An Evaluation of
The Detroit Adjustment Inventory

by
John David E. McAulay

A Thesis submitted in Partial
Fulfilment of the Requirements
for the Degree of
Master of Arts
In the Department
of
Education

The University of British Columbia

April, 1947.
ACKNOWLEDGEMENTS

To ascertain the reliability and validity of Harry J. Baker's Detroit Adjustment Inventory "Telling What I Do" has been the main problem of this thesis. Dr. F.T. Tyler, of the Department of Education, University of British Columbia gave constant and friendly encouragement, advice and assistance. Mr. Douglas Kenny, who was doing a similar study on the California Test of Personality, was most co-operative. Mr. A. Wales, chief guidance officer at Kitsilano Junior-Senior High School was obliging and helpful. To these three men I wish to extend my sincere appreciation and thanks.

I wish also to recognize the ready and friendly cooperation given by those teachers concerned at Kitsilano Junior-Senior High School, in administering the inventory to their students, in filling out the personality rating chart, and in allowing me to have interviews with individual students.
Plan of Thesis

Acknowledgements.

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Abstract of
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An Analysis of the Detroit Adjustment Inventory

The purpose of this thesis was to determine the reliability and the validity of the Detroit Adjustment Inventory, "Telling What I Do" by Harry J. Baker, as a device for assisting teachers and social workers in their guidance programme.

The inventory consists of 120 items divided into twenty-four topics. For each of the one hundred items there are five choices of answers, for which numerical values from one to five are assigned. The pupil selects the response which most nearly describes his situation and draws a circle around the letter of that choice. The topics include Health, Sleeping-Eating, Self Care, Habits, Worries, Fears, Anger, Pity, Good Mixer, Inferior-Superior, Optimism-Pessimism, Will Power, Home Status, Home Atmosphere, Home Attitudes, Growing Up, Schools, Sportsmanship, Morals, Delinquency, Friends, Acting Your Part, Hobbies and Vocations. A Record Blank is supplied for determining the score from the inventory. The maximum score is 600.

The Inventory was given to 111 boys and 91 girls in Grade XI at Kitsilano Junior-Senior High School, Vancouver, during November, 1946. Sixty-three of the boys were retested in early January, 1947. The ten boys who made the lowest scores in the November testing were given guidance during February and March and were given the Inventory again in April, 1947.

As a basis for the thesis certain definitions of personality were discussed, and a brief history of personality testing was given. The conclusion was reached that the popular demand for some form of personality measurement has flooded the
market with tests which have been insufficiently evaluated.

The 'Teachers' Handbook for the Inventory was critically analyzed. As a manual suitable for guidance and statistical interpretation it was found wanting norms, validity, reliability, and intercorrelations between topics, were not given. The Handbook gives only an theoretical discussion of the inventory.

The inventory is easily administered and scored. Some language and interpretation difficulties were reported by the students, but generally, they seemed to enjoy doing the inventory.

Means and percentile norms were secured for each topic and for total scores. The mean score for boys was 456.85 and 454.51 for girls, on the November testing. The difference between the means is not significant at the 5% level. It was decided, however to treat the two sexes separately. On the January testing the mean score for the 63 boys was 458.41. The difference between the means of the first and second testings was not significant.

The extent to which the topics were measuring separate features of personality was determined by computing intercorrelations between selected topics. The majority of the correlations were not significant at the 1% level.

Test-retest reliability coefficients were determined for both topics and total scores. The reliability of the inventory based on total scores was found to be .74. For the topics, the reliability coefficient varied from .13 to .97.
The relationships between test scores and teacher's judgments on four topics and total adjustment were determined by the null hypothesis, phi coefficients and Pearson's r. Few significant relationships were found.

Item validity was determined by means of chi-square techniques. Fifty-two of the one hundred and twenty items were found to discriminate significantly between the 27 boys who made the highest scores and the 27 who made the lowest scores on the November testing.

Interviews were held with the ten boys who made the lowest total scores on the November and January testings. In these interviews the remedial suggestions which Baker has prepared for each of his twenty-four topics were used. A personal validation of those topics on which the students had made low scores was made. In the majority of cases low topic scores were validated by this interview. The ten boys were given the inventory again in early April and it was found six had scores above the 30th percentile which had been set as the lower limit for adjustment. The interviews with these ten boys were recorded.

The Detroit Adjustment Inventory is not very satisfactory as a means of diagnosing and treating personality problems of high school students. It has some value as a basis for beginning a discussion on the general problems and difficulties of the student. The inventory has low internal and external validity. The reliability is sufficient for group guidance only.
CHAPTER I.

STATEMENT OF THE PROBLEMS.
CHAPTER I.

In his article on personality and character tests, Traxler\textsuperscript{1} reported that up to 1944 the Detroit Adjustment Inventory had not been extensively evaluated. A careful search of the literature has failed to reveal any recent studies of the inventory. The Teachers' Handbook prepared for use with the test, does not give any information about validity, item validity, reliability, intercorrelations between topics, or norms. In another publication Traxler\textsuperscript{2} pointed out that while there is considerable activity in the field of test construction, there is little research directed towards appraising the values of new evaluative devices. He claims that the real research on a test and its interpretation must follow the publication of the test.

The question of the value of the Detroit Inventory may be legitimately raised; and the present study reports the results of a statistical analysis of the inventory. The report includes the results of interviews with several boys who had low scores on the test. Information on reliability will be reported in the form of test-retest correlations, for both topics and total scores. The extent to which the topics are measuring separate features of personality was determined by computing intercorrelations between selected


topics. The relationship between test scores and teacher's judgments are reported. Item validiters were determined by means of chi-square techniques. Percentile norms will be presented for each topic and for total scores.

Interviews were given to the ten boys who made the lowest scores on both the November and January testing. In these interviews the remedial suggestions which Baker has prepared for each of his twenty-four topics were used. A personal validation of those topics on which the students had made low scores was attempted. The ten boys were given the inventory again in early April, to learn if the use of the remedial suggestions had raised their scores.

The following criteria, as advocated by Adams, were applied in evaluating this Inventory.  

1. Does the test include items which the individual would be inclined to answer untruthfully, or if he answered truthfully, would be obviously detrimental to him?

2. Is the range of scores on this test sufficiently great that a clear-cut discrimination between high and low scores is obtained? Needless to say the scores should be distributed along a normal curve.

3. Is the test easily administered - preferably with a minimum of supervision?

4. Is the scoring simply and easily done?

5. Does the test meet the general needs of school guidance?

CHAPTER II

THE MEASUREMENT OF PERSONALITY.
Chapter II.

Definition of Personality

The word personality was derived from the Latin expression "persona" and had reference to speaking through a false face or mask. It was used in connection with theatrical performers who revealed themselves only through speech and actions. From this root the word has taken on many connotations and meanings. In fact going through the literature on the subject, one finds as many definitions of personality as there are authorities. When psychology was a branch of philosophy and before so-called "psychic" concepts were accorded objective study and treatment, personality was naturally regarded as something spiritual and metaphysical. With the development of psychology as a science in its own right under Wundt, personality became synonymous with the "stream of ideas, feelings and emotions" which are said to flow through consciousness.

The current views of personality are two. First the popular and unacademic one, perpetuated by the authors of "success" books or copy-writers for cosmetics, that the scintillating and impressive personality is secured by using those soaps most frequently advertised and wearing those

2. Garrett and Schneck - Psychological Tests, Methods and Results. Harper and Brothers, 1933, Page 18.
clothes most recently fashioned. This view is dismissed as unscientific. Secondly there is the psychological and perhaps more objective view of personality which is measurable and understandable and therefore a proper subject for scientific study. It is this view which concerns the authorities.

Griffin, Laycock and Line have described personality "as the sum total of the individual's characteristics, habits, attitudes and persistent tendencies." This means that almost everything the child does or is able to do is a function of his personality and is reflected in his everyday behavior. Humm defines personality as "the entire fabric of an individual's attributes." He goes on to say that although it is possible to analyze personality in various ways, the minimum consideration would be to say that it includes disposition or temperament, intelligence, skill, aptitude, interests and physical make up. All of these continually interact with each other and with the environment. If this interaction is accompanied by much strain and conflict, the individual is said to be maladjusted or not integrated; but if this interaction is harmonious and tranquil, the individual is said to be well adjusted or integrated. Baker says that "personality represents the ability or lack of ability to meet with and react to


other individuals."\(^5\) However, Thorpe has stated that personality is synonymous with the idea of the organismic functioning of the total individual, including all his various verbally separated aspects such as intellect, character, drive, emotionalized attitudes, interests, sociability and personal appearance as well as his general social effectiveness.\(^6\)

Thus it can be seen that definite knowledge concerning the ultimate basis and structure of personality has not yet been adequately established. True, many suggestions have been offered concerning the nature of personality but our knowledge is still conflicting and "impressionistic." In fact, psychologists readily admit that their science has by no means chartered in a thoroughly objective way the real nature of personality.

However certain conclusions may be drawn from the above definitions of personality. It is suggested that the correct approach to a definition of personality lies in the analysis of those responses which determine "individuality" - that quality of being unique and different in the eyes of others. Strictly speaking, personality is a quality or attribute of behavior. There is no "personality" hidden inside the body which determines its reactions. Personality is a descriptive term for forms or kinds of response, and is based upon a

system of habits, largely made up of non-adaptive ways of adjusting to conflict situations. Personality must be considered in relation to a certain standard of culture or civilization, because personality is such an extremely complex phenomenon composed of reactions to conflict situations which vary widely from person to person, and involving habits which are integrated in differing ways, some psychologists have stated that personality cannot be analyzed. Their view is that we must study "the personality as a whole" rather than try to break it up into its component parts. While there are certain arguments in favor of this point of view, the majority of evidence and logic seems to favor the analytic approach to personality. It is on this latter theory that Baker has built his Adjustment Inventory.

Thus the study of personality leaves the following impressions; first, how little is known about human personality; second, how vastly important is the knowledge we do have; third, how complex are the factors that condition personality; fourth, how wide is the range of variation of individuals; and fifth, how rich is the opportunity for study in this field.

Historical

Since Freud dramatized the point that psychology might be the study of how the individual adjusts himself to society, rather than the study of how he acquires knowledge, psychologists have progressed rapidly in the definition and measure-

ment of personality. Galton was the first to propose that scientific methods and experimentation be applied to the study of personal forms of behaviour. He advocated rating complex human qualities and establishing norms for the development of character at its successive stages. Since his time this measurement of personality has taken three distinct forms; of observing the person's actual conduct; of securing others' opinions about him; and of directly questioning the individual concerning his behavior. All three methods must use some sort of a "personality standard." Thus the psychologist postulates a common variable which, though rough and approximate, permits quantitative scaling. He divides the personality into sections or traits and secures estimates of general personality trends through much sampling of a great number of these traits, or "specifics," assuming that the sum-total pictures the personality of the one tested.

The assumption is made that an individual's personality does not fluctuate from time to time, under similar conditions. Norms for personality measurement are thus secured with the provisions that there is a uniformity in various social groups, that these norms should not change and that, although secured in a classroom atmosphere they will correlate with life situations.

A selected part of personality, called a personality trait, may be measured, but it is difficult to separate the personality into traits and measure them as individual units.

During the past twenty-seven years, many standardized
tests have been made in an effort to measure personality. These tests, usually of the pencil-and-paper questionnaire type, purport to measure one or more "specifics" of the personality. They assume many titles, the more modern seeming to be inventory.

**Personality Tests.**

The Kent-Rosanoff Association Test of 1910 purports to discover emotional complexes through a list of one hundred stimulus words to which the subject responds by speaking the first word he thinks of after each word is pronounced. The replies of a 1000 normal persons have been standardized and the subject's responses are compared to these in an effort to discover complexes.

But the more common practice in personality testing was to submit a series of questions asking the subject to evaluate his own symptoms and characteristics. On this principle, R.S. Woodsworth in 1917 devised the first important personality test for use in the United States Army. Its purpose was to discover emotional and neurotic tendencies and maladjustments of World War I recruits. Mathews, using a group of drafted men as his subjects found a split-half coefficient of reliability of .90 for this test. After revising this Psychoneurotic Inventory in 1923, Mathews found a coefficient of reliability of .667 by the split-half method, using 280 boys as his subjects. Hause revised the test in 1927, securing a coefficient of reliability of .845 on a retest of 58 Howard students. Symonds, P.M. Diagnosing Personality and Conduct, London, The Century Co. 1938, P.154.
the Inventories of Laird in 1925, Chassell in 1928, Thurstone in 1929, and Bernreuter in 1932. All use questions to which the subject responds by a yes, no or a question mark.

Presseys X-0 Series of 1920 intends to measure likes and dislikes. The individual taking the test crosses out those words, from a list of 600, which are most unpleasant to him and encircles those which are most pleasant. Two scores are secured, one of general affectivity, and the other of personal idiosyncracy. Durea compared responses of delinquent with those of non-delinquent boys and found the delinquents were more worried over "death" and "sin", more attracted by "movie star", "joy riding," "tap dancing" and "candy" and more apt to admire wealthy, handsome and well-dressed people.9

The Downey Individual Will Temperament Test of 1922 and the Downey Group Test of Will Temperament supposedly measure temperament through handwriting measured by responsiveness to changing conditions of motivation. The scores represent speed of activity, aggressiveness, wilfulness and tenacity. The reliasibilities reported by Jones for the last two tests were very low.

In 1928 Allport and Vernon developed a scale for measuring ascendance and submission. This test indicates the extent to which one dominates others or is dominated by them through

responses to thirty-three problem situations. Allport himself reports a reliability of .78 by the test-retest method and a validity of .586 based on ratings. 11

The Bernreuter Personality Inventory, still widely popular, is a questionnaire designed to measure six personality traits: neurotic tendencies, self sufficiency, introversion-extroversion, dominance-submission, confidence and sociability. So popular was this test at its inception that in the year 1935 Fenton and Wallace reported, in a survey of twenty-eight child guidance clinic centers in the United States, that the bulk of clinical instruments in the field of personality and character represented editions or special scoring methods initiated from this test. 12 In the years since the first publication of this Inventory, numerous studies have been made of it. Among the findings is the fact that the neurotic tendency and introversion and extroversion scores correlate so highly as to be practically identical. The reliability for each part of the Inventory, as reported by Flanagan, has been found to be around .85. Concerning the Inventory's validity the evidence is somewhat conflicting but tends towards discouragement according to Stagner. 13

The Rating Scale

The second technique of measuring personality is by the rating scale, in which one individual makes a quantitative estimate of the qualities of another. There are two main types of rating scales. The rank-order scale compares two or more individuals in relation one to the other — one is judged better or worse than the other; there is no established norm from which to begin. On the other hand the scoring scale uses definite intervals of judgment. This was the type used in the Personality Rating Scale (discussed at length in Chapter VI) based on the Detroit Inventory. The best known rating scale for teachers' use is the Behaviour Rating Schedules by Haggerty, Olsen and Wickman. First published in 1928, this rating scale purports to diagnose problem tendencies in children. The total score on this test was found to have a reliability of .86 based on split-halves, and a test-retest correlation of .76. A similar rating scale for children is by Cornell, Coxe and Orleans.

More Recent Tests of Personality

During the past fifteen years, a multitude of personality tests has flooded the market. Many, under the critical analysis of the authorities, have proved worthless. But some seem to have considerable value. Enjoying popularity with Bernreuter's Personality Inventory has been Bell's Adjustment

Inventory, published in 1934, which measures an individual's adjustment to home, health, social, occupational and emotional situations. Based on 258 college freshmen and juniors, the reliability of the total adjustment score is reported to be .93 while the reliabilities of the four subscores range from .80 to .89. Validation of the inventory was found to be satisfactory for individual items in terms of their power to discriminate between individuals in the upper and lower fifteen percent of total scores. Validation of the separate subscores was also found satisfactory in terms of power to discriminate between groups of individuals selected by counselors as well adjusted and poorly adjusted.

Link, in 1936, published his Personality Quotient Test which yields an over-all score for personality and separate scores for social initiative, self determination, economic self-determination and adjustment to the opposite sex. The odd-even reliabilities (1936 edition) corrected by the Spearman-Brown formula are from .73 to .88. Thorpe, Clarke and Tiegs in 1938, published the California Test of Personality which was planned to measure personal adjustment and social adjustment of pupils in Grades IV - IX. The split-half reliability stepped up by the Spearman-Brown formula is .93. On the basis of a new method of studying personality, factor analysis, Guilford, in the same year, developed an

inventory for five factors which he called S, social introversion; T, thinking introversion; D, depression; C, cycloid tendencies; and R, rhythmia or happy-go-lucky. Two sets of reliability correlations which had been corrected by the Spearman-Brown formula were relatively high. The lowest correlation coefficient was .84 and the highest was .94. Washburne, also in 1938, published his Social Adjustment Inventory for diagnosis in clinics and counseling in secondary schools and colleges.

In 1941 Adams and Lepley published the "Personal Audit" which measures nine aspects of personality: sociability or extroversion, suggestibility, irritability, rationalization or alibi tendency, anxiety or fear-tendency, sexual emotional conflict, personal tolerance, flexibility of attitudes and thought intensity or worry over unsolved problems. The Spearman-Brown reliabilities of all parts are reported as .90 or above, and the inter-correlations of the parts are reported to be low by the authors, who thus claim that the test measures nine relatively independent personality factors. Darley and McNamara published in 1941, The Minnesota Personality Scale which has separate forms for men and women and is designed to measure morale, social adjustment, family relations, emotionality and economic conservatism. Little work has been done on the validity of this test, but the intercorrelations between

the traits were found to be very small - the highest being .24. The reliabilities of all parts by the split-half method is reported as .87 or above.\textsuperscript{17}

The California Test of Personality was made available in four series in 1943 by Tiegs, Clarke and Thorpe. There is a Primary Series for Grades VI-I, a Secondary Series for Grades IX-XIV and an Adult Series for Grade VII to the adult level.\textsuperscript{18} This test represents an attempt to provide a group test to aid the teacher in dealing with the universal problem of personality adjustment and social effectiveness. Each battery has two main parts designed to measure self-adjustment and social adjustment. The authors found a correlation between these two sections of .54, which they claim, is sufficiently low to emphasize the desirability of studying the student from the standpoint of both self adjustment and social adjustment. The reliabilities of the component tests vary from .60 to .87 and thus are sufficiently high to identify the areas in which personality difficulties exist as a point of departure in investigating the specific difficulties themselves. The split-half reliabilities of each of the two main parts and of the total adjustment score were found to be in the neighborhood of .9

The following chart compares some of the better known

\begin{center}

\end{center}
personality tests and inventories as to reliability and known validity.

Reliability and Validity of certain Personality Tests.

<table>
<thead>
<tr>
<th>Test</th>
<th>Reported by</th>
<th>Group Tested</th>
<th>No. of items</th>
<th>Method of Reliability</th>
<th>Coefficient of Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodworth-Psychoneurotic Inventory</td>
<td>Mathews</td>
<td>drafted men</td>
<td>116</td>
<td>Split halves</td>
<td>.90</td>
<td>.515 + .663</td>
</tr>
<tr>
<td>Woodworth-Mathews Questionnaire</td>
<td>Mathews</td>
<td>250 boys 12,13, 14 yrs. old</td>
<td>75</td>
<td>Split halves</td>
<td>.667</td>
<td></td>
</tr>
<tr>
<td>Woodworth-Cady Questionnaire</td>
<td>Cady</td>
<td>Boys 13 &amp; 14 yrs.</td>
<td>60</td>
<td>Correlation with duplicate form</td>
<td>.55</td>
<td></td>
</tr>
<tr>
<td>Woodworth-House Questionnaire</td>
<td>House</td>
<td>58 Harvard Students</td>
<td>99</td>
<td>Retest</td>
<td>.79</td>
<td></td>
</tr>
<tr>
<td>Colgate Personal Inventory</td>
<td>Conklin</td>
<td>164 College Students</td>
<td>53</td>
<td>Split halves corrected by Spearman-Brown</td>
<td>.72</td>
<td></td>
</tr>
<tr>
<td>Martson Introversion-Extraversion</td>
<td>Conklin</td>
<td>352 College Students</td>
<td>40</td>
<td>Split halves corrected by Spearman-Brown</td>
<td>.92</td>
<td></td>
</tr>
<tr>
<td>Harper Test of Social Attitudes</td>
<td>Harper</td>
<td>Undergraduates in city training school</td>
<td>71</td>
<td>Split halves</td>
<td>.817</td>
<td></td>
</tr>
<tr>
<td>Pressey XO Test</td>
<td>McGeoch &amp; Whitely</td>
<td></td>
<td></td>
<td>Split half method</td>
<td>.8</td>
<td>.46 (correlation between Pressey XO test and Intelligence and school marks).</td>
</tr>
<tr>
<td>Test</td>
<td>Reported by</td>
<td>Group Tested</td>
<td>No. of Items</td>
<td>Method of Reliability</td>
<td>Coefficient of Validity</td>
<td></td>
</tr>
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<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Thurstone Personality Schedule</td>
<td>M.V. Crook</td>
<td>52 College girls</td>
<td></td>
<td>test &amp; retest</td>
<td>.56</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.76 (criterion-other students ratings)</td>
<td></td>
</tr>
<tr>
<td>Brown Personality Inventory</td>
<td>F. Brown</td>
<td>77 clinically diagnosed neurotic boys &amp; 200 normal boys 8-15 years.</td>
<td></td>
<td>test &amp; retest</td>
<td>.81</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.92</td>
<td></td>
</tr>
<tr>
<td>Humm-Wadsworth Temperament Scale</td>
<td>Humm, D.G.</td>
<td>181 Students 7 components</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humm, K.A.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Bell Adjustment Inventory</td>
<td>Keys, V. and Guilford, M.S.</td>
<td>1000 High school freshmen and sophomores students</td>
<td>110</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.34 (criterion-teachers ratings)</td>
<td></td>
</tr>
</tbody>
</table>
1. The first eight mentioned tests and their evaluations were taken from Symonds, P.M. *Diagnosing Personality and Conduct*, New York, The Century Co. 1931, P. 154.


