and "low" groups; and especially is the study jeopardized if either the subject or his parents suspect that he is of especial interest to the investigator as an unusually poorly adjusted individual. Most parents are simply too ego-involved with their child to be able to discuss him rationally in an unfavorable light.

The usual precautions should be observed by the investigator against interviewing the subjects in too great privacy. Such a procedure invites embarrassment by the investigator or his sponsors, or by the subject and his or her parents or guardians, or both; it may have the further effect of hampering future research in the area.

The investigator should be reasonably well oriented in abnormal or clinical psychology, in the psychology of adjustment and mental hygiene, and in the special psychology of the age group involved, e.g., child or adolescent psychology. One of the shortcomings of this study is that the interviews were not directly aimed at any special phase or area of maladjustment, since it was of a pioneer and exploratory nature. Consequently, the investigator was not looking for, and did not at first recognize, such factors as the poorly socially adjusted youth's dependence on his own family or parents for companionship, or, conversely, the parents' extreme dependence on the child as an adjustive mechanism. Such neuroses may be present in families which may seem to be unusually close and well adjusted. Obviously, the mental health of the youth is endangered by the presence of a neurotic parent.

Another procedure which might be both fruitful and time-saving would be that of studying the profiles of the standardized personality inventories employed, noting the areas of greatest deficiency (that is, the areas of least development or of the greatest regression), and, thus prepared, enter the interview situation (and into the home, wherever possible) with the definite hope of discovering adjustive mechanisms or environmental factors related to the particular areas of deficiency. An attempt should be made

especially to discern whether the relationship to the parents is as healthy as it appears on the surface; whether emotional emancipation is fostered in fiction or in fact; whether environmental conditions such as social isolation, relative sibling position, or parental factors of finance, of menopause, or of family disruption may be operative in the type and quality of the youth's adjustment.

Summary. To locate groups, (1) use one or more standardized personality inventories; (2) ask for a teacher's ranking; (3) endeavor to get some type of ranking from within the age ranges involved.

To investigate, employ (1) cumulative records, (2) autobiographical material, (3) personal interviews with the subject and his guardians.

Results of the study will emerge as differences between the two groups--differences in environment (whether absolute or relative), differences in the type of adjustments made, and differences in the degree of success of the adjustive mechanisms.

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HESTON PERSONAL ADJUSTMENT INVENTORY

By JOSEPH C. HESTON, PH.D.

Director of Bureau of Testing and Research and Associate Professor of Psychology,
De Pauw University, Greencastle, Indiana

INVENTORY

There are no *right* or *wrong* answers to the questions on the following pages; each person differs in the way he feels about them. We are attempting to study certain aspects of personality that are important factors in one's adjustment in life, school, or work in general. You can help by answering each question thoughtfully and honestly. Your sincere cooperation in this will prove beneficial to you and your counselors. Think carefully, but do not spend too much time on any one question. Let your own personal experience or opinion guide you and record the way *you* feel about each question.

For each question, decide whether your answer is "Yes" or "No." If your answer is "Yes," blacken the "Yes" space on the answer sheet. If your answer is "No," blacken the "No" space. For instance, if your answers to questions 76, 77, 78, 79, and 80 were "Yes," "No," "No," "Yes," "No," respectively, you would fill in the answer spaces as follows:

	YES	NO
(76)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	YES	NO
(77)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	YES	NO
(78)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	YES	NO
(79)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	YES	NO
(80)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you think the answer to a particular question is "Yes" under some circumstances and "No" under others, decide which is more often the appropriate answer and mark the corresponding space.

You should be able to decide for every question, or for almost every question, whether the true answer would usually be "Yes" or "No." If, however, there is a small number of questions for which you are absolutely unable to decide whether "Yes" or "No" is the better answer, fill in the circles containing the question numbers. For instance, if you could not choose between "Yes" and "No" for question 281, you would fill in the circle as follows:

	YES	NO
(281)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

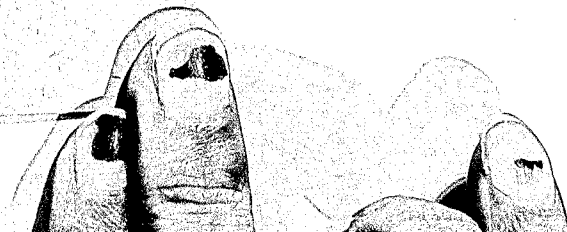
However, in nearly every case you should decide which answer is *more completely characteristic* of you, thus keeping the number of omitted statements down to an absolute minimum.