CHAPTER III.

The Detroit Adjustment Inventory

a. Nature of Inventory

Chapter III.

The author of the Detroit Adjustment Inventory has, for many years been Director of the Psychological Clinic for the Detroit Public Schools, and thus has had a rich opportunity for scholarly research and active experience with maladjusted students. Before publishing this inventory, Baker used it for three years in the Detroit Psychological Clinic, testing some 3000 cases prior to clinical treatment. Nowhere in his writings does he give any statistical evaluation of the inventory. In the Teacher's Handbook he gives two distributions of scores, one for sixty-one behaviour and one for twenty-seven non-behaviour cases. He claims that the Detroit Adjustment Inventory saves considerable time in acquiring personal information about a pupil.

Nature of the Inventory

The Detroit Adjustment Inventory asks five questions in each of 24 areas of adjustment. The student responds to each question by selecting from five choices the one which most clearly indicates his attitude or situation. A score is obtained by assigning numerical values from 5 for what is considered to be the ideal response to 1 for the very unsatisfactory response. The responses are arranged in a chance order so that spatial location gives no clue as to the desirability of a response. This overcomes the danger of a student develop-

ing a "motor set" in responding to the questions. The following examples will illustrate the nature of the inventory.

(a) my pimples (acne) bother me a lot.
(b) I hate having to sleep two in a bed.
(c) I sometimes get real angry about it.

It should be noted that the items pose specific problems, and that the wording is in simple, popular style, often even ungrammatical. Frequent use is made of pronouns in the first person singular.

The Inventory deals with the following areas of adjustment in the order indicated: health, physical status and daily living; worries, fears, anger and pity; introversion-extroversion, inferiority-superiority, optimism-pessimism and willpower; home status, atmosphere, attitudes and reactions while growing up and breaking away from home ties; the school, sportsmanship, morals and delinquency; friends, masculinity-feminity, hobbies and vocational outlook. Baker believes that the first three topics constitute a natural and easy introduction to self-analysis.

The Teacher's Handbook

The "Teacher's Handbook for the Detroit Adjustment Inventory," which is provided with the Inventory, does not meet the standards set by Jackson and Ferguson. Baker does meet the requirements under 'general instructions.' He gives the

purpose of the test - "to interpret the problems of junior and senior high school pupils." The test is self-administering and may be used in two ways; first, as a means of diagnosing and treating the problems of a small percentage of students who are markedly maladjusted in citizenship, personality and other important factors not measured by intelligence tests. Secondly, the test may be used as a teaching aid in courses entitled practical psychology, better citizenship, understanding one's self and his neighbors, and similar titles dealing with community and self understanding. The author advises teachers, social workers, psychologists, and others who use his inventory to exercise much tact and diplomacy, particularly in dealing with cases of extreme maladjustment. He also advises that under no circumstances should this material be used as open or veiled threats to pupils for administrative or disciplinary purposes.

Baker admits that the Detroit Adjustment Inventory is not a substitute for careful intensive case work by qualified psychologists, psychiatrists or social workers. The test is intended to serve as an important aid in discovering leads into the problems which pupils encounter, and it offers an economy of time in localizing the problems which characterize certain pupils.

The manual gives a detailed description of the nature of the Inventory, how it is to be administered and how it is to be scored.

Under the section Statistical Interpretation of Results,
The following distribution of scores is given by 1's, 2's, etc., for sixty-one behaviour and twenty-seven non-behaviour cases.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Average No.</th>
<th>Weight</th>
<th>Weighted Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Cases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1's</td>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2's</td>
<td>12</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3's</td>
<td>29</td>
<td>3</td>
<td>87</td>
</tr>
<tr>
<td>4's</td>
<td>29</td>
<td>4</td>
<td>116</td>
</tr>
<tr>
<td>5's</td>
<td>59</td>
<td>5</td>
<td>295</td>
</tr>
<tr>
<td>Totals</td>
<td>120</td>
<td></td>
<td>441</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Behaviour Cases</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1's</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2's</td>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3's</td>
<td>24</td>
<td>3</td>
<td>72</td>
</tr>
<tr>
<td>4's</td>
<td>27</td>
<td>4</td>
<td>108</td>
</tr>
<tr>
<td>5's</td>
<td>59</td>
<td>5</td>
<td>295</td>
</tr>
<tr>
<td>Totals</td>
<td>120</td>
<td></td>
<td>492</td>
</tr>
</tbody>
</table>

For comparison with the above data, the following distribution of scores by 1's, 2's etc. for the 27 highest and the 27 lowest scores of the boys on the November testing at Kitsilano Junior-Senior High School was made.
### Kitsilano Testing

#### Low 27 Scores

<table>
<thead>
<tr>
<th>Responses</th>
<th>Average No.</th>
<th>Weight</th>
<th>Weighted Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1's</td>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2's</td>
<td>14</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>3's</td>
<td>31</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>4's</td>
<td>35</td>
<td>4</td>
<td>140</td>
</tr>
<tr>
<td>5's</td>
<td>31</td>
<td>5</td>
<td>155</td>
</tr>
<tr>
<td>Totals</td>
<td>120</td>
<td></td>
<td>425</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
<th>Average No.</th>
<th>Weight</th>
<th>Weighted Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1's</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2's</td>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3's</td>
<td>24</td>
<td>3</td>
<td>72</td>
</tr>
<tr>
<td>4's</td>
<td>36</td>
<td>4</td>
<td>144</td>
</tr>
<tr>
<td>5's</td>
<td>51</td>
<td>5</td>
<td>255</td>
</tr>
<tr>
<td>Totals</td>
<td>120</td>
<td></td>
<td>487</td>
</tr>
</tbody>
</table>

Baker's total scores were computed for a group of sixty-one maladjusted boys, who were enrolled in classes for such maladjustments and for a group of twenty-seven boys and girls who were rated as above average or very ideal by their teacher. The actual difference between the average scores of the groups was 6.1 times the standard error of the difference.

Comparing the results of the Kitsilano testing with those of the manual, the same average number of 1's for the 27 low scores was secured as for the maladjusted cases. In
each case the total weighted score is below that reported by Baker. The difference between the total weighted scores of the 27 low and the 27 high case is 62. Baker's difference between the total weighted score of behaviour cases and non-behaviour cases was only 51. Thus Baker's two groups seem to be much more homogeneous than were the high and low groups at Kitsilano.

The section on statistical interpretation is concluded by discussing the problem of how mentally retarded pupils might be expected to answer the inventory. Pupils with a low I.Q. tend to have difficulty in reading the items, particularly those cases below a mental age of ten years and an I.Q. of 75, although it is not true of all of them. Other types of mentally retarded pupils with low scores, such as 20 or more l's, are found to have read and understood the test but have general feelings in inadequacy and inferiority. The manual does not give the reliability of the whole inventory, nor of its topics. The validity of the inventory, item validities, intercorrelations of the subtests and norms, are not given. No statistical interpretation of the inventory is given in the manual.

Baker does deal with the qualitative interpretations of results, which again is rather incomplete and nonstatistical. He gives three reasons why students are likely to answer his inventory honestly. First the instructions are worded in such a manner that the pupil is not certain just how much the interviewer already knows about him. Secondly, he claims there is
a large amount of inherent honesty in the great majority of people and it tends to be practised when people seem to be genuinely interested in helping to bring about a better understanding. Thirdly, the items are worded in such definite and personal ways that the pupils find it difficult to avoid giving the appropriate answer for them. To substantiate this last point, sixteen problem boys were given the inventory and were asked to take it again about two weeks later when they were asked to mark the ideal answer rather than the one that was true of them. Only four of the sixteen boys were able to keep the ideal in mind, and these four raised their total scores one hundred points or more. The other twelve began with the ideal score but after a few items the suggestive nature of the material was such that they lapsed back into the ratings which applied to them, thus obtaining almost identical scores. Baker states that these facts were confirmed by their teacher through individual questioning.

The Manual is concluded by a section on the "Use of Remedial Suggestions with Individual Pupils." Baker has prepared remedial suggestions (see Appendix) for each one of the twenty-four topics, with separate ones for boys and girls on the twenty-second topic of masculinity-femininity, and "acting your part." He gives a few suggestions for their use.

These remedial suggestions were used in our interviews with the ten boys who made low scores. After two of these boys had looked over the remedial suggestions for those topics in which they had made particularly low scores we asked for
comments. "Kinda useless" said one; "Reads like a Sunday School teacher's pep talk," commented the other. However, we did find these suggestions valuable as a starting point. Using them as the basis, questions were composed which were used during the interview. As an example, on the topic "Fears" the following questions were formulated.

1. Are you afraid of persons or of things? Do your thoughts frighten you?
2. As a child, were you afraid of the dark?
3. Have you fear of your parents? of strange persons? of your teachers? of fellow-students?
4. Are you afraid to speak in class?
5. Do you ever feel silly or foolish over your fears?
6. Do your fears come upon you suddenly or are they continually with you?
7. Are you afraid of the future?
8. Do your fears become larger, the more you think about them?
9. Do you ever attempt to reason with yourself or talk with yourself about your fears?
10. Have you ever attempted to conquer your fears?

More will be said concerning these Remedial Suggestions in the section dealing with guidance and case histories. Baker suggested that the Detroit Adjustment Inventory with the remedial suggestions could be used in certain high school groups in courses dealing with citizenship, personal adjustment, the psychology of everyday living, or similar titles. The success of any such course depends very largely upon the type of teacher and the understanding which exists between this teacher and the pupils.
The general conclusion must be that for an interpretation of the inventory the handbook is, in the main, of little value.
CHAPTER IV

The Administration of the Detroit Adjustment Inventory
Chapter IV

The Detroit Adjustment Inventory "Telling What I Do", was administered to 111 boys and 91 girls in Grade XI at Kitsilano Junior-Senior High School, Vancouver, B. C. during November, 1946. Sixty-three of the boys were retested during January, 1947. The mean age of the girls was 16 years 5 months and of the boys 16 years 6.5 months. The ten boys who made the lowest average marks on the two testings were interviewed and given guidance during February and March, 1947, Baker's remedial suggestions being the basis for this work. The ten boys were given the Inventory again on the first of April, 1947. Table I gives certain statistics on the subjects tested.

Table I.

<table>
<thead>
<tr>
<th>Date</th>
<th>Sex</th>
<th>No. of cases</th>
<th>Mean C.A.</th>
<th>Mean I.Q.</th>
<th>Mean Inventory Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 46</td>
<td>girls</td>
<td>91</td>
<td>16 y.5 m.</td>
<td>111.5</td>
<td>454.51</td>
</tr>
<tr>
<td>Nov. 46</td>
<td>boys</td>
<td>111</td>
<td>16 y.6.5 m.</td>
<td>109.3</td>
<td>456.85</td>
</tr>
<tr>
<td>Jan. 47</td>
<td>boys</td>
<td>63</td>
<td>16 y.8 m.</td>
<td>108.</td>
<td>458.41</td>
</tr>
<tr>
<td>April 47</td>
<td>boys</td>
<td>10</td>
<td>16 y.7 m.</td>
<td>103.</td>
<td>429.7</td>
</tr>
</tbody>
</table>

The guidance teachers who administered the inventory reported that the students, especially the girls, seemed to enjoy responding to the problems. Our own observations while administering the test to two different classes, confirmed this report. There was no scowling or heaving of sighs while the inventory was being done. The tests were administered in the guidance room, which contains long tables and the or-
dinary lecture-room chairs. The students were placed four to five feet apart, six to a table, three to a side so that there would be no interference one with the other. The test is so self-explanatory that fully three quarters of the class had begun work before the directions had been fully discussed. No student had difficulty in understanding what was to be done.

Students were asked to check their papers to see that they answered each question. Still it was found that some had missed several questions, columns or even pages. One student who had done this, explained he had rushed through the inventory, because there seemed so much to do in one period. Baker claims, in his handbook, thirty or forty minutes is sufficient to complete the test. About thirty percent of the class finished within the time limit, the remainder, especially the girls, requiring about fifty-five minutes.

Many students pointed out difficulties in answering some of the questions, the principal complaint being: "The statement that suits me isn't here." This was especially true of item 64 (about father or step-father working). Six students added as another choice, "I haven't a father or step-father," while five students failed to answer the question, presumably because they had no father. Four students objected to item 62 (about owning our home) claiming, "our home has been paid for ever since I can remember. Which one will I put the circle around?" They disliked choice B, "It is paid for or nearly all," the "nearly all" making the choice undesirable for them. They were instructed however, to encircle B. Two students asked of item
66 (about holiday parties and birthday parties) "Does this question refer to myself or my parents?" The pronoun "we" at the beginning of each choice confused them. In item 70 (at home we are —) two students claimed they were confused as to how many times "often and usually" meant. They were told to think of these terms as meaning "average". One student asked of item 97 (about teasing little children) what difference there was between A (I try hard not to tease them) and D (I guess I like to tease them). He was told that there was more desire to tease in A than in D. The same student enquired of item 103 (about the number of friends I have) what was the difference between A (I have only one or two) and B (I don't seem to have hardly any). He was told A meant a more definite and established friendship than B. Four students said of topic 115 (about going to dances). "My parents won't allow me to dance at all. Which one shall I answer?" They were told to encircle A. These criticisms came from the two classes which we observed. The number, possibly, would have been greatly increased if the other five classes also had had their questions and comments noted. Students made three criticisms of the topics. First, some choices are too much alike - the degree of difference between them is neither sufficient, nor clear. Secondly, the answer which the student feels is appropriate for him is not included. Thirdly, the adverbs, often, probably, seldom, sometimes, and quite are not sufficiently exact nor explicit for Grade XI students.

The scoring of the inventory is quite simple and straight-
forward. A Record Blank - Scoring Key is provided for each inventory. One reads the letters which the pupils encircled and then encircles this letter beside the appropriate phrase on the Record Blank. For example, if for the first item an "E" has been encircled, the letter "E" found in the column marked "3" would be underlined. On item number 105, the scorer must mark according to the age of pupil given at the top of the front page of his inventory; if 14 years of age or younger, the items in that line had to be considered, and if 15 years of age or older, then the line for that age must be used. For items 106 to 110, inclusive, there are separate scoring keys for boys and girls. Again item 115 is scored according to age. If a pupil had written in on any topic a sixth item and labelled it "F", it was scored to fit most nearly one of the five printed choices. For example, those students who added to topic 64 "I have no father nor stepfather," were given "1" as a rating.

After the score made on the Record Blank had been completed, the number of responses in the columns numbered 1, 2, 3, 4, 5, were counted. These were added and the sum recorded at the end of each column on Page 4 of the Record Blank. These sums were the pupils "simple scores." The scores in these five columns must total 120, since there are 120 items in the inventory. The sum of each column was now multiplied by its weighted score to determine the "weighted score" for each column. These weighted scores were recorded in the box in the upper right-hand corner of the first page of the Record
Blank. These weighted scores were added to obtain the total weighted score, and recorded in the space provided. The minimum weighted score is 120. The maximum weighted score is 600.

It would be much more convenient to have the items on the Record Blank arranged on the four pages, so that the scorer can turn a page of the Record Blank at the same time that he must turn a page of the Inventory. In topics XXI (Friends) and XXIII (Hobbies) where the score depends upon age, it might be well to have items 105 and 115 marked more distinctly. In Topic XXII (Acting your part), where there are separate sections for boys and girls, the words "Boy" and "Girl", in the margin, should be more definitely marked.

Item 107, in the girls section of "Acting your Part" on the Record Blank and Scoring Key has a printers error - "C" in column 4 should be "E".
Chapter V.

1. General Interpretation of the Scores.

2. Reliability of the Detroit Adjustment Inventory.
Sex Differences

The Detroit Adjustment Inventory was administered to 111 boys and 91 girls in Grade XI at Kitsilano Junior-Senior High School, Vancouver, B. C. in November 1946. Before going on to an analysis of the inventory, it was necessary to determine if the differences between the boys and girls were small enough to justify treating them as members of the same population. Certain statistics for the two sexes are shown in Table II.

**Table II.**

<table>
<thead>
<tr>
<th>Sex</th>
<th>N.</th>
<th>Range</th>
<th>Median</th>
<th>Mean</th>
<th>S.E. Mean</th>
<th>S.D.</th>
<th>S.E. S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>111</td>
<td>515-368</td>
<td>459</td>
<td>456.9</td>
<td>2.46</td>
<td>25.8</td>
<td>1.76</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>532-380</td>
<td>457</td>
<td>454.5</td>
<td>2.87</td>
<td>27.2</td>
<td>2.</td>
</tr>
</tbody>
</table>

From the table it may be seen that the boys scored slightly higher than the girls. The significance of this difference was determined by means of the t ratio, the ratio of the difference between mean scores to the standard error of the differences.

Using the formula \[ t = \frac{\bar{X}_1 - \bar{X}_2}{\sigma_{\text{difference}}} \] it is found that

\[ \bar{X}_\text{boys} = \frac{456.9}{\sqrt{111 - 1}} = 2.46 \]

\[ \bar{X}_\text{girls} = \frac{454.5}{\sqrt{91}} = 2.87 \]

\[ \sigma_{\text{difference}} = \sqrt{2.46^2 + 2.87^2} = 3.78 \]

\[ t = \frac{\text{Difference}}{\sigma_{\text{difference}}} = \frac{2.46}{3.78} = 0.64 \]

In this case there are \((111 + 91 - 2)\) or 200 degrees of freedom so that the difference is not significant at the 5% level. We may therefore treat the two sexes as
members of the same population if so desired. However, it
was decided to treat the sexes separately.

The inventory was re-administered to 63 boys in January,
1947. Table III compares certain statistics for the two ad-
ministrations.

Table III

<table>
<thead>
<tr>
<th>Date</th>
<th>N</th>
<th>Range</th>
<th>Median</th>
<th>Mean</th>
<th>SE. Mean</th>
<th>S.D.</th>
<th>SE sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov.</td>
<td>63</td>
<td>515-368</td>
<td>459.37</td>
<td>459</td>
<td>3.59</td>
<td>28.75</td>
<td>2.6</td>
</tr>
<tr>
<td>Jan.</td>
<td>63</td>
<td>520-347</td>
<td>460.34</td>
<td>458.4</td>
<td>3.80</td>
<td>30.4</td>
<td>2.7</td>
</tr>
</tbody>
</table>

There is very little difference between the two mean
scores. The significance of the difference was determined by
means of t ratio. Since there is a correlation between the
November and January scores, the standard error of the dif­
ference between the means was determined by the formula.

\[
\sigma_{\text{diff}} = \sqrt{\frac{\sigma_{\text{Nov}}^2 + \sigma_{\text{Jan}}^2}{2x\sigma_{\text{Nov}} \cdot \sigma_{\text{Jan}}}}
\]

\[
t = \frac{d}{\sigma_{\text{md.}}} = \frac{6}{3.22} = .91
\]

In this case there are (63 plus 63 minus 2) or 124
degrees of freedom so that the difference is not significant
at the 5% level.

Percentile Scores

In his handbook, Baker gives no norms for interpreting
raw scores on his inventory except the distribution of weighted
responses for sixty-one behaviour and twenty-seven non-be­
haviour cases. For purposes of interpretation certain percent­
tile values of raw scores are indicated in Table IV. These
are based on the data obtained from the first administration of the test.

Table IV

Percentile Scores by Sex

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Raw Score</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>99</td>
<td>514</td>
<td>504</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>487</td>
<td>487</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>478</td>
<td>472</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>469</td>
<td>472</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>462</td>
<td>465</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>457</td>
<td>458</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>445</td>
<td>452</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>439</td>
<td>445</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>433</td>
<td>435</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>416</td>
<td>425</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>375</td>
<td>385</td>
<td></td>
</tr>
</tbody>
</table>

Baker reported that the mean score of his behaviour—problem boys was 440, corresponding approximately to the 30th percentile of the present sample of boys.