In filling in answer spaces, be sure to make your marks heavy and black.

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PRINTED IN U.S.A. H:HPA1-3



Name _____ Date _____
Last First Middle Mo. Day Yr.
 Sex _____ Age _____ Date of Birth _____
M. or F. Yrs. Mos. Mo. Day Yr.
 Grade in High School _____ or Year in College _____
 Class _____ Teacher _____
 School _____ City _____ State _____

Mark your answers on this sheet.
 Be sure your marks are heavy and black.
 Erase completely any answers you wish to change.

Page 3	Page 4	Page 5	Page 6	Page 7	Page
1 YES NO	26 YES NO	51 YES NO	76 YES NO	101 YES NO	126 YES
2 YES NO	27 YES NO	52 YES NO	77 YES NO	102 YES NO	127 YES
3 YES NO	28 YES NO	53 YES NO	78 YES NO	103 YES NO	128 YES
4 YES NO	29 YES NO	54 YES NO	79 YES NO	104 YES NO	129 YES
5 YES NO	30 YES NO	55 YES NO	80 YES NO	105 YES NO	130 YES
		←	←	←	
6 YES NO	31 YES NO	56 YES NO	81 YES NO	106 YES NO	131 YES
7 YES NO	32 YES NO	57 YES NO	82 YES NO	107 YES NO	132 YES
8 YES NO	33 YES NO	58 YES NO	83 YES NO	108 YES NO	133 YES
9 YES NO	34 YES NO	59 YES NO	84 YES NO	109 YES NO	134 YES
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21 YES NO	46 YES NO	71 YES NO	96 YES NO	121 YES NO	
22 YES NO	47 YES NO	72 YES NO	97 YES NO	122 YES NO	
23 YES NO	48 YES NO	73 YES NO	98 YES NO	123 YES NO	
24 YES NO	49 YES NO	74 YES NO	99 YES NO	124 YES NO	
25 YES NO	50 YES NO	75 YES NO	100 YES NO	125 YES NO	

NOTE. This Answer Sheet is not intended for machine scoring.



HESTON PERSONAL ADJUSTMENT INVENTORY

Indicate your answers by marking them on the separate answer sheet. Do not mark this booklet at all. Remember to make your marks in the spaces on the answer sheet heavy and dark. Try to answer "Yes" or "No" to every question.

The answer sheet should be slipped under the right-hand edge of page 3 (or whatever page you are working on) in such a way that the column heading on the answer sheet and the page number on the booklet agree. These two numbers should be right to each other. When the answer sheet is placed correctly, the arrow tips on it will point directly to the arrow tips on the booklet, and the answer spaces (and question numbers) on the answer sheet should be lined up directly with the questions in the booklet to which they correspond (and the question numbers).

Are you disturbed because some of your family differ from your standards or beliefs?	Page 3 1
Do you daydream often?	2
Are you most contented when at home?	3
Are you less readily upset or frustrated than most people?	4
Has your association with your father generally been pleasant?	5
Can you keep at a monotonous task for a long time without urging or encouragement?	6
Are you often absent-minded?	7
Do you like to analyze your thoughts and feelings?	8
Do you frequently feel self-conscious about your appearance?	9
Do you evaluate new ideas to see if they fit your point of view?	10
Have you any nervous habits, such as twitching your face or fluttering your eyelids?	11
Do you avoid asking friends home because it is unattractive?	12
Have you often been lost in thought?	13
Does either of your parents become angry readily?	14
Does it embarrass you greatly to make an error in a social group?	15
If you lose something, are you apt to suspect someone of taking or misplacing it?	16
Are you a happy-go-lucky person?	17
Do you enjoy speaking in public?	18
Do you become angry readily?	19
Do you like to introduce yourself to strangers at social affairs?	20
Do you often think of smart things to say when it is too late to say them?	21
Do others generally credit you with good judgment?	22
Can you face a difficult task without worry?	23
Do you thoughtfully question the statements and ideas of teachers?	24
Do you ever wish you were more attractive?	25

(Go right on to page 4.)



-
- 26. Does either of your parents insist on obedience, regardless of whether the request is reasonable?
 - 27. Do you become tense under competition, as in tennis, debating, etc.?
 - 28. Is it hard for you to maintain a pleasant disposition at home?
 - 29. Are you readily bothered by distractions when doing mental work?
 - 30. Do you feel your parents have set too high goals for you?
 - 31. Do you tend to be unconcerned about your work — that is, take it in routine manner?
 - 32. Are you hesitant about forming decisions?
 - 33. Were you happier when you were younger?
 - 34. Do you do much thinking more than that needed by your work?
 - 35. Have you often felt there are really few things worth living for?
 - 36. Are you ever disturbed by useless thoughts coming into your mind persistently?
 - 37. Do you find less appreciation at home than elsewhere?
 - 38. Do you dread seeing a snake?
 - 39. Does your family feel you are not considerate of them?
 - 40. Do you tend to worry over possible troubles?

 - 41. Are you often left out of things (maybe unwittingly) in group activities?
 - 42. Do you usually keep out of the limelight on social occasions?
 - 43. Do you feel life has a great deal more happiness than trouble?
 - 44. Do you enjoy having numerous social engagements?
 - 45. Do you ever feel sorry for all the other people on earth?
 - 46. Do you enjoy assignments forcing you to derive your own conclusions from a body of facts or data?
 - 47. Have you ever had a queer feeling you were not your old self?
 - 48. Do you usually plan and think things through before acting?
 - 49. Can you tackle new situations with a reasonable degree of assurance?
 - 50. Are you challenged by a problem until you reach a satisfactory answer?

(Go right on to page 5.)

Does either of your parents make you resentful by criticizing your appearance? 51

Are you an impulsive individual? 52

Do your friends have more fun at home than you do? 53

Have there been frequent quarrels within your immediate family? 54

Do you sometimes feel just miserable, even if there is no good reason? 55

Do you sometimes tackle work as though it were a matter of life or death? .. 56

Do you ever feel too self-conscious? 57

Do you frequently theorize about the reasons for human behavior? 58

Are you often unable to reach a decision until too late for action? 59

Does conversation help you more than reading in formulating your ideas? ... 60

Can you regain a state of calm easily after an exciting situation is over? 61

Do some of your family generally neglect to repay favors? 62

Do you become easily rattled at critical times? 63

Do you feel your parents have dominated you too much? 64

Are your table manners less correct at home than when out in company? ... 65

Would you be very disappointed if prevented from having numerous social contacts? 66

Do you hesitate to accept new acquaintances as real friends? 67

Is it hard for you to make new friends? 68

Do you sometimes become angry? 69

Do you tend to restrict your acquaintances to a chosen few? 70

Does it seem you never do things in a manner to gain notice and praise from others? 71

Do you often philosophize concerning the purpose of life? 72

Does it disturb you for others to watch you while you work? 73

Have you more interest in athletics than in intellectual activities? 74

Do you tend to be quick and certain in your actions? 75

(Go right on to page 6.)



76. Do members of your family consider your rights as much as your friends do?
77. Do you sometimes have nightmares (frightening dreams that waken you)?
78. Do you become more nervous when at home?
79. Are your nerves ever raw or on edge?
80. Do you disagree with your parents about your choice of a vocation?
81. Do you like discussions of the more serious questions of life with other persons?
82. Do you ever wish that you could change your height?
83. When in a new city, do you like to visit museums?
84. Do you always feel that you can achieve the things you wish?
85. Are you frequently restless when attending a lecture?

86. Do you become upset when you have to consult a physician for your illness?
87. Do you ever wish you had been born in a different family?
88. Would you rather watch sports or contests than participate in them?
89. Does either of your parents often find fault with your actions?
90. Do you often feel blocked because you are unable to do as you desire?