Table V presents certain statistics for each topic based on the administration of the Inventory to the 111 boys in November and the 63 boys in January.
<table>
<thead>
<tr>
<th>Topic</th>
<th>November Testing</th>
<th>January Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Μ</td>
<td>PE_M</td>
</tr>
<tr>
<td>1. Health</td>
<td>20.00</td>
<td>.07</td>
</tr>
<tr>
<td>2. Sleeping Eating</td>
<td>20.50</td>
<td>.17</td>
</tr>
<tr>
<td>3. Self Care</td>
<td>17.63</td>
<td>.16</td>
</tr>
<tr>
<td>4. Habits</td>
<td>20.00</td>
<td>.17</td>
</tr>
<tr>
<td>5. Worries</td>
<td>18.88</td>
<td>.18</td>
</tr>
<tr>
<td>6. Fears</td>
<td>18.71</td>
<td>.16</td>
</tr>
<tr>
<td>7. Anger</td>
<td>18.40</td>
<td>.17</td>
</tr>
<tr>
<td>8. Pity</td>
<td>19.70</td>
<td>.14</td>
</tr>
<tr>
<td>9. Good Mixer</td>
<td>19.70</td>
<td>.23</td>
</tr>
<tr>
<td>10. Inferior-Superior</td>
<td>16.80</td>
<td>.14</td>
</tr>
<tr>
<td>11. Optimism-Pessimism</td>
<td>18.45</td>
<td>.15</td>
</tr>
<tr>
<td>12. Will Power</td>
<td>17.50</td>
<td>.18</td>
</tr>
<tr>
<td>13. Home Status</td>
<td>21.00</td>
<td>.16</td>
</tr>
<tr>
<td>15. Home Attitudes</td>
<td>19.50</td>
<td>.20</td>
</tr>
<tr>
<td>16. Growing Up</td>
<td>18.47</td>
<td>.16</td>
</tr>
<tr>
<td>17. Schools</td>
<td>16.70</td>
<td>.16</td>
</tr>
<tr>
<td>18. Sportsmanship</td>
<td>20.25</td>
<td>.15</td>
</tr>
<tr>
<td>19. Morals</td>
<td>19.65</td>
<td>.13</td>
</tr>
<tr>
<td>20. Delinquency</td>
<td>21.20</td>
<td>.05</td>
</tr>
<tr>
<td>21. Friends</td>
<td>21.50</td>
<td>.18</td>
</tr>
<tr>
<td>22. Acting Your Part</td>
<td>19.15</td>
<td>.14</td>
</tr>
<tr>
<td>23. Hobbies</td>
<td>16.73</td>
<td>.20</td>
</tr>
<tr>
<td>24. Vocations</td>
<td>20.90</td>
<td>.20</td>
</tr>
</tbody>
</table>
From the table it may be seen that the lowest mean scores are found in the topics "schools" and "hobbies". These mean scores are approximately two thirds of the maximum possible score of 25, suggesting that there is probably insufficient discriminative power within the various topics. The variabilities within the various topics are very comparable except in two or three instances, namely topics 1, 9, 15 and 20.

Table VI presents similar data for the girls.
<table>
<thead>
<tr>
<th>Topic</th>
<th>M</th>
<th>SEM</th>
<th>SD</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health</td>
<td>18.9</td>
<td>.16</td>
<td>2.38</td>
<td>.12</td>
</tr>
<tr>
<td>2. Sleeping Eating</td>
<td>21</td>
<td>.17</td>
<td>2.4</td>
<td>.13</td>
</tr>
<tr>
<td>3. Self Care</td>
<td>18.5</td>
<td>.2</td>
<td>2.8</td>
<td>.14</td>
</tr>
<tr>
<td>4. Habits</td>
<td>17.75</td>
<td>.21</td>
<td>3.02</td>
<td>.15</td>
</tr>
<tr>
<td>5. Worries</td>
<td>17.63</td>
<td>.16</td>
<td>2.23</td>
<td>.11</td>
</tr>
<tr>
<td>6. Fears</td>
<td>15.5</td>
<td>.18</td>
<td>2.64</td>
<td>.13</td>
</tr>
<tr>
<td>7. Anger</td>
<td>17.7</td>
<td>.16</td>
<td>2.3</td>
<td>.12</td>
</tr>
<tr>
<td>8. Pity</td>
<td>19.5</td>
<td>.17</td>
<td>2.38</td>
<td>.12</td>
</tr>
<tr>
<td>9. Good Mixer</td>
<td>20.33</td>
<td>.19</td>
<td>2.70</td>
<td>.14</td>
</tr>
<tr>
<td>10. Inferior-Superior</td>
<td>16.3</td>
<td>.19</td>
<td>2.66</td>
<td>.13</td>
</tr>
<tr>
<td>11. Optimism-Pessimism</td>
<td>18.27</td>
<td>.2</td>
<td>2.8</td>
<td>.14</td>
</tr>
<tr>
<td>12. Will Power</td>
<td>17.62</td>
<td>.2</td>
<td>2.76</td>
<td>.14</td>
</tr>
<tr>
<td>13. Home Status</td>
<td>21.23</td>
<td>.18</td>
<td>2.58</td>
<td>.13</td>
</tr>
<tr>
<td>14. Home Atmosphere</td>
<td>21.02</td>
<td>.21</td>
<td>2.92</td>
<td>.15</td>
</tr>
<tr>
<td>15. Home Attitudes</td>
<td>18.61</td>
<td>.23</td>
<td>3.24</td>
<td>.16</td>
</tr>
<tr>
<td>16. Growing Up</td>
<td>18.06</td>
<td>.22</td>
<td>3.06</td>
<td>.15</td>
</tr>
<tr>
<td>17. Schools</td>
<td>17.3</td>
<td>.2</td>
<td>2.76</td>
<td>.14</td>
</tr>
<tr>
<td>18. Sportsmanship</td>
<td>20.97</td>
<td>.17</td>
<td>2.5</td>
<td>.13</td>
</tr>
<tr>
<td>19. Morals</td>
<td>20.58</td>
<td>.16</td>
<td>2.32</td>
<td>.12</td>
</tr>
<tr>
<td>20. Delinquency</td>
<td>21.4</td>
<td>.06</td>
<td>1.98</td>
<td>.1</td>
</tr>
<tr>
<td>21. Friends</td>
<td>21.47</td>
<td>.17</td>
<td>2.38</td>
<td>.13</td>
</tr>
<tr>
<td>22. Acting your Part</td>
<td>15.</td>
<td>.22</td>
<td>3.01</td>
<td>.15</td>
</tr>
<tr>
<td>23. Hobbies</td>
<td>15.56</td>
<td>.22</td>
<td>2.98</td>
<td>.15</td>
</tr>
<tr>
<td>24. Vocations</td>
<td>20.9</td>
<td>.2</td>
<td>2.84</td>
<td>.14</td>
</tr>
</tbody>
</table>
## Table VII

### Intercorrelation Chart

#### Topics 1-XXIV Nov Testing

**Girls**

![Intercorrelation Chart for Girls](chart.png)

**Boys**

![Intercorrelation Chart for Boys](chart.png)

**Key**

1. Health
2. Sleeping
3. Self Care
4. Habits
5. Fears
6. Anger
7. Pity
8. Good Mixer
9. Superior
10. Walls
11. Optimism
12. Will Power
13. Home Status
14. Home Atmosphere
15. Attitudes
16. Growing Up
17. Acting Your Part
18. Schools
19. Sportsmanship
20. Delinquency
21. Friends
22. Morals

*Correlations not significant at 1% level.*
The lowest mean score is found for topic 22, "Acting your Part", averaging 60 per cent of the possible score. There seems to be slightly greater variability in mean scores for girls than for boys. Greatest variability is found in topics 4, 15, 16 and 22.

**Correlations between Topics**

It was decided to compute the correlations between certain topics which by reason of their titles or similarity of content might be expected to show some relationship. It would be desirable to compute all the intercorrelations but for various reasons this was not feasible for the present study. The correlations that were computed are shown in Table VII.

Very few of the correlations are significant at the 1% level which requires \( r \) to be .25 for boys and .27 for the girls. It is of interest to note that the largest correlation for each sex is between "morals" and "delinquency". This should not be unexpected. Authorities in sociology state that morals and delinquency are closely related. As far as the available data are concerned it seems that to a marked degree the various topics are, in the main, unique measures of adjustment.

**Internal Consistency**

The boys' scores on the first twelve topics were correlated with those on the last twelve, giving correlations of .68 and .71 for the November and January data respectively.

It would seem that there is considerable internal consistency in the Inventory despite the low intercorrelations found between the topics. Indeed, these intercorrelations are considerably increased if they are corrected for attenuation.

**Reliability**

The reliabilities for total and topic scores were obtained by computing the correlations between the scores of the 63 boys who answered the Inventory on two different occasions. The test-retest correlation for the total scores was .74. For 61 degrees of freedom, a correlation is significant at the 1% level if it is at least .325. The reliability coefficient for the total scores is, then, significantly different from zero, but it falls far short of the reliability required for individual diagnosis, namely, .94 suggested by Kelly. At best, the total score is suitable for group guidance.

Table VIII presents the test-retest reliability coefficient for each topic. Any coefficient larger than .325 is to be considered significant at the one percent level.

<table>
<thead>
<tr>
<th>Topic</th>
<th>$r_{xx}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health</td>
<td>.13</td>
</tr>
<tr>
<td>2. Sleeping Eating</td>
<td>.44</td>
</tr>
<tr>
<td>3. Self Care</td>
<td>.78</td>
</tr>
<tr>
<td>4. Habits</td>
<td>.67</td>
</tr>
<tr>
<td>5. Worries</td>
<td>.63</td>
</tr>
<tr>
<td>6. Fears</td>
<td>.58</td>
</tr>
<tr>
<td>7. Anger</td>
<td>.40</td>
</tr>
<tr>
<td>8. Pity</td>
<td>.81</td>
</tr>
<tr>
<td>9. Good Mixer</td>
<td>.77</td>
</tr>
<tr>
<td>10. Inferior-Superior</td>
<td>.69</td>
</tr>
<tr>
<td>11. Optimism-Pessimism</td>
<td>.45</td>
</tr>
<tr>
<td>12. Will Power</td>
<td>.42</td>
</tr>
<tr>
<td>13. Home Status</td>
<td>.87</td>
</tr>
<tr>
<td>14. Home Atmosphere</td>
<td>.54</td>
</tr>
<tr>
<td>15. Home Attitudes</td>
<td>.97</td>
</tr>
<tr>
<td>16. Growing Up</td>
<td>.53</td>
</tr>
<tr>
<td>17. Schools</td>
<td>.62</td>
</tr>
<tr>
<td>18. Sportsmanship</td>
<td>.50</td>
</tr>
<tr>
<td>19. Morals</td>
<td>.52</td>
</tr>
<tr>
<td>20. Delinquency</td>
<td>.56</td>
</tr>
<tr>
<td>21. Friends</td>
<td>.56</td>
</tr>
<tr>
<td>22. Acting your Part</td>
<td>.66</td>
</tr>
<tr>
<td>23. Hobbies</td>
<td>.55</td>
</tr>
<tr>
<td>24. Vocations</td>
<td>.68</td>
</tr>
</tbody>
</table>
The great range in reliability—coefficients, varying from .13 to .97, is of some interest. The low reliability of health is probably to be expected. The very high reliability of topic 15, Home Attitudes, suggests that here is one area of adjustment in which students are somewhat stable. This is, again, to be expected, since the majority of them have had some sixteen or seventeen years in the home, during which time they developed a consistent attitude toward their home, assuming it was relatively stable during those years.

It must be concluded that the scores on the topics are much too unreliable to constitute the basis of a remedial program. The reliability of the Detroit Adjustment Inventory is not suitable for individual diagnosis. It can be used for group guidance only.

**Frequency of Well Adjusted and Maladjusted Topic Scores**

Table IX gives the frequency of well adjusted and maladjusted topic scores, for both sexes, November Testing.

The range of a well adjusted score was arbitrarily taken to be 22-25, and of a poorly adjusted score 0-13.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Well Adjusted Scores</th>
<th>Maladjusted Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22-35 frequency</td>
<td>0-13 frequency</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1. Health</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>2. Sleeping &amp; Eating</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td>3. Self Care</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>4. Habits</td>
<td>37</td>
<td>9</td>
</tr>
<tr>
<td>5. Worries</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>6. Fears</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7. Anger</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>8. Pity</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>9. Good Mixer</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>10. Inferior-Superior</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11. Optimism-Pessimism</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>12. Will Power</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>13. Home Status</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>14. Home Atmosphere</td>
<td>43</td>
<td>47</td>
</tr>
<tr>
<td>15. Home Attitudes</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>16. Growing Up</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>17. Schools</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>18. Sportsmanship</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>19. Morals</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>20. Delinquency</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>21. Friends</td>
<td>61</td>
<td>52</td>
</tr>
<tr>
<td>22. Acting Your Part</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>23. Hobbies</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>24. Vocations</td>
<td>42</td>
<td>47</td>
</tr>
</tbody>
</table>
From the table it appears that both sexes are well adjusted in Home Status, Home Atmosphere, Vocations, Good Mixer, Sportsmanship and Friends. The large number of students having scores from 22-25 on the last four topics suggests that the students are socially well adjusted. Both sexes are poorly adjusted in Hobbies; this might indicate that Hobby Clubs should be given more emphasis. There are more girls than boys with scores of 0-13 in the topics Fears and Acting your Fart. However, the topic Acting Your Fart, for the girls, is poorly constructed. If a girl marks item No. 107 "About reading the sporting page" with A, "I always read it," she is given a credit of 1. On the other hand in items 109 and 110, a credit of 5 is given to the girl who reads the fashion page every day and who reads only love stories.
CHAPTER VI

1. Validity of the Detroit Adjustment Inventory based on the criteria of a Rating Scale constructed from the Inventory.

2. Item validity of the Detroit Adjustment Inventory.
Validity

A Test is usually considered to be valid if it measures what it purports to measure, and this is often determined by correlating test scores with some outside criterion. In the present study an attempt to determine validity was made by correlating scores on the Adjustment Inventory with teacher's ratings. It was, of course, impossible to ask teachers to rate 200 students on each of the 24 topics evaluated by this inventory. It was decided to ask teachers to rate certain students on "self care", "good mixer," "will power", and "schools" as well as for total adjustment. For this purpose a five-point rating scale was prepared together with directions to assist the teacher to make the ratings. Each topic was first defined. A suitable, descriptive phrase was used at the proper place on the graph as a guide for rating purposes.

The descriptive phrases were patterned after the statements found in the topics of the Inventory.

Ratings were obtained for 10 girls, and for 32 and 25 boys for the November and January testings respectively.

Is there any relationship between teacher's ratings and Inventory scores? An answer to this question was first sought by means of the null hypothesis. The data were tabulated in a 2x2-fold distribution. The hypothesis was made that there was no relationship between scores and ratings, not assuming that the sums of the rows and columns were constant. In other words, it was assumed that the frequency in each cell was one quarter of the total number of cases. The probability of
this distribution arising by chance was then determined. The values of $X^2$ and $P$ are shown in table X.

Table X

<table>
<thead>
<tr>
<th>Topic</th>
<th>Boys</th>
<th></th>
<th></th>
<th></th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$X^2$</td>
<td>Nov.</td>
<td>$P$</td>
<td>$X^2$</td>
<td>Jan.</td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>8.112</td>
<td>.05</td>
<td>1.375</td>
<td>.27</td>
<td>10.000</td>
</tr>
<tr>
<td>Self Care</td>
<td>.012</td>
<td>.93</td>
<td>.812</td>
<td>.47</td>
<td>.484</td>
</tr>
<tr>
<td>Good Mixer</td>
<td>.080</td>
<td>.75</td>
<td>.290</td>
<td>.65</td>
<td>1.521</td>
</tr>
<tr>
<td>Will Power</td>
<td>3.920</td>
<td>.06</td>
<td>.470</td>
<td>.52</td>
<td>1.521</td>
</tr>
<tr>
<td>School</td>
<td>1.597</td>
<td>.25</td>
<td>6.243</td>
<td>.02</td>
<td>1.521</td>
</tr>
</tbody>
</table>

Study of the table reveals that in only one case is the chance less than 2 in 100 that the relationship is different from what might be expected by chance, i.e., in 14 of 15 instances, the proportion of cases in the cells is not significantly different from what might be found by chance. Hence we cannot reject the hypothesis that there is no relationship between ratings and scores.

Despite the fact that the hypothesis of a lack of relationship between scores and ratings could not be rejected, it was decided to compute Pearson's $r$'s between these variables for each topic for which ratings were available. The results are shown in Table XI.
Table XI
Correlation between Eating Scores and Inventory Scores

<table>
<thead>
<tr>
<th>Topic</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov.</td>
<td>R.</td>
<td>Jan.</td>
<td>R.</td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>32</td>
<td>.10</td>
<td>25</td>
<td>.48</td>
</tr>
<tr>
<td>Self Care</td>
<td>30</td>
<td>.33</td>
<td>25</td>
<td>.10</td>
</tr>
<tr>
<td>Good Mixer</td>
<td>32</td>
<td>.01</td>
<td>25</td>
<td>.27</td>
</tr>
<tr>
<td>Will Power</td>
<td>30</td>
<td>-.19</td>
<td>25</td>
<td>-.26</td>
</tr>
<tr>
<td>Schools</td>
<td>32</td>
<td>.29</td>
<td>25</td>
<td>.33</td>
</tr>
</tbody>
</table>

r required for significance at 1% level

<table>
<thead>
<tr>
<th>N</th>
<th>R</th>
<th>N</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>.45</td>
<td>25</td>
<td>.51</td>
</tr>
<tr>
<td>10</td>
<td>.77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From this table it becomes quite apparent that it is unlikely that the correlation, between teachers' ratings and inventory scores is significantly different from zero. In other words there is little likelihood that teachers and inventory will agree on the adjustment of students in the topics chosen for study.

It may be, however, that teachers and inventory would agree on the students classified only as adjusted and maladjusted. To determine this the phi coefficient was computed for each of the topics using a score of 13 on the inventory and of 2½ on the rating scale as the divisional points in preparing the dichotomy between adjustment and maladjustment. The results are shown in Table XII.
Table XII

Phi Coefficients for Rating Scores & Inventory Scores

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Adjustment</td>
<td>.22</td>
<td>.49</td>
<td>.39</td>
</tr>
<tr>
<td>Self Care</td>
<td>.52</td>
<td>.23</td>
<td>1.00</td>
</tr>
<tr>
<td>Good Mixer</td>
<td>-.05</td>
<td>-.11</td>
<td>.39</td>
</tr>
<tr>
<td>Will Power</td>
<td>.02</td>
<td>.18</td>
<td>.22</td>
</tr>
<tr>
<td>Schools</td>
<td>.35</td>
<td>.14</td>
<td>.39</td>
</tr>
</tbody>
</table>

Value of $\phi$ required for significance at 1% level

A comparison of the results of Table XI and Table XII indicate that teachers do not agree any more closely with the Inventory when the students are simply grouped into adjusted and maladjusted than when a more refined scoring technique is used. The perfect relationship in the case of "self care" for girls was probably due to the peculiarities of the distributions, all but one girl scoring above 13 on the Inventory.

Baker apparently recommends in his handbook that behaviour problems be selected on the basis of total scores. The next problem, then, was to determine the validity of each item, using total scores as the criterion for selecting well-adjusted and poorly adjusted subjects. On the basis of the November testing the 27 boys with the highest scores and the 27 with the lowest scores were selected. The number of students in each group responding in specified ways was determined.
Here $\chi^2$ was used to ascertain whether the two groups differ significantly in their responses to each item. Five alternative answers for each item are allowed. To secure $\chi^2$ of any given column the formula $\frac{1}{a+al} (aN^1 - a^1N^2)^2$ was used where $a$ and $a^1$ are any pair of obtained column entries and $N$ and $N^1$ are the corresponding totals.

The sum of the contributions of the five columns by $NN^1$ gives $\chi^2$ for the item.

The following example shows how $\chi^2$ was secured for Item 1.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper 27 cases</td>
<td>3</td>
<td>21</td>
<td>3</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 27 cases</td>
<td>3</td>
<td>3</td>
<td>21</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alternative 2 = $\frac{1}{6} (3 \times 27 - 3 \times 27)^2 = 0$
Alternative 3 = $\frac{1}{3} (0 \times 27 - 3 \times 27)^2 = 2187$
Alternative 4 = $\frac{1}{42} (21 \times 27 - 21 \times 27)^2 = 0$
Alternative 5 = $\frac{1}{3} (3 \times 27 - 0 \times 27)^2 = 2187$

$\chi^2 = \frac{4374}{729} = 6$

Table XIII gives the values of $\chi^2$ and of $P^2; \chi^2$ must be above 9 and $P$ must be below 0.01 for significance at the 5% level. The average inventory scores for each item for each group are given.