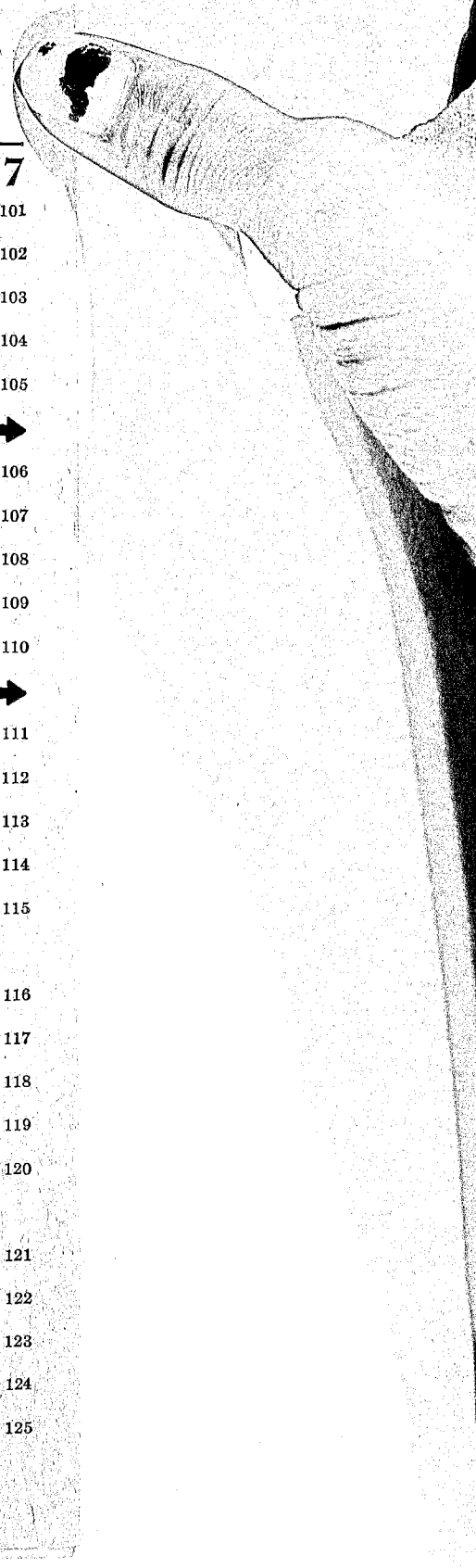
91. Are there many jobs you would not accept because they are beneath you?
92. Can you generally have a really hilarious time at a gay party?
93. Is the other fellow usually at fault when you have an argument?
94. Do you converse much with clerks who wait on you?
95. Do you become impatient if waiting for other persons?

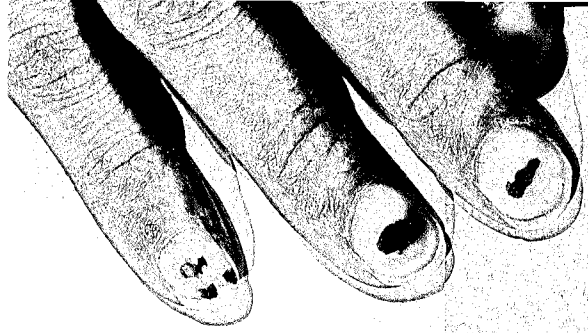
96. Do you feel few obstacles can hinder you from achieving your final goal?
97. Do you enjoy time alone with your thoughts?
98. Do you often have the blues?
99. Do you have philosophical leanings?
100. Are you generally confident of your own ability?

(Go right on to page 7.)

	Page 7
1. Do you ever have contradictory moods of love and hate for one of your family?	101
2. Are you often in a meditative state?	102
3. Is your greatest obligation to your own family?	103
4. Do you have to alter your body position frequently while sitting?	104
5. Is (was) your mother dominant in the family?	105
	➔
6. Do you ever feel that in life's competition you are generally the loser?	106
7. Do you enjoy solving brain teasers?	107
8. Do you frequently feel unworthy?	108
9. Do you critically evaluate the structure of novels and movies?	109
10. Do you worry over humiliating situations more than most persons?	110
	➔
11. Are you embarrassed if you arrive too early or too late at a social engagement?	111
12. Have the actions of one of your parents ever caused you great fear?	112
13. Do you often feel listless and fatigued for no apparent reason?	113
14. Does your family have as much fun together as you would like?	114
15. Do you think you are a tense person?	115
16. Are you willing to permit others to hesitate or consider before they act?	116
17. Do others judge you a lively individual?	117
18. Do you usually find it easy to form new acquaintances?	118
19. Are there times when everything seems to go against you?	119
20. Are you usually pleased to be in the limelight at social affairs?	120
21. If you could go into a theater without paying and be undetected, would you do it?	121
22. Are you frequently troubled by thoughts of self-guilt?	122
23. Do you enjoy discussing an ideal society or Utopia?	123
24. Does it disturb you to be "different" or unusual?	124
25. Do you prefer biographical movies to those of the musical comedy type?	125

(Go right on to page 8.)

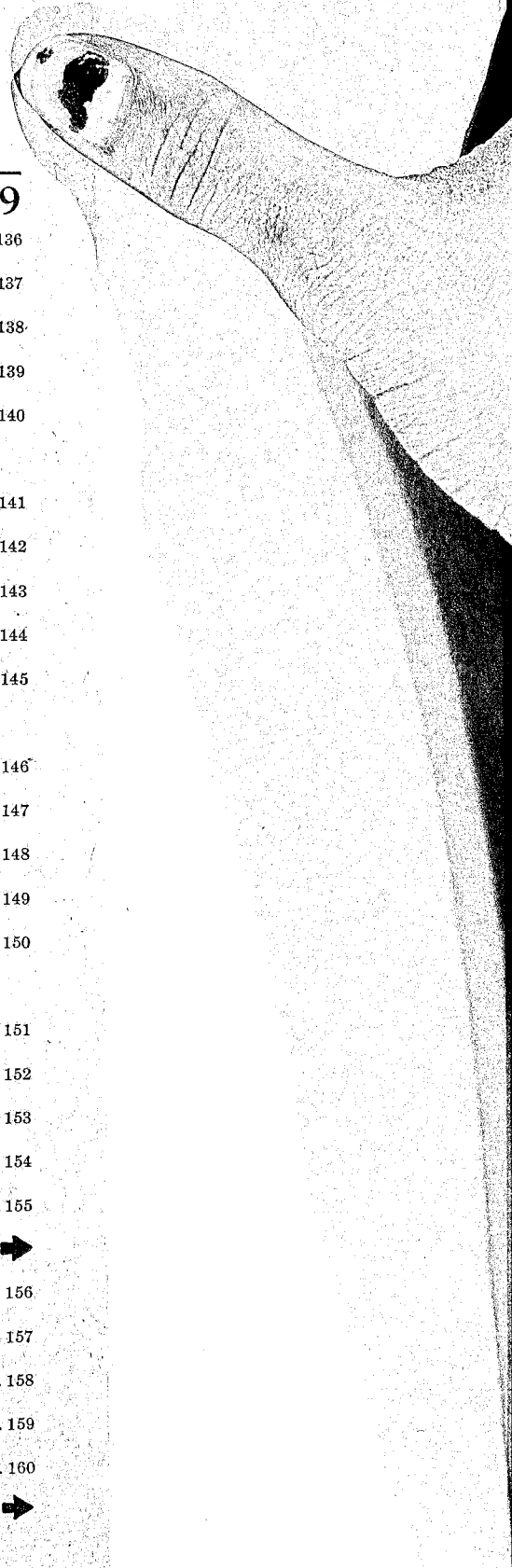




- 126. Do others ever whisper or exchange knowing glances when you seem not to be noticing them?
- 127. Do you often hesitate about meeting important persons?
- 128. Do you tend to be shy with the opposite sex?
- 129. Do others deliberately seek to annoy you?
- 130. Would you prefer to be a scientist rather than a politician?
- 131. Do you find it hard to continue work when you do not get enough encouragement?
- 132. Are you more of a practical individual than a theorist?
- 133. Are you bothered by inferiority feelings?
- 134. Would you rather have a theory explained than study it out yourself?
- 135. Are you inclined to let people dominate you too much?

Important! Before starting page 9, turn the answer sheet upside down. Then continue with item No. 136, which will be in the upper left-hand corner of the answer sheet.

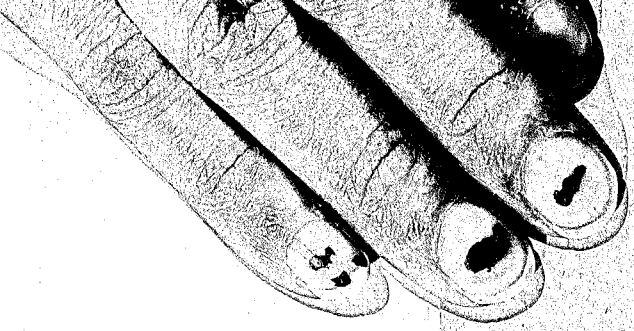
(Go right on to page 9.)