2. Ibid P.379.
Table XIII
Probability of significant difference between criterion groups for each item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Inventory Score</th>
<th>27 Average</th>
<th>Low 27 Average</th>
<th>$\chi^2$</th>
<th>P</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>3.89</td>
<td>3.67</td>
<td>6.</td>
<td>.23</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>4.78</td>
<td>4.33</td>
<td>4.83</td>
<td>.30</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>4.33</td>
<td>4.33</td>
<td>1.23</td>
<td>.83</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>3.85</td>
<td>3.44</td>
<td>2.95</td>
<td>.60</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>3.82</td>
<td>3.5</td>
<td>4.15</td>
<td>.40</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>4.66</td>
<td>3.74</td>
<td>5.98</td>
<td>.20</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>4.4</td>
<td>3.63</td>
<td>5.96</td>
<td>.27</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>4.44</td>
<td>3.6</td>
<td>9.97</td>
<td>.04</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>4.48</td>
<td>3.63</td>
<td>11.29</td>
<td>.03</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>4.19</td>
<td>3.56</td>
<td>7.02</td>
<td>.13</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>3.78</td>
<td>2.93</td>
<td>13.31</td>
<td>.01</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>3.22</td>
<td>2.74</td>
<td>4.11</td>
<td>.30</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>3.15</td>
<td>2.88</td>
<td>7.19</td>
<td>.10</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>4.</td>
<td>3.55</td>
<td>3.68</td>
<td>.50</td>
<td></td>
</tr>
<tr>
<td>15</td>
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<td>3.52</td>
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Table XIV gives the number of significant items for each topic.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Significant Items</th>
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<tbody>
<tr>
<td>Health</td>
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<tr>
<td>Sleeping Eating</td>
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<tr>
<td>Self Care</td>
<td>2</td>
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<tr>
<td>Habits</td>
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<tr>
<td>Worries</td>
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<tr>
<td>Fears</td>
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</tr>
<tr>
<td>Anger</td>
<td>3</td>
</tr>
<tr>
<td>Pity</td>
<td>4</td>
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<td>Good Mixer</td>
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<tr>
<td>Inferior-Superior</td>
<td>4</td>
</tr>
<tr>
<td>Optimism-Pessimism</td>
<td>3</td>
</tr>
<tr>
<td>Will Power</td>
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<tr>
<td>Home Status</td>
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</tr>
<tr>
<td>Home Atmosphere</td>
<td>3</td>
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<tr>
<td>Home Attitudes</td>
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</tr>
<tr>
<td>Growing Up</td>
<td>0</td>
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<tr>
<td>Schools</td>
<td>1</td>
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<tr>
<td>Sportsmanship</td>
<td>2</td>
</tr>
<tr>
<td>Morals</td>
<td>2</td>
</tr>
<tr>
<td>Delinquency</td>
<td>3</td>
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<td>Friends</td>
<td>4</td>
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<td>Acting Your Part</td>
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<td>Topic</td>
<td>Number of Significant Items</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------</td>
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All five items of the topic "Good Mixer" were valid at the 5% level or better. Fifty-two items out of a total of 120 distinguish between the adjusted and maladjusted, i.e. 43% of the items are valid at the 5% level or better. Hartmann suggests that a good inventory must have at least 60% of its items valid.

CHAPTER VII

Use of the Remedial Suggestions in interviews with ten low score boys.
CHAPTER VII

The work done on this section of guidance and interviews was found most interesting and valuable. Each Tuesday afternoon, during February and March, was spent at Kitsilano High School doing this personnel work. Mr. Wales kindly donated his office for the interviews.

Preparations were made for the interview. The low scored topics were noted and Baker's Remedial Suggestions for those particular topics were studied. A list of questions (discussed in Chapter 3) based on these suggestions was prepared. An attempt was made to secure each student's I.Q., the results of any aptitude or other personality test he might have taken; his scholastic record, a picture of his home environment and a general comment on the student as given by his room teacher and the guidance staff.

When the student was called to the office we spoke to him by name and introduced ourselves. A general remark on the weather or on some current school activity was made in an attempt to set the student at ease. The interview was begun by presenting a copy of the Inventory and asking the student if he remembered doing it. We explained how the inventory was scored. We did not, during any of the interview, tell the student whether his total inventory score was high or low. We discussed, first, those three or four topics on which the student had made his highest topic scores. Then the interview was turned to those topics on which the student
has made low scores. Those questions which had been prepared for that topic were asked. But no interview took a regular course - the student, in many cases took charge and led the way. Often we found the prepared questions unsatisfactory and had to use our own initiative. In those cases where we felt there was maladjustment, we attempted to explain why the student should change his social habits or outlook or attitude. We attempted, also, to state a definite point of view and to enlighten the student. We too often fell miserably short of set standards, because of the lack of required experience and knowledge. Notes were made on the student immediately the interview was over.
The Case of D. S.

D.S. entered the office with a pleasant smile. He shook hands and sat down on the edge of the chair, playing nervously with his books. He was asked to place them on the empty chair beside him. The scoring of the inventory was explained to him. He was told that everything said during the interview was to be treated as private and confidential in the sense that it would not affect his school or personal record.

D.S. had made the boys' lowest score on both the November and January testing - 368 on the first testing and 347 on the second. He made a score of 13 or less on five topics. A score of 11 on the topic of Fears, a score of 13 on Anger, a score of 11 on will Power, a score of 10 on Growing Up and a score of 9 on Home Attitudes. These scores were from the November Testing, but they were correspondingly low on the January Testing.

A slight boy, his skin somewhat blemished with acne, D.S. is not particularly attractive in appearance. His glasses were loose and slipped down his nose; his hair, cut rather short, lacked attention; his nails showed signs of biting; his trousers badly needed pressing and his shirt was open at the throat. Of Jewish parentage, D.S. has resided in Vancouver since the summer of 1946. Until then he lived in Winnipeg. He has a comparatively high I.Q. His teachers report that he causes no trouble in the classroom and does fairly good work. He is 17 years 2 months in age. Fear is a dominant factor in the personality maladjustment of D.S. He is afraid
of the future, of things, of events, of people. He is afraid he will not be allowed to enter a Canadian university because he is Jewish. He lies awake for hours after he has gone to bed, going over everything that has happened during the day, evaluating all that he has said and done, suggesting criticisms and improvements. He has a fear of the dark. Often he feels an arm reaching out for him when he must go into the darkened vegetable room of the basement. At night, after his bed lamp has been switched off he can hear heavy footsteps approaching his bed. He is afraid of people. He sometimes wishes he could disappear when the teacher or a fellow student speaks to him. He goes to school by a different route each morning not only because he dislikes routine, but also because he might meet or pass the same persons on several occasions. He is afraid they might speak to him. At the very thought of having to answer a question in class he breaks out into a sweat.

On the topic "Anger", D.S. had little to say, other than "he gets mad inside," When asked what about he explained he never became angry at people only with God and Fate who allow so much suffering and misery in the world. In particular, D.S. becomes angry when he thinks about the persecuted Jews.

D.S. explained that he had often held a lighted match between his fingers and attempted to concentrate on the flame until it began to burn his fingers, but always his mind would wander. He thus proved to himself that he has no will power. On the topic "Will Power", D.S. made a score of 11. In the
home his sister, some six years older than himself, and his father boss him and, as he says "try to wake him up." His mother takes his part. In everything he does he feels incompetent. He likes to write but resents criticism of his work, and no matter how often he has corrected and gone over his essay or poem he never feels it is good enough. He knows he could accomplish things if he were pushed. He can never begin anything on his own initiative. He would like to go into school dramatics, if some one would make him. He finds it impossible to concentrate on his lessons - wants to eat apples, go to the bathroom, tinker with the radio - anything but study. At other times he can pour over a text book for hours at a time (often five hours at a stretch) and never read a word or turn a page. He can, at such times, project himself to Kitsilano Beach or climb Grouse Mountain or be a Mountie in the Yukon. He began to collect stamps as a hobby but gave it up. He is now interested in photography but feels it won't last. Two summers ago he had a dish washing job in a cafe, but he felt one of the waitresses was being blamed by the boss (who seemed to favor him) for his mistakes and errors, so he quit. In one sense, he feels that his teachers leave him alone too much; that he is as stupid and needs as much attention as the lower half of the class. He doesn't believe he is as bright as the teachers think he is.

On the topic, "Growing Up," D.S. explained that he had no idea whatsoever of what he was going to do with his life. He had thought he would like to enter Medicine but felt the Med-
Ical Faculties of Canadian Universities discriminated against Jews. Too, he might choose Journalism as a career, but again feels he isn't good enough as he is not a top student in his English and Composition classes. He "hates" chemistry. His mother often speaks to him in "baby-talk." His father and sister, too, treat him as a baby. D.S. would like to travel and go to sea as he is fascinated by ships and the ocean, but his parents won't hear of his leaving home.

The home attitude of D.S., is not good. He and his sister often quarrel. His father and sister belittle everything he does or suggests. His mother protects him from these two but at the same time dominates him and often "squashes his plans." Yet D.S. has no desire to leave home. "On the whole my father and mother are kind and considerate."

D.S. is essentially a fatalist. He believes he is the way he is because God intended him to be so and if God wanted him to be any different He would change him. He believes God allowed six million Jews to be murdered in Europe during the past decade for a purpose - namely so Palestine will be more quickly liberated. He would like to have a friend of strong character and personality, who would push and lead him and make him accomplish something. He wouldn't want this friend to become so close that confidences must be exchanged. At the moment D.S. has no friend, and only two acquaintances.

D.S. has had long talks with the school's guidance teacher and his doctor but as soon as he leaves their presence all his old fears and worries return. At the moment he is
reading Dale Carnegie's book "How to Win Friends and Influence People", but feels that if you have will power there is no use reading it, and if you haven't there is no use reading it anyway!

This interview began at one thirty and lasted until ten minutes after three. Baker's sheets of remedial suggestions were gone over and discussed with D.S.

Conclusions

1. This interview certainly validated the low topic scores of D.S.'s inventory.

2. It was suggested to the guidance teacher that D.S. be referred to the Metropolitan Clinic.
The Case of T.W.

T.W. is a tall boy, dark haired, dark eyed and clear, olive complexioned. He shook hands and sat down as if he had been through this whole interviewing business before and was slightly bored. T.W. is 16 years, 7 months of age. His I.Q. is slightly above the average of his grade. He made a mark of 383 on the November Inventory testing and a mark of 396 on the January testing. On several topics, "Good Mixer, Inferior-Superior, Will Power, and Home Attitudes," he made a score of 13. On the topic "Growing Up" he made a score of 9, on "Hobbies" a score of 12, on "Optimism-Pessimism", a score of 12 and on "Vocations" a score of 9. We shall here discuss his three lowest topic scores; Growing Up, Hobbies and Vocations.

In the matter of Growing Up, T.W. believed he wasn't being allowed to grow up. He is an only child. The Mother dominates the home and is evidently the absolute authority. She allows her son no freedom. He must report home immediately after school; he does chores until supper and then spends the evening in study under his mother's supervision. T.W. would like to attend school dances and parties but his mother won't give her permission. Friday nights T.W. works in a bowling alley and turns his earnings over to his mother. His mother nags him continually. Everything he suggests or says at home is criticized. We would think that under such conditions T.W. should have made lower scores than he did on the topics, "Home Status", "Home Atmosphere" and "Home Attitudes."

As regards to the topic Hobbies, T.W. admitted he has no
time for such as he is always busy at home. He did play foot-
ball for a time but dropped out of the game shortly after he
injured his knee. He began to collect stamps but his mother
was continually instructing him as to how the stamps should
be arranged, what stamps he should exchange so he lost in-
terest.

On the topic of vocations, T.W. said he is interested in
Mechanical Engineering, but he thinks he will be unable to
attend University. There has been much sickness in the family;
his father is attempting to buy their home, thus family fin-
ances are not good. T.W. likes art in school but feels there
is no future in it and that the other fellows in the class do
better work than he does. This summer he would like to work
in a lumber camp, managed by his uncle, but his mother won't
hear of him leaving home. He once suggested getting a job on
one of the C.P.R. boats for the summer, but his mother, hear-
ing of it, took one of her spells so he never made the sug-
gestion again. His mother had to work very hard when she was
young, consequently she doesn't want her son to go out into
the world too soon. T.W. has never been away from home and
feels he would like to have that experience. He hopes to
secure an all day job in Safeways for the summer once school
closes. However, he would like to have an "after four" job.
All his friends have jobs and he feels inferior to them. His
friends never seem to pay any attention to him. Too, if he
had an after school job he would be able to get away from
home more and escape some of the bickering and arguments there.
T.W. kept repeating "my mother is not easy on me. She makes me do things correctly." The father was in the air force during the war but T.W. has no interest in aero-mechanics.

**Conclusion**

As we have noted above, T.W.'s whole maladjustment problem seems to be in the home, and yet on these topics he made average scores. We doubt whether he should have made such a low score on Growing Up in that he has a strong desire to be on his own, and to secure his independence. Too, on the topic Vocations, T.W. knows what he would like to do if finances permitted. We would say that the topics Good Mixer, Inferior-Superior and Will Power on which T.W. made a score of 13, had been rated correctly.

The maladjustment in the home seems to be the main cause for T.W.'s low inventory score.
The Case of B.E.

We encountered much difficulty in securing an interview with B.E. as on three successive "Guidance days" he was absent from school. B.E. is 16 years, 6 months of age and has an I.Q. of 115 (Otis Gamma). Broad shouldered, muscular, he looked the typical athlete. A pleasant, bright, friendly manner rather surprised us. His first score, from the November testing was only 394, but on the second testing it was 419. His low topics were - Inferior-Superior12; Home Atmosphere 12, Home Attitudes 10, and Hobbies 11.

Both B.E.'s father and mother were dead. He lives with his grandmother, who, he admits spoils him and allows him to do exactly as he pleases. An Aunt is his guardian and she has the final say on any of his activities. As an example, B.E. had made full arrangements to work in a lumber camp last summer, but his aunt hearing of it, said "thumbs down" and he remained in the city. She won't give her permission for him to work on a boat this summer. Other than this complaint B.E. seemed to be quite satisfied with his home and its arrangements. He has his own room, a comfortable bed, is fed well, is given sufficient spending money and complete freedom.

B.E. belongs to three school clubs, the Pro-Rec. Club, and the Hi-Yi. He collects swing records and is interested in photography. He knows quite a gang of kids, has three girl friends and attends many dances and parties. He plays on the School's grass hockey and football teams.

We asked B.E. if he remembered being ill or worried or
excited at the first testing. He said he didn't think so. We see no maladjustment, unless our support was poor, in B.E.'s low scored topics. The home may not be normal, but B.E. seemed perfectly satisfied with the arrangement.
The Case of I.D.

We found it difficult to secure good support with I.D. He answered questions and gave information in rather a cynical tone. He seemed to weight everything he said carefully as if afraid he would say too much. We felt that the boy had some maladjustment but was determined he wouldn't reveal it. At times he was inclined to be surly and acted like a spoiled child.

Short but broad, I.D. has rather blunt features with a mop of unruly hair. He is 16 years, 5 months of age. He made a score of 398 on the November testing with a score of 13 on the topic "Sleeping and Eating," a score of 13 on the topic "Pity," a score of 13 on the topic "Inferior-Superior," a score of 13 on the topic "Optimism-Pessimism," a score of 12 on the topic "Home Atmosphere" and a score of 11 on the topic "Vocations." We shall here discuss the last two mentioned topics only.

On the topic "Home Atmosphere" we failed to find any maladjustment. I.D. has two older sisters with whom he gets along fairly well. His parents usually let him do what he wants to do. Except they insist he be home by midnight when he is at a party or dance, but since most parties are only nicely started at that time, says I.D., he doesn't go at all. I.D. has a job after school and on Saturdays and he is allowed to spend his money as he pleases. If he needs anything which he himself can't afford his parents usually secure it for him. He has his own room in the basement and a comfort-
able bed on which to sleep. He admits he is fussy about his food. His mother has the reputation of being a good cook.

On the topic Vocations we found that I.D. has definitely no objective nor plans for the future, but we could not learn why. His Dad owns a transfer business and I.D. drives one of the trucks during the summer. The father wants I.D. to go into partnership with him after he has completed Grade XII, but I.D. has flatly said "No." He dislikes the work as it is too heavy and rough. I.D. has no desire to go to University. He has not heard of or seen any vocation that appeals to him. At one time he was very fond of Social Studies but now he just "hates it" because he has a different teacher. He enjoys Commercial Art but only secures C's in it so he feels he has no ability in that field. At the moment he is taking boxing lessons so that he will know how to defend himself, although he never has the desire to hurt his opponent. He dislikes people "who make cracks at him." Things often get him down. At this point the final bell rang and we had to close the interview.

Conclusion.

We believe I.D.'s score on Home Atmosphere is possibly too low, but on the topic Vocations we found his score quite valid. On the whole, however, we found the interview rather unsatisfactory.
The Case of M.G.

M.G. slouched into a chair and ran his fingers through his hair. Although clean, M.G. was by no means neatly or carefully dressed. His overall trousers were without crease and the bottoms had been rolled up half way to his knees. His shirt was open at the throat and chest; one sleeve was rolled higher than the other; his hair had not been combed all day. M.G. is 17 years, 7 months in age. He has rather a low I.Q. and his teachers report that he is neither over-industrious nor over-co-operative. He made a score of 408 on the November testing and of 424 on the January testing. On the topic "Self Care", M.G. made a score of 11, on the topic "Good Mixer" a score of 11, on the topic "Inferior-Superior" a score of 13 and on the topic "Will Power" he made a score of 13. These were his low topic scores.

M.G.'s personal appearance was sufficient to validate his low score on the topic "Self Care." He admitted that he is not at all interested in clothes nor girls, and dislikes wearing a tie. He claimed he always had a row with his mother whenever she insisted he dress up for company. Sometimes she had to remind him to take a bath. He belongs to the Pro-Rec. Club. He enjoys this club because he can always be "rough and ready" while there.

M.G. dislikes parties and very seldom goes to a movie. He stays away from downtown as much as possible as he feels ill at ease in a crowd. He hasn't any close friends and often passes a whole day in school without speaking to anyone.
M.G. has two brothers and he likes to work with them on a boat in the basement of their home. The brothers have made one boat already. He quarrels with his older brother who attempts to boss him. M.G. is intensely interested in Motor Mechanics but is not allowed to work on the motor of the boat. His brothers tell him what he can and cannot do in its construction.

M.G. doesn't belong to any school club. He joined the Pro-Rec. to build up his muscles not for the social activities. Semi-classical music and photography are his only interests outside of motor mechanics. M.G. claims he has no difficulty studying the subjects he likes, but on subjects he dislikes he finds it difficult to concentrate. M.G. plans on securing a High School leaving diploma.

Conclusion

The Inventory certainly validated the topics "Self Care" and "Good Mixer" in regards to M.G. The boy is probably lacking in will power and has a feeling of inferiority because of the dominance of his older brothers, but we didn't think him excessively maladjusted in these two last named traits.
The Case of N.G.

The Guidance teachers were surprised to learn that N.G. had made one of the ten lowest scores on the inventory testing. He is a teacher's son. He has had some sort of poison in his blood and for some time has not been well, but his teachers did not think of him as having any maladjustment in personality. "He causes no trouble in his classes, is cooperative, studious and normal in every way," we were told. His total score was 424 on the November testing and 441 on the January testing. He made low scores on two topics - "Anger" a score of 13 and "Pity" a score of 12. N.G. a tall, slim, blonde boy, was easy to talk to; most natural and direct in his response. He is 16 years, 9 months of age and has an I.Q. of 121 (Otis Gamma).

N.G. admitted surprise at being called into the office. He claims he never loses his temper - his mother has often said she wishes the younger brother were as good natured as is N.S. With this younger brother, N.G. says he gets along fairly well. He doesn't lose his temper when playing games, tries to abide by the rules and if kicked in the shins by an opponent, passes it by as an accident. We concluded that N.G.'s score on the topic "Anger" was too low.

On the topic "Pity", N.G. said he does feel sorry for old people and cripples. "They seem so lonely and uncared for," he remarked. Sometimes he helps an old lady off the streetcar or to carry her parcels across the street, but too
often N.G. feels he does not put his sympathy into action. When older he would like to join some organization where he could aid the blind and incapable.

**Conclusion.**

We concluded that N.G. was possibly over conscientious in answering of the Inventory and that on the whole, his total score was too low.
The Case of D.H.

D.H. made a total score of 421 on the Inventory. His low topics were "Sleeping" and "Eating" with a score of 13, "Self Care" with a score of 12 and "Schools" with a score of 12. D.H. is 16 years, 2 months of age. He seemed confident of himself in the interview. His appearance was neat and clean.

D.H. feels he doesn't get enough sleep, in that he goes to bed too late at night and then arises early to deliver newspapers before school. He sleeps on a cot to which "he has become used." His room faces the front of the house and there is evidently heavy traffic along the road which passes by his home. This information seems to validate his low score on the topic "Sleeping". D.H. claims he has no trouble with his food - "usually eats like a horse!"

On the topic "Schools" the teachers we interviewed affirmed his low score. D.H. admitted he didn't do enough homework or studying - only about an hour a night. He feels that his course is too heavy this year, that he has taken too many subjects. He is having difficulty with French, Mathematics and Chemistry. He wishes he had left one or two of these for next year. When asked if he paid attention in class, he answered "sometimes - after I've given myself a talking to." The low score on this topic was thus validated to our satisfaction.

However we believe D.H.'s score on "Self Care" is too low. He worked in a lumber camp last summer and with the...
money earned he bought some "classy clothes." He likes to
dress up and "enjoys a good shower after a heavy workout." He said he wants to keep himself fit because on leaving
high school he intends to join the American Army. We con­sidered D.H's appearance average.
The Case of B.K.

B.K. is a tall, dark, well-built youth with an open countenance and a pleasing manner. He is 17 years, 2 months of age and made a total score on the Inventory of 423. His low topics were "Self Care", a score of 13, "Fears" a score of 11 and "Home Attitudes" a score of 12. The general comment from his teachers was, "an average student."

Discussing the topic "Self Care" with B.K., he agreed that his score, in this particular case, was valid. He doesn't care particularly about his clothes or his appearance. B.K. belongs to the sea cadets, plays rugby football, does some boxing at the Y.M.C.A. and for the Navy. He enjoys those activities which are rough and ready and doesn't mind being knocked about. He wears a tie as seldom as possible, and admitted, rather reluctantly, that at times his mother has refused to serve him his meal until his hands were more thoroughly washed.

The topic "Fears" was B.K.'s lowest score. He told us that at the time he took the Inventory he was worried about his teeth. He has had a lot of trouble with them and for over a year has visited the dentist every day. So often were his gums frozen that they finally became immune to the freezing. Every time B.K. thinks of a drill or a dentist he shivers. B.K. doesn't appear to be the type that might be obsessed by physical fears in that he boxes and enjoys hard physical games. He couldn't recall ever having fear of persons or things. He doesn't believe he is easily upset or
of a nervous temperament. He blamed his low score for this topic on the dentist!

In the home, B.K. told us there has been some trouble. The father has been ill for some years and is difficult to satisfy and please. As a result of the father's sickness there have been financial difficulties, although at the moment two older brothers are managing the father's business and doing quite well. B.K. is the youngest in the family. An older brother and sister attempt to boss him. He and his mother are "good pals" - but B.K. doesn't think he gets along so well with his father. B.K. has never had the desire to leave home.

B.K. was surprised he didn't make a lower score on the topic "Anger" (on which he made a score of 16), as he has a reputation for violent temper which he loses easily. Some fellows don't like to box with him for that reason. However, he doesn't hold a grudge.

Conclusion.

We would say that on the topics "Self Care" and "Home Attitude", B.K. made a valid score, but we think his score on "Fears" too low.
The Case of J.W.

J.W. is 16 years, 10 months of age. He made a total score of 422 on the November testing and 425 on the January testing. His low topics were "Good Mixer", with a score of 13, and "Hobbies" with a score of 11. He has an average I.Q. and we heard no complaints concerning his school work from his teachers.

In regards to the topic "Good Mixer", J.W. feels he is not wanted in this school. His home is a small town in the interior of the province and, there being no high school he was sent to Vancouver to complete his education. He knows everybody in his home town and attends parties and social gatherings when there, but here in Vancouver, he has found it difficult to make friends and become one of a crowd his own age. Some times he feels as if he were getting into the school spirit but then at other times he seems to be a complete outsider. He enjoys sports but doesn't play as many games here as he did at home because he feels the other boys don't want him. He thinks the school too big - too many teachers - too many pupils.

J.W. boards with friends close to the school. These friends are very kind to him, are not strict with him and allow him considerable freedom. He hasn't developed a hobby because he doesn't feel free enough to "mess about" in his boarding house. He claims his only hobby is going to the movies. J.W. enquired if we could suggest any hobby which might develop his hands as he would like to become a surgeon.
We suggested working with clay, and modelling, or taking up the violin or the piano, or any hobby which demands patient, accurate, fine finger work.

**Conclusion.**

We concluded that J.W.'s low score was the result of lack of adjustment to the life of a boarding house and a big school.
The Case of S.M.

S.M. is 16 years, 4 months of age and has an I.Q. of 110 (Otis Gamma). He has an average I.Q. and his scholastic achievement is in the tenth percentile. His total score on the November testing was 427 and on the January testing 431. His low topic was "Hobbies" with a score of 12.

S.M. is a new student to the school, his family having recently moved from Prince Rupert. He has an older brother (on whom the family seem to lavish all their attention) attending University. It was to allow this older brother to attend University that the family moved to Vancouver. S.M. dislikes this city and his older brother, both for the same reason - "they're too big," said S.M. "My brother is much more clever than I am." S.M. doesn't know what he wants to do - he feels he isn't sufficiently clever to go to University and he hasn't heard or seen of any job that particularly interested him. He has no hobby and knows of none that might appeal to him. Several were suggested during the interview but S.M. did not profess interest in any of them.

Conclusion.

S.M.'s maladjustment seems to center about his older brother. His scores on the "Home" topic were comparatively high - a score of 19 on "Home Status", a score of 16 on "Home Attitudes" and a score of 16 on "Growing Up," so that his maladjustment is not indicated here. His low score on Hobbies, however, seems valid.
General Conclusion on Interview

On the whole we found that low topic scores were validated by a personal interview, with the student concerned, and that, in general a total low score on the Inventory was caused by some serious maladjustment usually found in the home. We would thus agree with Baker's statement in his Manual that the Detroit Adjustment Inventory can be used as a basis or source of information for interviews with psychiatrists, psychologists and guidance teachers.

Too, seven out of the ten students who were interviewed were newcomers to the school, usually from small towns in the interior or along the coast. Thus we would suggest that those students who had been in attendance at the school for a number of years had either:

1. Learned to adjust themselves to the taking of such inventories through the grades, or,

2. they had been expertly guided and advised by the school's Guidance Staff, or

3. they had become sufficiently adjusted to the life of a large school and a big city so that no maladjustment, affecting their total score was disclosed by the Inventory.

Perhaps it might follow that more personnel work be done with newer students.
Table XV gives the scores of the November, January and April testings of the ten boys who were interviewed during February and March. The last three columns show the number of topics which were discussed with each case in the interview, and the average mark of these topics on the November and the April testings.

Table XV
Scores of Interviewed Maladjusted Cases

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Inventory Score</td>
<td>Topics Discussed</td>
<td></td>
<td></td>
<td>November</td>
<td>April</td>
</tr>
<tr>
<td>D.S.</td>
<td>368</td>
<td>347</td>
<td>351</td>
<td>5</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>T.W.</td>
<td>383</td>
<td>396</td>
<td>410</td>
<td>3</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>B.K.</td>
<td>394</td>
<td>419</td>
<td>431</td>
<td>2</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>I.D.</td>
<td>398</td>
<td>410</td>
<td>410</td>
<td>3</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>M.G.</td>
<td>408</td>
<td>424</td>
<td>418</td>
<td>2</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>N.G.</td>
<td>424</td>
<td>441</td>
<td>447</td>
<td>2</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>D.H.</td>
<td>421</td>
<td>430</td>
<td>430</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>B.K.</td>
<td>423</td>
<td>459</td>
<td>459</td>
<td>2</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>J.W.</td>
<td>422</td>
<td>425</td>
<td>492</td>
<td>2</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>G.M.</td>
<td>427</td>
<td>431</td>
<td>449</td>
<td>1</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>A.M.</td>
<td>406.8</td>
<td>411.9</td>
<td>429.7</td>
<td>11.5</td>
<td>15.4</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen from Table XV that the mean score increased with each testing. Only D.S. made a lower score in April than he did in November. Two of his topics, which were discussed in the interview, had lower scores, namely, "Fears",
changed from 11 to 8, and "Home Attitudes" from 9 to 7. In six cases the April scores were sufficiently high that they ranked well above 425, which had been chosen as the lower limit for adjustment.

One may conclude that the remedial suggestions were of value to those students who had low adjustment scores, or that the students had become conditioned to the Inventory and circled those responses which seemed to represent satisfactory adjustment.
CHAPTER VIII.

Conclusion.
The purpose of this thesis was to determine the reliability and the validity of the Detroit Adjustment Inventory, "Telling What I Do" by Harry J. Baker, as a device for assisting teachers and social workers in their guidance programme.

The inventory consists of 120 items divided into twenty-four topics. For each of the one hundred items there are five choices of answers, for which numerical values from one to five are assigned. The pupil selects the response which most nearly describes his situation and draws a circle around the letter of that choice. The topics include Health, Sleeping-Eating, Self Care, Habits, Worries, Fears, Anger, Pity, Good Mixer, Inferior-Superior, Optimism-Pessimism, Will Power, Home Status, Home Atmosphere, Home Attitudes, Growing Up, Schools, Sportsmanship, Morals, Delinquency, Friends, Acting Your Part, Hobbies and Vocations. A Record Blank is supplied for determining the score from the inventory. The maximum score is 600.

The Inventory was given to 111 boys and 91 girls in Grade XI at Kitsilano Junior-Senior High School, Vancouver, during November, 1946. Sixty-three of the boys were re-tested in early January, 1947. The ten boys who made the lowest scores in the November testing were given guidance during February and March and were given the Inventory again in April, 1947.
As a basis for the thesis certain definitions of personality were discussed, and a brief history of personality testing was given. The conclusion was reached that the popular demand for some form of personality measurement has flooded the market with tests which have been insufficiently evaluated.

The Teachers' Handbook for the Inventory was critically analyzed. As a manual suitable for guidance and statistical interpretation it was found wanting norms, validity, reliability, and intercorrelations between topics, were not given. The Handbook gives only an theoretical discussion of the inventory.

The inventory is easily administered and scored. Some language and interpretation difficulties were reported by the students, but generally, they seemed to enjoy doing the inventory.

Means and percentile norms were secured for each topic and for total scores. The mean score for boys was 456.35 and 454.51 for girls, on the November testing. The difference between the means is not significant at the 5% level. It was decided, however to treat the two sexes separately. On the January testing the mean score for the 63 boys was 458.41. The difference between the means of the first and second testings was not significant.

The extent to which the topics were measuring separate features of personality was determined by computing intercorrelations between selected topics. The majority of the correlations were not significant at the 1% level.
Test-retest reliability coefficients were determined for both topics and total scores. The reliability of the inventory based on total scores was found to be .74. For the topics, the reliability coefficient varied from .13 to .97.

The relationships between test scores and teacher's judgments on four topics and total adjustment were determined by the null hypothesis, phi coefficients and Pearson's r. Few significant relationships were found.

Item validity was determined by means of chi-square techniques. Fifty-two of the one hundred and twenty items were found to discriminate significantly between the 27 boys who made the highest scores and the 27 who made the lowest scores on the November testing.

Interviews were held with the ten boys who made the lowest total scores on the November and January testings. In these interviews the remedial suggestions which Baker has prepared for each of his twenty-four topics were used. A personal validation of those topics on which the students had made low scores was made. In the majority of cases low topic scores were validated by this interview. The ten boys were given the inventory again in early April and it was found six had scores above the 30th percentile which had been set as the lower limit for adjustment. The interviews with these ten boys were recorded.

The Detroit Adjustment Inventory is not very satisfactory as a means of diagnosing and treating personality problems of high school students. It has some value as a basis for be-
ginning a discussion on the general problems and difficulties of the student. The inventory has low internal and external validity. The reliability is sufficient for group guidance only.
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APPENDIX.
The following exercises have five different answers. Next to the answers are the letters A, B, C, D, and E. You are to put a circle around the letter next to the answer which most nearly fits you.

Some of these things we may know about you already, but we want you to tell us yourself. It is the purpose to help you with any problems you may have.

There is no time limit, but please keep working and do not waste time. Hand in your booklet as soon as you are finished. Please be sure to answer all the exercises.

1. About my health
   A. I am not sick very often.
   B. Being sick does not worry me.
   C. I am never sick.
   D. I don't believe I will ever be well.
   E. My health is only fair.

2. About being thin or fat
   A. I am neither thin nor fat.
   B. I don't mind being a little fat.
   C. They tease me for being very thin.
   D. I don't mind being a little thin.
   E. They tease me for being very fat.

3. About being tall or short
   A. They tease me for being very short.
   B. They tease me for being very tall.
   C. I don't mind being a little short.
   D. I like being a little tall.
   E. I am neither tall nor short.

4. About my skin
   A. My pimples (acne) bother me a lot.
   B. It is nice and clear.
   C. My skin is too oily and shiny.
   D. My few pimples do not bother me.
   E. My skin is too dry and scaly.

   (Go to the next column.)

5. About my heart
   A. I believe it is about average.
   B. I must avoid hard play.
   C. I never think about it.
   D. The doctor says it is all right.
   E. I can't play at all.

6. About my bed
   A. It is only a couch or cot.
   B. It is a little better than average.
   C. It is just average.
   D. I have a very good bed.
   E. It is very hard, so I don't sleep well.

7. About how I sleep
   A. I always get plenty of sleep.
   B. Noise often keeps me awake late.
   C. I usually get about enough sleep.
   D. I am often short of sleep.
   E. I have many dreams and nightmares.

8. About sleeping alone
   A. I hate having to sleep two in a bed.
   B. I have a bed and room to myself.
   C. We sleep crowded; three or more in a bed.
   D. Two of us sleep together fairly well.
   E. We have separate beds in the same room.

   (Turn to the next page.)
9. About eating together
A. Eating together goes fairly well.
B. We don't like eating together very well.
C. It is pleasant most of the time.
D. We always have a good time eating together.
E. Eating is a time to scold and quarrel.

10. About liking foods
A. I like most kinds of foods.
B. I eat mostly cake and candy.
C. I enjoy all kinds of foods.
D. I have to be careful about what I eat.
E. I always get angry if food is not just right.

11. About my face and hands
A. I am sometimes praised for having them clean.
B. It is quite hard to be always cleaning them.
C. They are usually quite dirty.
D. I am rather proud to have them usually clean.
E. They are just about average.

12. About my hair.
A. I think others admire it.
B. I am rather proud of it.
C. I keep it as good as others do.
D. I worry because it never looks nice.
E. They often make fun of it.

13. About my clothes
A. They never seem to look well.
B. I dress as well as my playmates.
C. I set a good example about my clothes.
D. I am often praised about my clothes.
E. They don't fit very well.

14. About my teeth
A. I worry because they look bad.
B. They are just about average.
C. I take pride in giving them good care.
D. They bother a little once in a while.
E. They ache and need fixing.

15. About keeping clean
A. I do as well as most people.
B. I keep a very good standard.
C. I do fairly well some of the time.
D. I am pretty careless about it.
E. Others tease me for being too clean.

16. About my fingernails
A. They just grow and break off.
B. I worry because I bite them off.
C. I just can't help biting them.
D. I usually keep them in fair shape.
E. I always take good care of them.

17. About blushing
A. I boast that I never blush.
B. I seldom blush.
C. I often blush a little.
D. Others sometimes tease me about it.
E. I worry because I am always blushing.

18. About getting dizzy
A. I worry because I am often dizzy.
B. I seldom get dizzy.
C. I never get dizzy.
D. It does not bother to be dizzy once in a while.
E. I grew out of being dizzy.

19. About sitting still
A. I am always able to sit still.
B. I can't sit still very often.
C. I can sit as still as most others do.
D. I usually can sit still.
E. I never seem able to sit still.

20. About fainting
A. I have never fainted.
B. I faint once in a while.
C. I faint quite often.
D. I am no worse than most people.
E. I sometimes feel like fainting.

21. When my parents are sick
A. I try to hide my worry.
B. I worry much of the time.
C. I help and usually don't worry.
D. I worry myself sick too.
E. I am sure they will get well.

22. About the world coming to an end
A. I never think about it.
B. I worry once in a great while.
C. It bothers me sometimes.
D. I don't worry; can't do anything about it.
E. I worry about it much of the time.

23. About daydreaming
A. I worry because I daydream most of the time.
B. I never daydream at all.
C. My daydreaming does not mean much to me.
D. I have a few spells of daydreaming.
E. I seldom do it at all.

24. When I must make up my mind
A. I worry because I can't do it quick enough.
B. I worry because I can't seem to do it.
C. I always do it right away.
D. I am as quick as others about it.
E. I can do it after a while.
25. When they laugh at me
A. It worries me very much.
B. I worry a little more than I should.
C. I can laugh too, with them.
D. I am like others are about it.
E. I usually don’t worry about it.

26. About thunderstorms
A. I enjoy them.
B. I sometimes get scared.
C. I try not to be afraid.
D. I don’t pay much attention.
E. I am always very scared.

27. About being alone in the dark
A. I try not to be scared.
B. I try not to think about it.
C. It never scares me at all.
D. I am sometimes scared a little.
E. I am probably scared quite badly.

28. When I am up in a high place
A. I am all right if I try hard.
B. I get scared and want to jump.
C. I am probably more scared than I would admit.
D. I know I am a little scared.
E. It does not bother me at all.

29. When I meet a stranger alone
A. I am often quite scared.
B. I never let it bother me.
C. Most of them are probably all right.
D. It is hard not to be a little scared.
E. Probably a little scared; won’t admit it.

30. When I must recite
A. I have a little stage fright.
B. I usually don’t mind it.
C. I get along about as well as the others.
D. I usually get scared.
E. I always enjoy it.

31. About temper tantrums
A. I have tantrums once in a while.
B. I often get angry but no tantrums.
C. I have tantrums quite often.
D. I never have tantrums or get angry.
E. I get a little angry sometimes.

32. When I break some of my things
A. I know it is my own fault.
B. I get very angry at myself.
C. I am more careful next time.
D. I believe it is just my poor luck.
E. It is hard not to get angry.

33. If someone hurts me
A. I hurt them right back.
B. I ask them nicely not to do it again.
C. I think they did not mean to do it.
D. I try to avoid them next time.
E. I just don’t seem to notice it.

34. When someone breaks my things
A. I try not to be upset.
B. I ask them to be more careful.
C. I think it was just an accident.
D. I break something for them.
E. I try to stay away from them.

35. When others are getting hurt
A. I don’t like to have it happen.
B. I sometimes try to stop it.
C. It is hard not to get angry.
D. It is probably none of my business.
E. I get angry and fight for them.

36. About blind people
A. I am glad if others help them.
B. I just go on because they can’t see me.
C. I pretend I did not see them.
D. I think they will be all right by themselves.
E. I am glad to help them myself.

37. When I get hurt
A. I am seldom sorry for myself.
B. I just reason it out.
C. I am glad when others pity me.
D. I feel very sorry for myself.
E. I am sometimes a little sorry for myself.

38. When I see crippled people
A. I just don’t seem to notice them.
B. I hope others will help them.
C. I always try to help them.
D. I sometimes want to help them.
E. I try to avoid them.

39. When I see helpless old people
A. I sometimes pity them a little.
B. I probably pay no attention to them.
C. I hope they are cared for.
D. I feel very sorry for myself.
E. I always pity them.

40. When I see poor people
A. I hope things will get better.
B. I help them all I can.
C. I am not sorry; it’s their fault.
D. I don’t think much about it.
E. I hope others will help them.
41. About being in a crowd
A. I always enjoy it.
B. Like it some, once in a while.
C. Usually don't like it.
D. I find excuse to get away.
E. Neither like nor dislike it.

42. About talking to friends
A. I sometimes like to talk a little.
B. I always like to do my share of talking.
C. I don't care whether I talk or not.
D. I never talk much.
E. I hope they do the talking.

43. About going to parties
A. I like them very much.
B. I never go to any.
C. I don't care much for them.
D. I don't mind once in a while.
E. I go only when urged.

44. About helping people get acquainted
A. I always try to avoid it.
B. I do very little about it.
C. I always help them get acquainted.
D. I like to do it sometimes.
E. I believe they have met before.

45. About being shy when in a crowd
A. I am never shy in a crowd.
B. I don't think much about it.
C. I am always very shy.
D. I am usually quite shy.
E. I am probably a little shy.

46. About the way I dress
A. I usually am fairly happy about it.
B. I don't think much about it.
C. Sometimes I am a little ashamed.
D. I feel ashamed most of the time.
E. I am always proud of my clothes.

47. About being homely or good-looking
A. I am usually happy about my looks.
B. I am quite happy about my good looks.
C. I believe I am average in looks.
D. It worries me because I am homely.
E. Little homely but try not to worry.

48. About my school marks
A. It's not my fault that they are poor.
B. I am quite ashamed of my poor marks.
C. I am very proud of my school marks.
D. They are just average.
E. I am usually happy about my school marks.

49. About getting on school teams
A. I am proud to be on them.
B. I enjoy being on them.
C. I am not among the few who get on.
D. It worries me very much that I don't make them.
E. I worry a little not to make them.

50. About being popular
A. I worry because I am not popular.
B. I am happy and proud to be popular.
C. I am just about like most others.
D. It is nice to be a little popular.
E. I am not popular, but it does not worry me.

51. About ever becoming a leader
A. I am going to do what I can.
B. My chances are rather poor.
C. I have high hopes for it.
D. I know I never will.
E. I probably have a chance.

52. About ever getting rich
A. I am quite hopeful that I will be rich.
B. I expect to be neither rich nor poor.
C. I hope I will not be very poor.
D. I would like to be a little rich sometime.
E. I will probably be quite poor.

53. About being happy or sad
A. I am a little sad sometimes.
B. I am quite unhappy most of the time.
C. I am just about like most others.
D. I am always very happy.
E. I am quite happy sometimes.

54. About getting a job
A. I worry that I will never get one.
B. I am very sure I will get one.
C. It's no use worrying if I don't.
D. I think my chances are pretty good.
E. I think my chances are only fair.

55. About the future of the world
A. It will probably stay about as it is.
B. I hope it will not get too bad.
C. I hope it will get some better.
D. I am sure it will get much better.
E. I think it is very dark.

56. About studying at home
A. It is always easy to let it slide.
B. I have to try hard to do it.
C. I do it just fair.
D. It is easy to do; I like it.
E. I find excuses not to do it.
57. About eating too much
A. I never eat too much.
B. I always eat too much.
C. I try hard not to eat too much.
D. I eat as everybody else does.
E. I find many excuses to eat all I want.

58. About controlling my fears
A. I try, but without much success.
B. I have few or none; easy to control.
C. I just can't control them.
D. I don't have very many fears.
E. I can usually do it fairly well.

59. About doing right
A. I go along as most people do.
B. I often find excuses for not doing right.
C. I must try to make myself do right.
D. It is always easy to do right.
E. I often don’t do right.

60. About making up my mind
A. It is easy to do some of the time.
B. I want to do it myself but seldom do.
C. It is always easy to do.
D. It is neither easy nor hard.
E. I just let others do it for me.

61. About speaking English at home
A. My parents speak English fairly well.
B. My parents don’t speak much English.
C. No one speaks much English in our home.
D. We all speak English all the time.
E. We speak English only part of the time at home.