Page 9

5. Do your parents too frequently expect you to obey, though you are grown up?	136
7. Do you often tell your troubles to others?	137
8. Do you talk over important plans with your family?	138
9. Are you frightened to be alone in the dark?	139
10. Have you ever had an urgent desire to run away from home?	140
11. Is the application of principles more interesting than the theoretical evaluation of them?	141
12. Are there some people you dislike?	142
13. At a party is it easy for you to be natural?	143
14. Does it ever seem that everyone is working against you?	144
15. Do you converse much with strangers when on a journey?	145
16. When disturbed or upset, do you tend to suffer from indigestion or other distress?	146
17. Do you have more love for your mother than for your father?	147
18. Are your feelings rather easily hurt?	148
19. Are your parents too old-fashioned in their beliefs and ideas?	149
20. Can you relax yourself easily?	150
21. Do you like using leisure time in creative writing (poetry, stories, etc.)?	151
22. Have you often wished that your appearance were different?	152
23. Would you rather work outdoors than indoors?	153
24. Do you often pause just to meditate about things in general?	154
25. Do you frequently show yourself up disadvantageously?	155
26. Do you usually let others have their own way, even at the expense of your own satisfaction?	156
27. Are your friendships limited primarily to members of your sex?	157
28. Do you often get into difficulties which you did not seek to cause?	158
29. Do you like to be in a crowd just to be with other people?	159
30. Are there many persons who do not care to associate with you?	160

(Go right on to page 10.) ➡

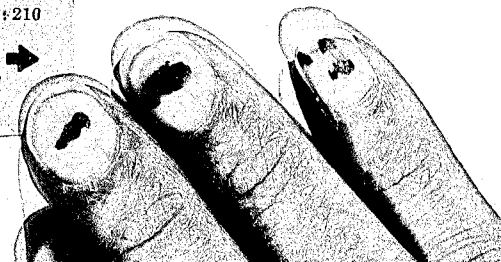


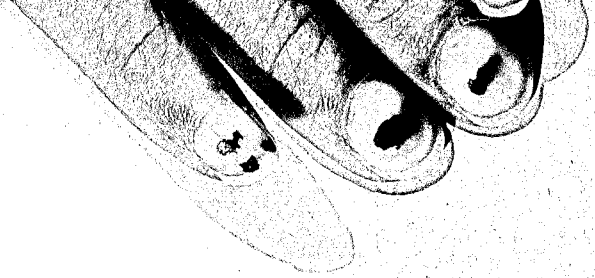
- | | Page |
|--|------|
| 161. Are there certain things about some of your family which definitely annoy you? | |
| 162. Are your spirits usually on a rather even keel? | |
| 163. Would you be willing to give up everything for your family? | |
| 164. Do you sometimes think the world is distant and dreamlike? | |
| 165. Are there some rather serious handicaps in family life? | |
| 166. Can you become so enthusiastic your spirit generates enthusiasm in others? | |
| 167. Do you feel people frequently misunderstand what you mean? | |
| 168. Are you hesitant to seek assistance from others? | |
| 169. Do you dislike being kidded about your little oddities? | |
| 170. Can you express yourself better in speech than in writing? | |
| 171. Is your mood easily governed by your associates — i.e., by others who are happy or sad? | |
| 172. Have your parents been too strict with you? | |
| 173. Do you ever laugh at a dirty joke? | |
| 174. Does a sudden stimulus startle you easily? | |
| 175. Do you think there have been too little affection and love in your home? | |
| 176. Do you like to read criticisms of articles or books you have previously read? | |
| 177. Does your family believe you are as much a success as you could be? | |
| 178. Do you find pleasure in solving intellectual problems? | |
| 179. Is it generally hard for you to reach decisions? | |
| 180. Do you enjoy work that needs very little thought after it is learned? | |
| 181. When driving, does it bother you considerably to get caught in slow traffic? | |
| 182. Do you generally take the lead in making new friends? | |
| 183. Do others often try to get credit for things you have achieved? | |
| 184. Do you enjoy mixing socially with others? | |
| 185. Are you constantly comparing yourself with others? | |

(Go right on to page 11.)