62. About owning our home
A. Our home is partly paid for.
B. It is paid for, or nearly all.
C. We pay rent but seldom move.
D. We all have to live with other relatives.
E. We rent and move often.

63. About the health of my parents (or step-parents)
A. Both are sick most of the time.
B. One is sometimes sick.
C. They are well most of the time.
D. Both are always very well.
E. Father often sick; can't work much.

64. About father (or stepfather) working
A. He would like to work but is not able.
B. He works most of the time.
C. He always has a steady job.
D. He works about half the time.
E. He has been out of work a long time.

65. About the houses on our street
A. I think they are fairly good.
B. I like them very much.
C. Most of them are rather poor.
D. I think the houses are all very poor.
E. Houses are not as nice as where we used to live.

66. About holiday parties and birthday parties
A. We have very few parties.
B. We never have any parties.
C. Our parties always get too wild.
D. We often have nice parties.
E. We have many very nice parties.

67. About books and magazines at home
A. They are too high-brow for me.
B. They are good; I enjoy them.
C. I don’t care much about any of them.
D. The ones we have are not very good.
E. We don’t have hardly any at all.

68. About my parents spending time with me
A. They never do anything with me.
B. We go out together once in a while.
C. We go out together quite often.
D. It’s a very long time since they did.
E. They don’t do much with me but let me go.

69. About my parents' friends
A. They are all very nice.
B. My parents have almost no friends.
C. I neither like nor dislike them.
D. I think they are just about average.
E. I usually don't like them.

70. At home we are
A. Always cheerful and happy.
B. Often sad and rather unhappy.
C. Always gloomy and unhappy.
D. Usually cheerful and happy.
E. Neither sad nor happy.

71. About getting along with my brothers and sisters
A. I have no brothers or sisters.
B. We argue sometimes.
C. It goes fairly well most of the time.
D. We argue and fight all the time.
E. We always get along very well.

72. About my parents punishing me
A. They are fair but firm.
B. I get treated like everyone else.
C. It varies from easy to strict.
D. They are always too strict.
E. They are always too easy on me.
73. About having me help at home
A. My parents are too easy about it.
B. They are fair, but expect me to do it.
C. It goes along about average.
D. They vary from easy to strict.
E. Both are a little too strict.

74. About being the favorite child
A. The others think I am the favorite.
B. One of the others is the favorite.
C. We are all treated alike.
D. I have no brothers or sisters.
E. There is only a little jealousy.

75. About my parents watching me
A. They are always watching me.
B. They don't pay as much attention as they should.
C. They know they can trust me.
D. I am as well off as others.
E. They check up once in a while.

76. About being allowed to do things
A. I probably have too much liberty.
B. Most of my friends have more liberty.
C. I have about as much liberty as my friends.
D. I have a reasonable amount of liberty.
E. I am not allowed to do anything at all.

77. About feeling awkward
A. I am a little awkward sometimes.
B. I am getting over being all arms and legs.
C. I have never been awkward.
D. I am about like my friends in awkwardness.
E. Lately I seem to be all arms and legs.

78. About my thinking I am grown up
A. I am getting quite a good start.
B. I just don't seem to be grown up at all.
C. I am not grown up except about a few things.
D. I am quite well grown up now.

79. About arguing with my parents
A. We argue about everything all the time.
B. We seldom have arguments.
C. We never have any arguments.
D. We argue about quite a few things.
E. It is just fair.

80. About deciding for myself when younger
A. No one did much about it.
B. I was allowed to decide some things.
C. Once in a while I decided something.
D. They always decided everything for me.
E. They usually let me decide many things.

81. About marking up school desks and walls
A. I have done it a few times.
B. I did it once or twice.
C. I mark them quite a lot.
D. I have never done it.
E. I sometimes want to, but don't do it.

82. About liking my school duties
A. I like them all very much.
B. I don't like any of them.
C. I try to make myself like them.
D. I like some and dislike others.
E. I dislike most of them.

83. About talking and whispering in class
A. I do it quite a lot.
B. I don't do it but often want to.
C. I never talk except to recite.
D. I do it in one or two classes.
E. I sometimes do, to answer others.

84. About liking my teachers
A. It's about even on likes and dislikes.
B. I like most of them.
C. I like all of them.
D. I don't like any of them very much.
E. I dislike most of them.

85. About being truant from school; that is, being absent without permission
A. I have never wanted to be truant.
B. I have been truant several times alone.
C. I go when others ask me to.
D. I sometimes feel like it, but never do.
E. I go and get others to go.

86. When we lose a game
A. We must expect to lose sometimes.
B. I sometimes get real angry about it.
C. It's hard not to get angry.
D. I think it's just our bad luck.
E. We try harder next time.

87. About taking my turn at play
A. I don't mind being among the last.
B. I am glad to take my turn any place.
C. It's hard to get angry.
D. I am willing to do what the others do.
E. It bothers me some to be among the last.

88. About playing according to (by) the rules
A. I just play them to suit myself.
B. I do as well as the others do about them.
C. I am glad to play by the rules.
D. I think most of them are all right.
E. I get away with as much as I can.

(Go to the next column.)
89. About starting games
A. I can do it but don't like to.
B. I never start them.
C. I sometimes do it when I am asked.
D. I start them most of the time.
E. I sometimes do it myself.

90. About sharing my things with others
A. I guess it works both ways.
B. I always share gladly.
C. I usually don't like to share with others.
D. I refuse even when asked.
E. I share with others quite often.

91. About giving to charity
A. I always give all I can.
B. I often give a little.
C. I give only when I am made to.
D. I never give; don't have enough myself.
E. I give once in a while.

92. About taking more than my share
A. I try not to take more than my share.
B. I never take more than my share.
C. I do like most people do.
D. I do it whenever I can.
E. I don't; I might get caught.

93. When I borrow something
A. I pay it back right away.
B. I hope they will forget about it.
C. It soon slips my mind.
D. I pay it back after a while.
E. I pay back if asked to.

94. If there is a question of right or wrong
A. If wrong is easier, I do it.
B. I don't try very hard to do right.
C. I always try to do right.
D. I intend to do right, but sometimes don't.
E. I do what the others do.

95. About telling the truth
A. I always tell the truth.
B. I intend to tell the truth.
C. I have a poor reputation.
D. I am sometimes careless about it.
E. I do fairly well.

96. About traffic tickets
A. No tickets, but some warnings.
B. I don't drive a car.
C. I have had one or two tickets.
D. I have had quite a few.
E. I drive but never had a ticket.

97. About teasing little children
A. I try hard not to tease them.
B. I never hurt or tease them.
C. I don't, if they keep out of my way.
D. I guess I like to tease them.
E. I tease them but don't mean to.

98. About running away from home
A. I ran away once.
B. I ran away several times.
C. I never wanted to.
D. I went once, but came right back.
E. I thought about it, but never did.

99. About taking other people's things
A. I never take anything.
B. I sometimes take them.
C. They suspect me sometimes.
D. It is easy just to help myself.
E. I always expect to give it back.

100. About probation or detention home
A. Have had both quite a few times.
B. Never had either.
C. On probation once; never in detention home.
D. Was taken once to be questioned.
E. Have had both once or twice.

101. About my parents and my friends
A. They get along fairly well.
B. Most of my friends don't like my parents.
C. My parents trust me out with my friends.
D. They always try to choose my friends.
E. They let me choose some of my friends.

102. About my friends and pals
A. They are all very good.
B. They are just about average.
C. I hope they are not bad.
D. I believe that most of them are good.
E. I am afraid most of them are rather bad.

103. About the number of friends I have
A. I have only one or two.
B. I don't seem to have hardly any.
C. I have a few only.
D. I have many friends.
E. I am fairly well fixed for friends.

104. About making new friends
A. It is very hard for me to do.
B. I like to make new friends.
C. I can do it but don't like to.
D. A little hard, but I like to do it.
E. It is neither easy nor hard.
105. About having dates
A. Neither my parents nor I do much about it.
B. I have dates quite often.
C. I believe my parents would not let me.
D. I am too young for dates.
E. My parents leave it up to me.

106. About boxing
A. I would dislike it very much.
B. I might do it but would not like it.
C. I don't care much about it.
D. I like to box very much.
E. I am quite interested in it.

107. About reading the sporting page
A. I always read it.
B. I never look at it.
C. I read it nearly every day.
D. I don't pay much attention to it.
E. I read it once in a while.

108. About liking to go hunting
A. I might do it but would not like to.
B. I would like it very much.
C. I would not like it at all.
D. I never thought much about it.
E. I would probably like it a little.

109. About reading the fashion page
A. Usually I would not read it.
B. I read it almost every day.
C. I would not unless something very unusual.
D. I would not even look at it.
E. I always read it.

110. About what I like to read
A. I like mystery and adventure best.
B. Mostly about family and home.
C. I like Wild West stories best.
D. I like all kinds of stories.
E. I like love stories best.

111. About my hobbies
A. I have several; mostly alone with them.
B. I spend a little time on hobbies.
C. I don't have any at all.
D. We share many hobbies together at home.
E. I have as many as my friends do.

112. About the movies
A. I learn a few useful things from them.
B. I get ideas from them for my hobbies.
C. Sometimes I learn a little from them.
D. I go just for something to do.
E. I go just for a good time.

113. About reading books and magazines
A. I don't read hardly any at all.
B. I read the movies;
C. I read mostly Collier's, Saturday Evening Post, or Reader's Digest.
D. I read only good fiction or novels.
E. I read mostly Wild West or love stories.

114. About listening to the radio
A. I listen to all the exciting adventures.
B. We listen to lots of the best music.
C. I pick out a few good programs.
D. I listen a little to different things.
E. I don't pay much attention to it.

115. About going to dances
A. I think I will like it later on.
B. I am too young except for school dances.
C. My parents don't pay much attention.
D. I often go to public dances.
E. I will never want to dance.

116. About deciding what work (job) I will do
A. I keep changing my mind.
B. I still don't have any idea.
C. I do some thinking about it.
D. I feel fairly sure about it.
E. I have already made up my mind.

117. About helping me decide my vocation
A. I sometimes listen to a little advice.
B. I am going to decide for myself.
C. No one is doing much about it.
D. My friends think they know what is best for me.
E. My parents are deciding for me.

118. About seeing people work at jobs I like
A. I have never seen anything that appeals.
B. They were poor workers; I could do better.
C. I have seen both good and poor workers.
D. I have seen only good workers.
E. I don't know whether they are good or poor.

119. In helping to decide my vocation (job)
A. I have read and talked about it.
B. No one gives me much help with it.
C. I have read a little about it.
D. I have talked to some workers about it.
E. I have never found out anything about it.

120. About my chances of success
A. I am sure I will succeed.
B. I don't have much idea about it.
C. I am just trusting to luck.
D. I think I have a good chance.
E. My chances are probably fair.

(Open back over each page to make sure you have indicated your response to each exercise. Then hand in your booklet.)
RECORD BLANK AND SCORING KEY
DETROIT ADJUSTMENT INVENTORY
(Alpha Form of "Telling What I Do")

Name __________________________ Sex _______________ Grade ___________

First ___________ Last ___________

Age ____________ School __________________________ Date _______________

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</tr>
<tr>
<td>1. Health</td>
<td>D. never well</td>
<td>B. sick, not worried</td>
<td>E. fair</td>
<td>A. not often</td>
<td>C. never sick</td>
</tr>
<tr>
<td>2. Size</td>
<td>E. fat and teased</td>
<td>C. thin and teased</td>
<td>B. little fat</td>
<td>D. little thin</td>
<td>A. neither</td>
</tr>
<tr>
<td>3. Height</td>
<td>B. tall and teased</td>
<td>A. short and teased</td>
<td>C. little short</td>
<td>D. little tall</td>
<td>E. neither</td>
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<tr>
<td>4. Skin</td>
<td>A. bothered by acne</td>
<td>C. oily and shiny</td>
<td>E. too dry and scaly</td>
<td>A. average</td>
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<tr>
<td>5. Heart</td>
<td>E. no play</td>
<td>B. no hard play</td>
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<td><strong>II. SLEEPING - EATING</strong></td>
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<td>6. Bed</td>
<td>A. couch or cot</td>
<td>E. very hard</td>
<td>C. average</td>
<td>B. above average</td>
<td>D. very good</td>
</tr>
<tr>
<td>7. Sleeping</td>
<td>B. asleep, noise</td>
<td>E. many dreams</td>
<td>B. often short</td>
<td>C. usually fair</td>
<td>A. always plenty</td>
</tr>
<tr>
<td>8. Alone</td>
<td>C. three or more</td>
<td>A. hate two</td>
<td>D. two, fair</td>
<td>E. usually pleasant</td>
<td>B. separate, same</td>
</tr>
<tr>
<td>9. Mealtime</td>
<td>E. scold, quarrel</td>
<td>B. don't like</td>
<td>A. fairly well</td>
<td>D. always good</td>
<td>C. all kinds</td>
</tr>
<tr>
<td>10. Foods</td>
<td>E. angry</td>
<td>B. cake, candy</td>
<td>D. careful</td>
<td>A. like most</td>
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<td><strong>III. SELF-CARE</strong></td>
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<td>11. Face and hands</td>
<td>C. usually dirty</td>
<td>B. always hard to do</td>
<td>E. average</td>
<td>A. sometimes praised</td>
<td>D. rather proud</td>
</tr>
<tr>
<td>12. Hair</td>
<td>D. worry, poor</td>
<td>E. make fun of</td>
<td>C. good as others</td>
<td>A. others admire</td>
<td>B. rather proud</td>
</tr>
<tr>
<td>13. Clothes</td>
<td>A. never look well</td>
<td>D. don't fit</td>
<td>B. good as others</td>
<td>C. good example</td>
<td>D. often praised</td>
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<tr>
<td>14. Teeth</td>
<td>E. ache</td>
<td>A. looks worry</td>
<td>D. little bother</td>
<td>B. average</td>
<td>C. pride in them</td>
</tr>
<tr>
<td>15. Body</td>
<td>D. careless</td>
<td>C. fair sometimes</td>
<td>E. teased too clean</td>
<td>A. well as others</td>
<td>B. good standard</td>
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<tr>
<td><strong>IV. HABITS</strong></td>
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<tr>
<td>16. Nails</td>
<td>B. worry, bite</td>
<td>C. can't help</td>
<td>A. just break</td>
<td>D. fair shape</td>
<td>E. always good</td>
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<tr>
<td>17. Blushing</td>
<td>E. worry, always</td>
<td>D. sometimes teased</td>
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<tr>
<td>18. Dizzy</td>
<td>A. worry, often dizzy</td>
<td>E. not bothered</td>
<td>C. often blush</td>
<td>A. boast never blush</td>
<td>B. seldom</td>
</tr>
<tr>
<td>19. Sitting still</td>
<td>E. never able</td>
<td>D. usual not</td>
<td>D. grew out of it</td>
<td>E. seldom</td>
<td>C. never</td>
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<tr>
<td>20. Fainting</td>
<td>C. quite often</td>
<td>B. once in a while</td>
<td>A. average</td>
<td>D. usually can</td>
<td>A. always</td>
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<tr>
<td><strong>V. WORRIES</strong></td>
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<tr>
<td>21. Parents ill</td>
<td>D. worry self sick</td>
<td>B. worry much</td>
<td>A. hide worry</td>
<td>C. usually don't</td>
<td>E. get well</td>
</tr>
<tr>
<td>22. End of world</td>
<td>E. worry much</td>
<td>C. sometimes</td>
<td>B. once in a while</td>
<td>D. can't do anything</td>
<td>A. never think</td>
</tr>
<tr>
<td>23. Daydreaming</td>
<td>A. most of the time</td>
<td>D. few spells</td>
<td>C. means little</td>
<td>E. seldom</td>
<td>B. never</td>
</tr>
<tr>
<td>24. Make up mind</td>
<td>B. worry can't do</td>
<td>A. not quickly</td>
<td>D. quick as others</td>
<td>E. after a while</td>
<td>C. right away</td>
</tr>
<tr>
<td>25. Laugh at me</td>
<td>A. worries very much</td>
<td>B. worry some</td>
<td>D. average</td>
<td>E. usually not worry</td>
<td>C. laugh too</td>
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<td><strong>VI. FEARS</strong></td>
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<tr>
<td>26. Thunderstorms</td>
<td>E. always scared</td>
<td>B. sometimes scared</td>
<td>C. try not be scared</td>
<td>A. enjoy them</td>
<td>D. little attention</td>
</tr>
<tr>
<td>27. Alone in dark</td>
<td>E. badly scared</td>
<td>A. try not</td>
<td>D. scared little</td>
<td>B. don't think about</td>
<td>C. never scared</td>
</tr>
<tr>
<td>28. High place</td>
<td>B. want to jump</td>
<td>C. more than admit</td>
<td>D. little scared</td>
<td>B. all right if try</td>
<td>E. not bothered</td>
</tr>
<tr>
<td>29. Stranger alone</td>
<td>A. often quite scared</td>
<td>D. little scared</td>
<td>E. won't admit</td>
<td>B. not bothered</td>
<td>C. probably all right</td>
</tr>
<tr>
<td>30. Recite</td>
<td>D. usually scared</td>
<td>A. little stage fright</td>
<td>C. like others</td>
<td>B. usually don't mind</td>
<td>E. always enjoy</td>
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### VII. ANGER

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<tr>
<td>31. Tantrums</td>
<td>C often</td>
<td>A once in a while</td>
<td>B angry only</td>
<td>E little sometimes</td>
<td>D never</td>
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<tr>
<td>32. I break my things</td>
<td>B angry at self</td>
<td>E hard not to</td>
<td>D poor luck</td>
<td>C more careful</td>
<td>A own fault</td>
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<tr>
<td>33. Someone hurts me</td>
<td>A hurt back</td>
<td>D avoid</td>
<td>E not notice</td>
<td>B ask them not to</td>
<td>C did not mean to</td>
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<td>34. They break my things</td>
<td>D break theirs</td>
<td>E stay away</td>
<td>A try not upset</td>
<td>B ask more careful</td>
<td>C an accident</td>
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<tr>
<td>35. Others are hurt</td>
<td>E fight for them</td>
<td>C try not to be angry</td>
<td>B try to stop</td>
<td>D not my business</td>
<td>A don't like</td>
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<td>36. Blind</td>
<td>B can't see me</td>
<td>C pretend don't see</td>
<td>D all right alone</td>
<td>A others help</td>
<td>E glad to help</td>
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<tr>
<td>37. Get hurt</td>
<td>D sorry for self</td>
<td>E little sorry</td>
<td>B glad others pity</td>
<td>A seldom sorry</td>
<td>B reason it out</td>
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<td>38. Cripples</td>
<td>A don't notice</td>
<td>B avoid</td>
<td>C others help</td>
<td>D sometimes help</td>
<td>C try to help</td>
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<tr>
<td>39. Old people</td>
<td>B no attention</td>
<td>A little pity</td>
<td>D often pity</td>
<td>E always help</td>
<td>D want to help</td>
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<tr>
<td>40. Poor people</td>
<td>C their fault</td>
<td>D don't think much</td>
<td>A hope better</td>
<td>E others help</td>
<td>D help all I can</td>
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### VIII. PITY

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<td>41. In a crowd</td>
<td>D get away</td>
<td>C usually dislike</td>
<td>E neutral</td>
<td>B like sometimes</td>
<td>A always enjoy</td>
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<tr>
<td>42. Talking to friends</td>
<td>D never much</td>
<td>E hope they talk</td>
<td>C don't care</td>
<td>A sometimes</td>
<td>B always like</td>
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<td>43. Parties</td>
<td>B never go</td>
<td>E when urged</td>
<td>D don't care much</td>
<td>D sometimes</td>
<td>A like much</td>
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<td>44. People acquainted</td>
<td>A try to avoid</td>
<td>B do little</td>
<td>E met before</td>
<td>D like sometimes</td>
<td>A always help</td>
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<td>45. Shy in a crowd</td>
<td>C always shy</td>
<td>D usually shy</td>
<td>E probably a little</td>
<td>B don't think much</td>
<td>A never shy</td>
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### IX. GOOD MIXER

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<tbody>
<tr>
<td>46. Dress</td>
<td>D usually ashamed</td>
<td>C little ashamed</td>
<td>B don't think much</td>
<td>A fairly happy</td>
<td>E always proud</td>
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<td>47. Looks</td>
<td>D worry, homely</td>
<td>E try not to worry</td>
<td>C average</td>
<td>A usually happy</td>
<td>B quite happy</td>
</tr>
<tr>
<td>48. School marks</td>
<td>B quite ashamed</td>
<td>A not my fault</td>
<td>D average</td>
<td>E usually happy</td>
<td>C very proud of</td>
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<tr>
<td>49. School teams</td>
<td>D worried not make</td>
<td>E little worry</td>
<td>C not among few</td>
<td>B enjoy them</td>
<td>A proud to be on</td>
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<tr>
<td>50. Being popular</td>
<td>A worry</td>
<td>E do not worry</td>
<td>C average</td>
<td>D little popular</td>
<td>B happy to be</td>
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### X. INFERIOR - SUPERIOR