186. Do you and your parents exist in different worlds, as far as ideas are involved?	Page 11 186
187. Do you tend to deliberate over your past?	187
188. Do you like all the persons in your family just about equally well?	188
189. Do you blush readily?	189
190. Are your relatives as likable and attractive as those of your friends?	190
191. When traveling, are you more interested in new things and places than in new people?	191
192. Are you frequently irritated by minor annoyances?	192
193. Do you ever need to conquer bashfulness?	193
194. Do you ever feel flattered because you know an important person?	194
195. Have you ever been the life of the party?	195
196. Have you often had to remain quiet or leave the house to have peace at home?	196
197. Do thunder and lightning make you frightened?	197
198. Do you usually have better times at places away from your home?	198
199. When upset emotionally, do you take much time to recover composure?	199
200. Is your father your ideal of manhood?	200
201. Can you play your best in a contest against an opponent much better than you?	201
202. Are you usually carefree?	202
203. Do you sometimes feel isolated and alone when in a group of people?	203
204. Do you tend to be introspective — that is, self-analytical?	204
205. Are you always ready to decide what your next step should be?	205
206. Do others sometimes offend you unwittingly because you cover your feelings?	206
207. Do others often tell you about their personal family problems?	207
208. Have you ever been seriously double-crossed?	208
209. Do you tend to remain quiet in a social group?	209
210. Do you sometimes become irritable when not feeling well?	210

(Go right on to page 12.) ➔





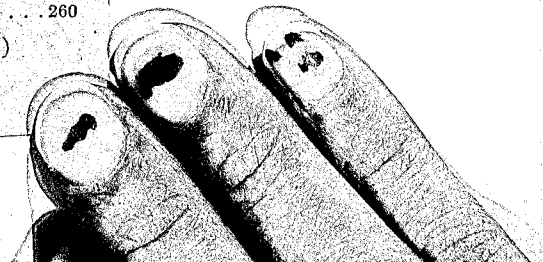
- 211. Have you ever observed a vague feeling of uneasiness without knowing why? 21
- 212. Do you feel you have been bossed too much? 21
- 213. Do you ever feel like swearing? 21
- 214. Do you ever have thoughts too bad to tell others? 21
- 215. Has either of your parents any personal traits that annoy you? 21

- 216. If a person goes out of his way to be nice, do you look for his real reasons? 21
- 217. Have you learned to pay compliments readily when they are deserved? 21
- 218. Do others frequently blame you for things unjustly? 21
- 219. Have you been concerned about being shy? 21
- 220. Are you inclined to be radical in your religious or social attitudes? 22
- 221. Have you often argued with your parents about how to do work around home? 22
- 222. Do you often find difficulty in sleeping even though tired? 22
- 223. Have your parents often objected to the companions you choose? 22
- 224. Are you readily moved to tears? 22
- 225. Is your family too curious about your private affairs? 22
- 226. Would you rather keep your radio on a symphony than turn to popular music? 22
- 227. Can you adjust yourself readily to new conditions or situations? 22
- 228. Do you like work involving a great amount of attention to details? 22
- 229. Do you often feel rather awkward? 22
- 230. Do you prefer one long complex problem to several simpler ones? 23
- 231. Are some persons so bossy you like to do just the opposite of what they ask? 23
- 232. Would you rather visit with only one person than with a group? 23
- 233. Has lack of money robbed you of opportunities for real success? 23
- 234. Are people generally interested in your activities? 23
- 235. In group activity are you often forced to take an insignificant role? 23

(Go right on to page 13.)

	Page
236. When a critical situation is past, do you often think what you should have done but didn't?	236
237. Is either of your parents a very nervous person?	237
238. Are you often in a mood of excitement?	238
239. Is either of your parents easily upset?	239
240. Are you often too conscientious?	240
241. Do you become uneasy when waiting for a slow person to finish a task?	241
242. Do you like to entertain people?	242
243. Have some persons unfairly criticized you to others?	243
244. Do you frequently feel ill at ease with others?	244
245. Do other persons often misunderstand your real intentions?	245
246. Do your parents fail to recognize your maturity and still treat you as a child?	246
247. Does the idea of a fire or an earthquake frighten you?	247
248. Do you often think your parents misunderstand you?	248
249. Are you so frequently on the go that you keep yourself worn out?	249
250. Have you had many unpleasant disputes with your brothers or sisters?	250
251. Could you become so absorbed in creative activity that you would not need close friends?	251
252. Do you often fear other persons will dislike you?	252
253. Can you enjoy an evening alone?	253
254. Do you frequently feel conspicuous in a group?	254
255. Do you often analyze other persons' motives?	255
256. In social conversation, are you customarily more of a listener than a talker?	256
257. Are there some personal things about which you are rather touchy?	257
258. Do you like to take charge of group activities?	258
259. Are you considered critical of others?	259
260. Can you usually find a ready answer for remarks made to you?	260

(Go right on to page 14.)



261. At a banquet, would you do without something rather than ask to have it passed?	Page 14 261
262. Do you tune the radio away from quiz programs?	262
263. Do you ever put things off when they should be done at once?	263
264. Are you generally not concerned about the future?	264
265. Have most persons made a better life adjustment than you?	265
266. Do you ever wish to move elsewhere because of too few congenial people where you are?	266
267. Are you usually indifferent to the opposite sex?	267
268. Do you find it hard to start conversations with strangers?	268
269. Do you often feel people are watching you on the street?	269
270. Do you think social affairs are often a waste of time?	270

Page 9	Page 10	Page 11	Page 12	Page 13	Page 14
136 YES NO	161 YES NO	186 YES NO	211 YES NO	236 YES NO	261 YES NO
137 YES NO	162 YES NO	187 YES NO	212 YES NO	237 YES NO	262 YES NO
138 YES NO	163 YES NO	188 YES NO	213 YES NO	238 YES NO	263 YES NO
139 YES NO	164 YES NO	189 YES NO	214 YES NO	239 YES NO	264 YES NO
140 YES NO	165 YES NO	190 YES NO	215 YES NO	240 YES NO	265 YES NO
141 YES NO	166 YES NO	191 YES NO	216 YES NO	241 YES NO	266 YES NO
142 YES NO	167 YES NO	192 YES NO	217 YES NO	242 YES NO	267 YES NO
143 YES NO	168 YES NO	193 YES NO	218 YES NO	243 YES NO	268 YES NO
144 YES NO	169 YES NO	194 YES NO	219 YES NO	244 YES NO	269 YES NO
145 YES NO	170 YES NO	195 YES NO	220 YES NO	245 YES NO	270 YES NO
146 YES NO	171 YES NO	196 YES NO	221 YES NO	246 YES NO	
147 YES NO	172 YES NO	197 YES NO	222 YES NO	247 YES NO	
148 YES NO	173 YES NO	198 YES NO	223 YES NO	248 YES NO	
149 YES NO	174 YES NO	199 YES NO	224 YES NO	249 YES NO	
150 YES NO	175 YES NO	200 YES NO	225 YES NO	250 YES NO	
151 YES NO	176 YES NO	201 YES NO	226 YES NO	251 YES NO	
152 YES NO	177 YES NO	202 YES NO	227 YES NO	252 YES NO	
153 YES NO	178 YES NO	203 YES NO	228 YES NO	253 YES NO	
154 YES NO	179 YES NO	204 YES NO	229 YES NO	254 YES NO	
155 YES NO	180 YES NO	205 YES NO	230 YES NO	255 YES NO	
156 YES NO	181 YES NO	206 YES NO	231 YES NO	256 YES NO	
157 YES NO	182 YES NO	207 YES NO	232 YES NO	257 YES NO	
158 YES NO	183 YES NO	208 YES NO	233 YES NO	258 YES NO	
159 YES NO	184 YES NO	209 YES NO	234 YES NO	259 YES NO	
160 YES NO	185 YES NO	210 YES NO	235 YES NO	260 YES NO	

The End

II

I

HESTON PERSONAL ADJUSTMENT INVENTORY

	Score	%-ile	Score	%-ile	Score	%-ile
A	-	-	S	-	-	-
C	-	-	P	-	-	-
	-	-	H	-	-	-
	-	-	F	-	-	-

	A	S	E	C	P	H	
Raw Score →							
%ile							
99							
98							
95							
90							
85							
80							
75							
70							
60							
50							
40							
30							
25							
20							
15							
10							
5							
2							
1							
	A	S	E	C	P	H	

- KIND OF PERCENTILE NORMS U
- _____ 1. H. S. Seniors M
 - _____ 2. Coll. Fresh. M
 - _____ 3. _____ M