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</tr>
</thead>
<tbody>
<tr>
<td>51. Being leader</td>
<td>D know never will</td>
<td>B chances poor</td>
<td>E chances fair</td>
<td>A do what I can</td>
<td>C high hopes</td>
</tr>
<tr>
<td>52. Being rich</td>
<td>E quite poor</td>
<td>C not very poor</td>
<td>B neither</td>
<td>D little rich</td>
<td>A quite hopeful</td>
</tr>
<tr>
<td>53. Happy or sad</td>
<td>B usually unhappy</td>
<td>A little sad</td>
<td>C average</td>
<td>E sometimes happy</td>
<td>D always happy</td>
</tr>
<tr>
<td>54. Getting a job</td>
<td>A worry never get</td>
<td>C no use worry</td>
<td>D fair chances</td>
<td>D pretty good</td>
<td>B sure to get</td>
</tr>
<tr>
<td>55. World's future</td>
<td>C very dark</td>
<td>B not get too bad</td>
<td>A stay same</td>
<td>C hope some better</td>
<td>D much better</td>
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</table>

### XI. OPTIMISM - PESSIONISM

<table>
<thead>
<tr>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>56. Home study</td>
<td>A easy to let slide</td>
<td>E find excuses</td>
<td>C just fair</td>
<td>B try hard</td>
<td>D easy to do</td>
</tr>
<tr>
<td>57. Eating too much</td>
<td>B always do</td>
<td>E many excuses</td>
<td>D like others</td>
<td>C try hard</td>
<td>A never do</td>
</tr>
<tr>
<td>58. Controlling fears</td>
<td>C can't do</td>
<td>A try, no success</td>
<td>D not many</td>
<td>E fairly well</td>
<td>D easy to control</td>
</tr>
<tr>
<td>59. Doing right</td>
<td>E often don't</td>
<td>B find excuses</td>
<td>A like others do</td>
<td>C must try</td>
<td>D easy to do</td>
</tr>
<tr>
<td>60. Making up mind</td>
<td>E others do</td>
<td>B seldom do</td>
<td>D neutral</td>
<td>A sometimes easy</td>
<td>C always easy</td>
</tr>
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</table>

### XII. WILL POWER

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>61. English</td>
<td>C no English</td>
<td>B parents, not much</td>
<td>E English part time</td>
<td>A mostly English</td>
<td>D all English</td>
</tr>
<tr>
<td>62. Owning home</td>
<td>D with relatives</td>
<td>E rent, move often</td>
<td>A part paid</td>
<td>B all or mostly</td>
<td>A good, enjoy</td>
</tr>
<tr>
<td>63. Parents' health</td>
<td>A both usually ill</td>
<td>E father often</td>
<td>C rent, seldom move</td>
<td>B mostly well</td>
<td>C quite often</td>
</tr>
<tr>
<td>64. Father working</td>
<td>E idle long time</td>
<td>A like to, not able</td>
<td>B one sometimes</td>
<td>B most of time</td>
<td>A all very nice</td>
</tr>
<tr>
<td>65. Houses on street</td>
<td>D very poor</td>
<td>C rather poor</td>
<td>D half time</td>
<td>A fairly good</td>
<td>B like very much</td>
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### XIII. HOME STATUS

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<tr>
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</thead>
<tbody>
<tr>
<td>66. Parties</td>
<td>B never any</td>
<td>C too wild</td>
<td>A very few</td>
<td>D often nice</td>
<td>E many nice</td>
</tr>
<tr>
<td>67. Books, Magazines</td>
<td>E hardly any</td>
<td>D not very good</td>
<td>C don't care</td>
<td>A too highbrow</td>
<td>B good, enjoy</td>
</tr>
<tr>
<td>68. Time with parents</td>
<td>A never do anything</td>
<td>D long time since</td>
<td>E just let me go</td>
<td>B once in a while</td>
<td>C quite often</td>
</tr>
<tr>
<td>69. Parents' friends</td>
<td>E don't like</td>
<td>B almost none</td>
<td>C neutral</td>
<td>D just average</td>
<td>A all very nice</td>
</tr>
<tr>
<td>70. At home</td>
<td>C always unhappy</td>
<td>B often sad</td>
<td>B neither</td>
<td>D usually happy</td>
<td>A always happy</td>
</tr>
<tr>
<td>Topic</td>
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<tr>
<td>XV. HOME ATTITUDES</td>
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<tr>
<td>71. Siblings</td>
<td>D always argue</td>
<td>B argue sometimes</td>
<td>A have none</td>
<td>C fairly well</td>
<td>E always well</td>
</tr>
<tr>
<td>72. Punishing</td>
<td>E too easy</td>
<td>C varies</td>
<td>B like others</td>
<td>D too strict</td>
<td>A fair but firm</td>
</tr>
<tr>
<td>73. My helping</td>
<td>A too easy</td>
<td>D varies</td>
<td>C average</td>
<td>E too strict</td>
<td>B fair but expected</td>
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<tr>
<td>74. Favorite child</td>
<td>B another is</td>
<td>A others think I am</td>
<td>D have none</td>
<td>E little jealousy</td>
<td>C all alike</td>
</tr>
<tr>
<td>75. Parents watching</td>
<td>A always watching</td>
<td>B not much as should</td>
<td>D well off as others</td>
<td>E once in a while</td>
<td>C can trust me</td>
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<td>XVI. GROWING UP</td>
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<tr>
<td>76. Liberty</td>
<td>E not at all</td>
<td>B friends have more</td>
<td>C like my friends</td>
<td>A too much</td>
<td>D reasonable</td>
</tr>
<tr>
<td>77. Feeling awkward</td>
<td>E all arms, legs</td>
<td>A little awkward</td>
<td>B like my friends</td>
<td>B getting over it</td>
<td>C reasonable</td>
</tr>
<tr>
<td>78. Being grown up</td>
<td>B don't seem at all</td>
<td>C few things only</td>
<td>D in-between</td>
<td>A quite a start</td>
<td>C never</td>
</tr>
<tr>
<td>79. Arguing at home</td>
<td>A all the time</td>
<td>D quite few things</td>
<td>E just fair</td>
<td>B seldom</td>
<td>E quite grown up</td>
</tr>
<tr>
<td>80. Deciding when younger</td>
<td>D did it all for me</td>
<td>A no one did much</td>
<td>C once in a while</td>
<td>B some things</td>
<td>C never</td>
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<td>XVII. SCHOOLS</td>
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<tr>
<td>81. Desks, walls</td>
<td>C mark quite a lot</td>
<td>A few times</td>
<td>B once or twice</td>
<td>E want to but don't</td>
<td>D never did</td>
</tr>
<tr>
<td>82. Studies</td>
<td>B like none</td>
<td>E dislike most</td>
<td>D some each way</td>
<td>C try to like</td>
<td>A like all very much</td>
</tr>
<tr>
<td>83. Talk, whisper</td>
<td>A quite a lot</td>
<td>D one or two classes</td>
<td>E answer others</td>
<td>B don't but want to</td>
<td>C never except recibir</td>
</tr>
<tr>
<td>84. Liking teachers</td>
<td>D none very much</td>
<td>E dislike most</td>
<td>A about even</td>
<td>B like most</td>
<td>C like all</td>
</tr>
<tr>
<td>85. Truant</td>
<td>E go, get others</td>
<td>C go when asked</td>
<td>B go alone</td>
<td>D wanted but didn't</td>
<td>A never wanted</td>
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<td>XVIII. SPORTSMANSHIP</td>
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<tr>
<td>86. Lose a game</td>
<td>B real angry</td>
<td>C hard not to</td>
<td>D just bad luck</td>
<td>A must lose some</td>
<td>E try harder</td>
</tr>
<tr>
<td>87. Taking turn</td>
<td>D among first</td>
<td>E last bothers</td>
<td>C do like others</td>
<td>A don't mind last</td>
<td>B any place</td>
</tr>
<tr>
<td>88. Rules</td>
<td>A suit myself</td>
<td>E get away with</td>
<td>B well as others</td>
<td>D mostly all right</td>
<td>C glad to follow</td>
</tr>
<tr>
<td>89. Starting</td>
<td>B never start</td>
<td>A can, don't like</td>
<td>C when asked</td>
<td>E do sometimes</td>
<td>D most of the time</td>
</tr>
<tr>
<td>90. Sharing</td>
<td>C don't like to</td>
<td>D refuse when asked</td>
<td>A both ways</td>
<td>E quite often</td>
<td>B always gladly</td>
</tr>
<tr>
<td>XIX. MORALS</td>
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<tr>
<td>91. Charity</td>
<td>D not enough self</td>
<td>C when made to</td>
<td>E once in a while</td>
<td>B often a little</td>
<td>A all I can</td>
</tr>
<tr>
<td>92. Taking more</td>
<td>D whenever I can</td>
<td>E might get caught</td>
<td>C like others do</td>
<td>A try not too much</td>
<td>B never do</td>
</tr>
<tr>
<td>93. Borrowing</td>
<td>B hope they forget</td>
<td>E pay if asked</td>
<td>C slips my mind</td>
<td>D after a while</td>
<td>A right away</td>
</tr>
<tr>
<td>94. Right or wrong</td>
<td>A wrong, if easier</td>
<td>B don't try hard</td>
<td>E like others do</td>
<td>C try to</td>
<td>A always do</td>
</tr>
<tr>
<td>95. Truth</td>
<td>C poor reputation</td>
<td>D at times careless</td>
<td>E fairly well</td>
<td>B intend to</td>
<td></td>
</tr>
<tr>
<td>XX. DELINQUENCY</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>96. Tickets</td>
<td>D quite a few</td>
<td>C one or two</td>
<td>B don't drive</td>
<td>A just warnings</td>
<td>E none at all</td>
</tr>
<tr>
<td>97. Little children</td>
<td>D like to tease</td>
<td>E don't mean to</td>
<td>C don't if out way</td>
<td>A try hard</td>
<td>B never do</td>
</tr>
<tr>
<td>98. Truant home</td>
<td>B several times</td>
<td>A once</td>
<td>D once, right back</td>
<td>E just thought about</td>
<td>C never wanted to</td>
</tr>
<tr>
<td>99. Taking things</td>
<td>A easy to do</td>
<td>E expect to repay</td>
<td>C at times suspected</td>
<td>B sometimes do</td>
<td>A never do</td>
</tr>
<tr>
<td>100. Probation, detention home</td>
<td>A both few times</td>
<td>E both once or twice</td>
<td>C probation once</td>
<td>D questioned once</td>
<td>B never either</td>
</tr>
<tr>
<td>XXI. FRIENDS</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>101. Parents</td>
<td>D parents choose</td>
<td>B friends don't like</td>
<td>E I choose some</td>
<td>A fairly well</td>
<td>C they trust me</td>
</tr>
<tr>
<td>102. Type</td>
<td>E mostly bad</td>
<td>C hope not bad</td>
<td>B average</td>
<td>D mostly good</td>
<td>A all very good</td>
</tr>
<tr>
<td>103. Number</td>
<td>B hardly any</td>
<td>A one or two</td>
<td>C few only</td>
<td>E fairly good</td>
<td>D many friends</td>
</tr>
<tr>
<td>104. New friends</td>
<td>A very hard</td>
<td>C can, but don't like</td>
<td>E neutral</td>
<td>D hard but like</td>
<td>B like to do it</td>
</tr>
<tr>
<td>105. Dates</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>14 or younger:</td>
<td>E left up to me</td>
<td>B quite often</td>
<td>A nothing done</td>
<td>C not let me now</td>
<td>D too young</td>
</tr>
<tr>
<td>15 or older:</td>
<td>D too young</td>
<td>C not let me now</td>
<td>A nothing done</td>
<td>B quite often</td>
<td>E left up to me</td>
</tr>
</tbody>
</table>
### XXII. ACTING YOUR PART

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>106. Boxing</td>
<td>A dislikes very much</td>
<td>B do not like</td>
<td>C don't care much</td>
<td>E quite interested</td>
<td>D like very much</td>
</tr>
<tr>
<td>107. Sport page</td>
<td>B never do</td>
<td>E once in a while</td>
<td>D little attention</td>
<td>C nearly every day</td>
<td>A always read</td>
</tr>
<tr>
<td>108. Hunting</td>
<td>C not like at all</td>
<td>A do not like</td>
<td>D never thought</td>
<td>E like a little</td>
<td>B like very much</td>
</tr>
<tr>
<td>109. Fashion page</td>
<td>E always read it</td>
<td>B read every day</td>
<td>A usually not</td>
<td>C no, unless unusual</td>
<td>D would not look at</td>
</tr>
<tr>
<td>110. Reading</td>
<td>E love stories best</td>
<td>B family and home</td>
<td>D all kinds</td>
<td>A mystery, adventure</td>
<td>C Wild West</td>
</tr>
</tbody>
</table>

### XXIII. HOBBIES

| 111. Number | C none | B little time | E same as friends | A several, alone | D share many |
| 112. Movies | D something to do | E just good time | C learn a little | A few useful | B ideas for hobbies |
| 113. Books, Magazines | A hardly at all | E Wild West or love | B movie magazines | C Collier's, etc. | D fiction and novels |
| 115. Dances | | | | | |
| 15 or younger: | D often public | C parents no att. | E never want to | A like later | B too young |
| 16 or older: | B too young | A like later | E never want to | C parents no att. | D often public |

### XXIV. VOCATIONS

| 116. Not decided | B not yet | C some thinking | A keep changing | D fairly sure | E already decided |
| 117. Deciding | E parents deciding | D friends deciding | C not doing much | A sometimes listen | B decide myself |
| 118. Seeing workers | A nothing appeals | D only good workers | E may be good or poor | B were poor | C good and poor |
| 119. Read about | E know nothing about | B I get no help | C read a little | D talked to workers | A read and talked |
| 120. Chances | C trusting to luck | B not much idea | E chances fair | D good chance | A sure to succeed |

#### Simple Score

- X 1
- X 2
- X 3
- X 4
- X 5

#### Weighted Score

<table>
<thead>
<tr>
<th>Simple Score</th>
<th>Weighted Score</th>
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<tbody>
<tr>
<td>X 1</td>
<td>X 2</td>
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<td>X 3</td>
<td>X 4</td>
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<tr>
<td>X 5</td>
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#### Remarks:

-  
-  
-  

#### Interviews and Treatment:

-  
-  
-  

Personality Chart based on H. J. Baker's Test.

"Telling What I do"

Directions for using this Rating Chart.

1. Through the cooperation of Mr. Vales and the Guidance teachers of this school, it has been possible to present this rating scale in an effort to study the personalities of certain students.

2. Rate all the listed pupils on one trait or characteristic before passing on to the next trait. This gives a better rating for each pupil.

3. Before attempting to rate a student on any personality characteristic it is necessary to have clearly in mind the exact qualities which you are attempting to judge. Please read the definitions of the personality traits carefully and rate the students in terms of the definitions.

4. For each trait or characteristic named below, compare each pupil with the average of the same age, then place a check on the line at the point which best describes his rating between its extremities. You may place your check at any point on the line. It is not necessary to locate it at any of the division points or exactly above any descriptive phrase.

5. In rating for any particular trait please disregard every other trait except that one. Do not rate a pupil high on all traits simply because he is exceptional in some. Children are often very high in some traits and low in others.

6. Please let these ratings represent your own judgment, that is; let your judgment be independent of other teacher's opinions or ratings.

7. Do not study too long over any one child. Give for each the best judgment you can and go on to the next.

8. The ratings will be held strictly confidential.
**Rating Chart based on Detroit Adjustment Inventory.**

**Trait I**

**Self Care**

Consider Self Care to refer to bodily cleanliness: care of hands and teeth, neatness and tidiness in clothing: general appearance.

<table>
<thead>
<tr>
<th>Name</th>
<th>Invariably unkept and dirty</th>
<th>Usually slovenly and unkept but sometimes spruce up</th>
<th>Makes a usually fair impression</th>
<th>Usually well groomed with occasional lapses</th>
<th>Is very attractively dressed, expertly groomed.</th>
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</table>
Consider Will Power to be the students' diligence, perseverance, "stick to itiveness" and purposefulness in doing a piece of work.

<table>
<thead>
<tr>
<th>Name</th>
<th>Is an aimless trifler</th>
<th>Aims just to get by</th>
<th>Has vaguely formed objectives</th>
<th>Requires little supervision</th>
<th>Assumes responsibilities, needs no supervision</th>
<th>Fulfils promises</th>
<th>Assumes responsibilities, needs no supervision</th>
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Consider a "Good Mixer" to be a student who is able to meet, be sociable with and adjust himself to other persons.

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<tr>
<th>Name</th>
<th>Prefers Social Activities to all else</th>
<th>Actively seeks social pleasures</th>
<th>Pursues usual social activities and customs</th>
<th>Follows few social activities to himself</th>
<th>Lives almost entirely to himself</th>
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Consider this trait to be attitude toward the school: its work, teachers, school property and school spirit and school cooperation.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Has no interest in school</th>
<th>Is indifferent to school</th>
<th>Has the average attitude to school</th>
<th>Is interested in school</th>
<th>Is equally interested in school</th>
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Graph I
Grade XI Total Score.
Boys — 111 cases.
Girls — 91 cases.
Nov. Testing

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
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Baker's Average Behavior Problems: 441
M. for boys: 435.87
M. for girls: 434.81

Baker's Average Non-Behavior Problems: 494
M. for boys: 495.00
M. for girls: 494.50
Percentiles
Detroit Inventory
Girls November Testing
91 Cases
Percentiles
Detroit Inventory
Boys November Testing
111 Cases

Graph WB
Graph V
Percentiles
Detroit Adjustment Inventory
Boys, January Testing

Cumulative Frequencies

Scores

Percentile Score

5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Graph A

Nov. Testing —  
Jan Testing — —

Profile for boy with highest Total Score

Graph B

Nov. Testing —  
Jan Testing — —

Profile for boy with lowest Total Score
REMEDIAL SUGGESTIONS FOR USE
WITH DR. H.J. BAKER'S
DETROIT ADJUSTMENT INVENTORY
I. ABOUT YOUR HEALTH

Good health is priceless. No one really fully appreciates it until it is lost. If your health is poor, be sure to read what is said on this sheet.

If your health is poor, you lose much time from school and may even have to repeat some grades or subjects. Later on, you may lose time on your job, which will cost you money, and you may not be able to keep your job. When you are in good health, you will feel like being pleasant and people will like you. Therefore, it is best to go to your family doctor now and have him help you to feel better.

Young people of your age often have pimples (acne) on their faces, and this condition makes it hard for them to meet their friends or associates. The causes are not very well known but they seem to have some relation to the foods you eat. A skin specialist may give you allergy tests to find out what foods or what kind of clothing not to wear. In treating the pimples, towels soaked with hot water and left on the face for a short time bring the pimples to a head.

If you are very tall or very short for your age, or if you are very thin or very fat, there are two important things you should do. The first thing is to get the advice of your family doctor about the correct diet for your weight. Try very hard to do what he advises. Remember that it takes a lot of will power to eat only what he tells you, especially if he tells you not to eat candy and ice cream.

The second thing to do is to learn how to take it if others try to tease you about your size. Don't let it bother you, or if it does, don't let them know how you feel. Laugh with them and be good natured. They will quit teasing you after a while.

If you have any heart trouble, be sure to see your doctor and do what he says. If you don't have any such trouble, don't keep on using it as an excuse for getting out of exercise and the work you should do.

Don't let poor health, size, or heart trouble get you down. Be cheerful! Build up your health and keep it on a high level.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
II. ABOUT SLEEPING AND EATING

Do you enjoy your meals? Is the mealtime pleasant? Do you sleep well? Are you short of sleep? Your eating and sleeping have important effects upon your health and happiness. Here are a few suggestions about sleeping and eating.

Eating together at home should be one of the most pleasant and happy times of every day. If you don't have a regular time to eat, try to get it started. At mealtime you should all sit down together and forget your troubles. A good home life should center around the dining table. If you can all forget your troubles at mealtime, it will help make every one happier.

You should try not to be fussy about your foods. Your mother or older sisters try very hard to get the right kinds of foods. You should learn to like almost all foods because sometimes you may have to eat in restaurants. When you go visiting, you should be able to eat what they give you. If there are one or two kinds of foods that the doctor has warned you not to eat, do as he says. Try to be tactful about not eating these foods. Don't make a scene, but just leave them on your plate and say nothing.

If you can't go to sleep at night because there is too much talking or noise, try to have your parents find a better place for your bed. However, you should train yourself to sleep in spite of some noise. Many people learn to sleep where there is noise, such as near busy streets or railroads.

Your bed should be comfortable. It should not be too hard nor have bumps in it. Don't use too many covers so that you are too warm. You should have some fresh air, although you should not sleep in too cold a room. Do not worry. Try to be comfortable when you sleep and you will sleep better.

You will also sleep better if you have a bed to yourself. Sleeping with one or two others crowds all of you and you can't sleep well. A boy might sleep with his brother, or a girl with her sister. It is better not to sleep with a grown-up person. Try to have a bed or a comfortable cot by yourself.

If you sleep well and eat well, you will do better work in school and be more cheerful all the time. Try to do the best you can about sleeping and eating. You will be well repaid.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
III. ABOUT SELF-CARE

Here are some ideas about how to care for yourself. These pointers are about your teeth, hair, clothes, and about keeping clean.

Don't neglect your teeth. Clean them at least twice daily. If your teeth ache or need filling, go to a dentist at once. You have only one set of permanent teeth which you get soon after you are old enough to start school. If you lose them, false teeth never do as well. If your teeth get decayed, they not only become sore and painful but they also send poison through your whole body. If you have a toothache, you cannot do well in school.

If your teeth are crooked or look bad, see your dentist about it. Dentists sometimes put on braces to straighten teeth. They also know how to make teeth look clean. Don't go around with your hand over your mouth or try to talk with your mouth almost closed. Keep your teeth in good shape.

Well-kept, nice hair adds to the beauty of girls and the handsomeness of boys. Your hair does not just take care of itself; it has to be cared for by you. Keep it properly cut, well-dressed, and in good condition. If your hair is in poor condition, it usually indicates neglect on your part. Others may think that carelessness about your hair may mean carelessness about your other habits. If your hair is hard to care for, all the extra time you use to make it look better will pay well. Cultivate the beauty of your hair. Keep your hair combed; it is a good habit to develop.

You are also judged by the clothes you wear and how you wear them. The way clothes look depends mainly upon how you care for them. Keep them cleaned and pressed. If necessary, learn how to do this yourself. You can probably find plenty of time for this, if you really want to look nice. If you work at something which gets your clothes dirty, keep certain clothes for this purpose. Change them when your work is done. Don't be afraid of work that gets you dirty. Pitch in and do it and be proud of it. Then clean up.

Keeping your hands and body clean and taking baths often should be among the easiest things to do. If you think you are not good-looking, keep clean and in the best possible condition. Water is practically free and soap is cheap. The few minutes you spend each day on your face and hands should yield you a large return in keeping up your pride in your looks and appearance.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
IV. ABOUT YOUR HABITS

Do you bite your fingernails? Can you sit still? Do you blush easily? Here are a few suggestions on what to do.

Are you worried about something? If so, don't just keep on fidgeting and worrying, but try to straighten things out. Try to keep in good health. If you are sick, go to your doctor and do what he advises.

If you bite or chew your fingernails, now is the time to stop it. Take a good look at your fingernails. Are they too short? Are they buried deep in the flesh? Do they hurt when they are so short? You may have to try real hard to let your fingernails grow out and look nice. You will then be proud of them. Use a fingernail file to shape your nails and to keep them clean.

Don't pick at your face. Don't sit and play with a pencil, a ruler, a string, or anything you happen to have in your hand. Other people don't like to see you do such things. They may think you are nervous. You are probably not nervous but just have some careless habits. Brace up; try hard; give a good impression!

When you are sitting down, either at home or at school, do you sit still or do you wiggle around all the time? Do you always swing your feet, or keep shifting back and forth from one side to the other? It bothers and disturbs others when you don't sit reasonably still. They won't like you for it. If you need exercise, get it at some other time and place. Then try to sit still.

If you blush easily, you probably take things too seriously. Teasing bothers you and then you blush. When you blush your friends keep on teasing you and enjoy seeing you being uncomfortable. Laugh with them; pass it off as a joke. Don't let things bother you and you will get over much of your blushing.

If you faint easily or get dizzy, ask yourself why. Is your health poor? If so, go to your doctor. If he says there is nothing the matter, just make a good resolve to control yourself better. Face disagreeable duties; don't run away by fainting. You can never avoid all unpleasant things, so learn to face them.

You can get over most of these things if you keep on trying. Don't be discouraged if results are slow and if you have some lapses. Keep in good health; get plenty of sleep; eat a good diet.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
V. WORRIES

Some people spend much of their lives worrying. Are you one who worries all the time? Most of the things we worry about never happen, so don't spend your life worrying.

If you worry all the time, your health may be poor. Things look very bad when you don't have strength and courage. Don't just worry; go to your doctor to find out what is wrong. He will help you. When you feel better, your worries will leave you.

If you try, you can always find plenty of things about which to worry. You may worry about your school, about getting run over by a car, about the world coming to an end, about your health, or about getting a job. Most of the worries never come true; so don't worry.

On the other hand, it is probably bad if you are never concerned about anything. In that case, you may be too easy-going. You may not take things seriously enough. Your friends will not like you very well, because they will think that you make a joke out of everything. A reasonable amount of concern is a good thing, for in this way we learn to be careful and cautious.

If you have one or two worries that keep bothering you, try to study them to find out how to get rid of them. Most worries can be beaten in this way. Many worries can be stopped by paying no attention to them. You can really spend your time and your thoughts on much better things. Do something worth while; exercise and play more.

If you learn to master your worries, you will gain more strength of character in other ways. People will like you better. You will not take yourself too seriously. You will probably live longer, since you will not waste all your strength and energy.

There are very few things you should ever worry about, and try to get those worries cured up as quickly as possible. Save your strength for other things much more worth while.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
VI. ABOUT FEARS

Do you have many fears? Are these fears very bad? Of what things are you afraid? You can get over most of your fears if you really try. Here are a few suggestions.

There is a difference in being afraid and merely jumping when there is a loud noise or a flash of light. A good example is fear of thunderstorms. Many people jump when the lightning is very sharp or the thunder is very loud. They are probably not afraid but are just startled or surprised. Try to think whether it is really fear; or is it just the flash or the noise which makes you jump? You are probably not really afraid but surprised.

Being afraid when alone in the dark is quite common among young children. A few older children keep on being afraid. If you are afraid in the dark, try very hard to get over it. Ask yourself if it is only a fear that grew up with you, and is it not time now to get rid of it? If it is a new fear, think what probably caused it. Did someone actually chase you in the dark? Did you think a big dog was chasing you? Be sure that you did not just imagine it. You will probably have to be out alone in the dark quite often in the next few years. Most people are not afraid in the dark since there is little cause to be afraid. So try to get over being afraid in the dark.

If you have a fear of all strange persons, you should overcome it. When you were a small child you probably did not know many people and you may have been afraid of every stranger. If you lived on a farm or out in the country, you probably did not meet many strangers. Most children who live in the city get used to strangers and are not afraid of them. It is not necessary to be afraid of most people, so try not to be afraid. Many of them are fathers of children that you may know in school. Many live near you and are really your neighbors. Certainly, you should be cautious, but also learn to judge people and you will seldom need to be afraid of any of them.

Some pupils believe they are afraid and can't recite. The best cure for this is to get your lessons well so that you have nothing to fear in school.

Most of the fears we have should not be. We are quite safe from dangers, wild animals, strangers, hunger, storms, and floods. Try to forget your fears, and lead a happier, more useful life. There are many other worth-while things to do.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
VII. ANGER AND TEMPER

Anger does not pay, so let's find out how to control it.

Most people learn to control their temper. They probably have as many good reasons to get angry as you do, but they have found out that it does not pay. People who lose their temper are not popular, and they seldom get their way by getting angry. Control your temper.

How do you learn to do it? You must learn to use your will power. Other people may tell you that you should not get angry, but it is you yourself who must actually learn to control your temper. No one can do it for you. In school you are taught lessons that anger does not pay; you learn about it from your parents, and your friends tell you, but you must make up your own mind to use your will power and not get angry.

When you break your things, you sometimes get angry. Instead of getting angry try to find out why they broke. Were you just careless? Were you not paying much attention? Did you use too much strength? Did you ever try to learn how to handle things without breaking them?

Why do people break your things? Do they really mean to, or do they do it just by accident? Were they not paying attention? Did they not know how something should be done? If they really did it on purpose, try to find out why. What had you done to them? Could you learn to get along better with them?

Losing your temper does not pay. Any feeling of revenge or satisfaction is offset by losing a good friend and by getting a bad reputation. If you think you are going to get angry, try to start doing something else. Get away from that particular person or thing for a little while, if you can. Try to laugh it off; don't take yourself too seriously. Your friends will admire you for it. It will be easier to control yourself the next time.

You can't make everyone do things just to suit you. Getting angry makes things worse instead of better. If you see other people lose their temper, don't lose yours too. Try to set them a good example; it will help them to do better themselves.

Learning to control yourself and your temper is one of the most important lessons you learn in your whole life. No one can do it for you; you must learn it for yourself. It may take a little time and great patience, but don't get discouraged. Others have done it; so can you.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
VIII. ABOUT PITY AND SYMPATHY.

Are you very sorry for blind people? Do you cry easily when you see someone get hurt? Or do you pay no attention to such things? Do you think you have too little pity for other people? It is well to give these questions a little thought.

There are two extremes of pity. One is too little pity; the other is too much pity. Try to avoid being too extreme in either direction. If you seem to have too little pity, think what it means. People won't like you very well because you don't have any pity or sympathy for them. They may also believe that you are cruel.

On the other hand, too much pity and sympathy should be avoided. If you have too much pity, you use up all your strength and energy on it. You don't get very much of anything done, and you also worry more than you should.

Try to keep a reasonable balance between too much and too little pity. You should show enough pity to give some help to blind or crippled people when they are in danger. If you have a very great desire to help them all the time, you might find some kind of work for yourself which would be mainly helping them. Such work might be teaching classes for them, or working in offices which are set up to help them and to assist them in finding work.

It might also help you to control your pity if you knew that there are thousands of blind, deaf, and crippled people in this country alone. No matter how much you tried, it would be impossible for you alone to do much for all of them. You can find books and magazines which tell you about the hundreds of people working for them and thousands of dollars that are already being spent to help them. However, it is still a good thing to keep on doing something for the ones whom you know.

One of the things to avoid is for you to have too much pity for yourself. If you do, brace up and face your problems. Stop pitying yourself and do your job. Face life with a smile.

Keep your eyes and ears open to see what other people do about pity and sympathy. Then try to do what seems best. Either too much or too little pity is bad. Try to be moderate. You can learn to control yourself.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
IX. ABOUT BEING A GOOD MIXER

Do you find it easy to meet people? Do you like to be in a crowd or do you want to be alone? Today it is quite important that you know how to get along with people. Let's see what should be done about it.

No matter where you are, either in school or at home, you always have people around and you must get along with them. Later when you go to work, you will always have to be with many people and work with them. We live in a world where there are lots of people everywhere, and we cannot just live and work by ourselves alone.

You should practice making yourself agreeable and pleasant to other people. If you smile, talk with them, and really like them, they will feel that you are a good friend. It would not be good for you if people thought you had no use for them. They would think you are stuck up and would not bother about you. Everyone needs friends; lots of good friends are very valuable to you.

There are many ways you can make friends. Here are a few. Help someone in trouble. Be pleasant to others, particularly to those who don’t have many friends. Talk about pleasant rather than unpleasant things. Look for good points about people.

Don’t be a gossip, especially about the weaknesses and faults of other people.

If you sometimes feel a little shy in a crowd or in a strange place, try to shake it off. The chances are that most of the others feel as shy as you do. Get hold of yourself; act natural and smile. In that way you will be happier yourself and it will help the others get over their shyness, too.

When people get together be sure to see that they are introduced to each other. It is better to introduce them than to take a chance they have met before. People always feel awkward and ill-at-ease when they have not been introduced. Learn the correct way of introducing people.

It is a very interesting and challenging thing to be a good mixer. Don’t be too forward, particularly with certain people who will not like you for it. On the other hand, don’t be too quiet and shy. Try to keep in a good middle course. Study each friend or acquaintance so you may enjoy happy companionship.

Be a good mixer; cultivate good friends. It will pay you.
X. ABOUT FEELING INFERIOR

Do you feel that other people are better than you? Or do you feel that you are better than they are? Where do you think you really stand among all others? Here are a few pointers about what to do.

If you feel inferior you are probably unhappy about it. You try to avoid being seen; you don't want to look people in the eye; you think they are making fun of you. You don't do your school work well and things don't go just right.

If you feel superior to others, they will probably not like you for being that way. They will think that you are stuck up and that you don't have any use for them. When you need friends they may go back on you. You can keep your own self-respect without being stuck up.

Even if you feel inferior you may take on an air of superiority to defend yourself against others. They will then think you feel superior, which is not your real feeling at all. That makes it harder than ever.

If you have poor clothes, you don't need to feel inferior. Many others have poor clothes, too. You can keep them cleaned and pressed. Be pleasant and prove your real worth and people will forget about your clothes. On the other hand, don't get too proud if your clothes are better than most of the others; they will not like you for it.

If you think you are not as good-looking as most of the others, do not feel inferior about it. Try to develop a smile; don't seem to notice what they say or think about you. If you have good habits and try to have a good character, your looks won't make so much difference. If you are very good-looking don't let yourself feel superior on account of it. It is really character which counts the most.

If your school marks are poor, it does no good to feel inferior about them, although it is not pleasant to have them. Try to find out just why you got them. Then do all that you can to improve them. Don't just feel inferior. If your marks are very good, don't brag about them; your friends won't like you for it.

Don't feel inferior if you don't make the school team, but keep on trying. There are only a few on the best team and they are very good. If you do make the team, play for the team and don't try to show how good you are by yourself. If you are not popular with your friends and classmates, find out why it is. Study your own weaknesses and then do everything you can to overcome them. You should gradually get to be more popular.
ABOUT FEELING INFERIOR (continued)

Keep a balance between feeling inferior or superior. You will be happier and people will like you better.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XI. ABOUT KEEPING CHEERFUL

Are you cheerful most of the time or are you often sad? Is it hard to be cheerful and easy to be sad? People don't have much use for someone who is always sad, so let's see what should be done about it.

Did you ever look around among your friends and classmates to see which ones are happy and which are sad? You usually like the happy ones best. Try to find out what to do if you are sad and gloomy. Here are a few suggestions.

You had better ask yourself, first of all, are you sick? Do you feel well? Do you get enough sleep? Is your home sad and gloomy? Are your parents unhappy about the way things are going? Try to do what you can to cheer them up.

Are you sad because you do not get elected president of your club or class? You have to be a real leader before you get elected to a job of leadership. Don't spend your time feeling bad, but get busy and show that you can do things. Then you are more likely to get elected. A real leader actually serves others rather than bossing other people around.

You may be feeling gloomy because you believe you will never get a job. If you do good school work and prepare and train yourself for a worth-while occupation or profession, you should get a good job.

It is not much use to worry about never getting rich. Only a few people are rich, and many of them have worked up from nothing. Those who are rich usually practiced saving their money right from the start and learned to invest it wisely. When you get some money to invest, don't just take anyone's word about what to do, but try to get some reliable advice and then follow it.

If you are sad or gloomy about the future of the world and the people in it, you may as well quit worrying and cheer up. You cannot do much about it, for it is too large a job for you alone. Try to help wherever you see a place. Do what you can, but don't try to carry all the burdens of the world. It is too much.

Try to smile. Try to keep cheerful. Remember that people have little use for a person who is gloomy or sad. Don't be one of them.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should go better.
Have you ever thought about your will power? Can you make up your mind about something and then stick to it? Or do you give up too easily? What do other people think about your will power? Let's see what may be said about it.

The first thing to do is to decide in which group you fall. Are you among those who show little will power or those who show too much, or are you just somewhere in between? It is a good idea for you to figure out where you stand and what you should do about it.

If you fall in the group which shows very little will power, you are probably unhappy. Your schoolmates and friends are always bossing you around. They have things all their own way and tell you just what to do. You probably don't like this very well. You should learn to stand on your own feet. In learning to do this you must avoid getting angry at other people and be able to smile and still be firm. If others know that you respect and believe in yourself, they will soon learn to respect you.

At the other extreme, you should avoid being set too strongly in your will power. If you seem to be too determined, others will not like you. Although you may get your own way, it is probably not worth the price. If this seems to be your trouble, listen to the other fellow's ideas; they may be good, too. This will add to your popularity.

You are not really weak in will power if you change your mind sometimes or listen to others. It often happens that something comes up which makes it wise for you to change your plans. It shows better will power to change your mind and to adopt a better method for the new conditions than to stick blindly to what is now out of date.

You may be required to use your will power when you study at home if there is no very good place to study or if there is much noise. It also takes strong will power to study some school subject which you don't like very well, but which you have to take.

It takes will power to do right when your friends are doing wrong. Even though they may laugh at you, stick to your good ideals. If you can be friendly yet firm, your friends will admire you for a good amount of will power. Don't be too headstrong, and don't be too weak-willed.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
AI. MAKING YOUR HOME PLEASANT

If you think your home is nice, you should do all you can to keep it that way. If you are not pleased with it, try to do something to make it better.

You can always use your spare time well if you help keep the home pleasant and in good order. This is good practice so that when you have a home for yourself you will take good care of it. If your parents are busy with other things and are too tired or sick to do much about the house, you can help cheer them up by doing things to help out.

Inside the house you can help keep things straightened up and put away in their places. A famous saying is, "Have a place for everything and keep everything in its place." If you put your own things away, it will be a good example for the others to follow. If your home is pleasant and orderly it will be a happier place for everybody.

You can keep things in order in your yard; help pick up papers; sweep the steps and sidewalk; keep the leaves raked up in the fall; and clean off the snow in the wintertime. If you don't have much of a lawn and children play on it, try to have a little grass fenced in and a small flower bed near the house. You can get flowers which bloom at different times so there are blossoms all summer. Flower seeds are cheap. Your parents or your brothers and sisters should get interested, too, and it is fun to work at these things together. If you don't succeed at first, try again and you will finally get results.

Often if one house on a street is given a coat of paint it looks so much better that the others will want to paint theirs too. If the houses do not please you, and if, after a while, there is very little change for the better, talk to your parents about fixing up the outside of your home as well as they can afford. All of you can work together to make the inside of your home inviting and attractive too.

If your parents came from some other country and don't know English (the American language), be as helpful as you can. Since you speak English in school and with your friends, you probably get more practice than your parents. While they are learning the English language, be patient and assist them as much as you can.

On the other hand, it will probably please your parents if you take an interest in their language and learn it too, both for speaking and reading. Knowing two languages is better than one, for you will be able to learn much of value from another language besides the language itself.

There are many, many ways you can use to make your home
XIII. Making Your Home Pleasant (continued)

pleasant. Try them; don't give up. You will get results after a while. Learning to be pleasant and cheerful is a very important lesson you may learn best right in your home.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XIV HOME ATMOSPHERE

Is your home usually happy, or is it sad and gloomy? If your home is not very happy, do you do anything to make it better? Did you ever really try to help or do you think that you could do nothing about it? Let's see what you should try to do.

First of all, don't get discouraged if you don't succeed when you try to cheer things up. You may even be scolded for being too happy when everyone else is sad. After a while, you should begin to see good results. You must stay good-natured, and when you smile, do it in such a sincere way that the others know you really mean it. A person should try to smile even when things do not go right.

You should believe that the way you look at life really has some effect upon your parents. You may wonder why your parents are not always cheerful, but there are probably good reasons. One of your parents may have been sick lately. Sickness or operations probably piled up many bills that cannot be paid right away. Work may not have been very steady and money is scarce. It is not always best to ask too many questions about these matters, but if you are interested you probably already know about a lot of the troubles.

Here is just one of the things you can do. Try to arrange to celebrate the birthday of everyone in the family. Be sure to include the birthdays of your father and mother. A birthday cake, even a small and inexpensive one which you may have to bake or frost at home, with a few candles on it, will do wonders. It will help the members in your family if they know you believe in them. Every holiday offers a good chance for a happy get-together, so make the most of each of them.

If there is very little to read at home, do something about it. If there is a library near you, get a card and borrow books -- some for your parents and some for yourself. The librarian is there to help you; feel free to ask for advice. If there is no library, ask your teachers at school.

Try to get a magazine or two. Your mother will like a magazine which tells about the home or housekeeping, or about clothes. Father may have some interest in fishing, hunting, travel, or mechanics, and he will enjoy magazines on these subjects.

It will please your parents if you want them to go places with you. Once in a while take one or both of them to the movies. Make it their night. Such occasions will bring you closer together and will help you to understand one another much better.

If you don't like some of your parents' friends, try to
XIV. Home Atmosphere (Continued)

develop a liking for them by looking for their good qualities. Be agreeable and courteous to them at all times.

Your home life will be more pleasant and happy when you follow these suggestions. Much depends on you.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XV. HOME ATTITUDES.

If you have any brothers or sisters, do you get along well with them? Are you happy with them or are you always fighting and quarreling? Try to face these problems squarely.

If there is trouble, who starts it? If it is you, try to ask yourself why? Did you get back at them for something? Or had you done something to them which made them get back at you? But why keep on? Why not call it all off and start over with a clean slate? If you are older than the others, it is up to you to keep things going smoothly. If you are younger, try to do the best you can and it may help them to do better.

If you think a brother or sister is the favorite, try to study out why this seems to be so. What does he or she have that you don't? Why don't you begin doing something very well and then you may also get some more praise and attention. Finding fault, or taking your spite out on others, makes things worse instead of better.

If your brothers or sisters think you are the favorite, don't brag about it to them. Try to help them find ways in which they can do well, too. There should be enough love and devotion to go around the whole family.

If you can all be at peace with each other, it will make the home life happier for all of you and for your parents, too. Then everyone will feel that life is really worth while. It is also good practice in learning how to get along with your friends and fellow workers after you get a job. It will help you to be more tolerant of other people, and you can learn to be pleasant to everyone.

If you get along well with your parents, they don't worry much about you minding them. It is nice for all of you if they trust you and are not always watching you. If things are not going nicely in this way, try to do better and after a while they will begin to trust you. If you show that you are really growing up, it will bring them joy and happiness, too.

In the years when you were younger, your father and mother acted wisely if they trained you to do some work about the house or yard. This is training for good habits of work and living. Some of the things they asked you to do, you probably did not like very well, but if you were able to smile and try to like them, you showed that you were made of good stuff. It is now a good practice to keep on doing all these things and to do them without your parents having to ask all the time if you got them done. You will have many things like this to do for yourself later on and this is good practice. So smile and do them willingly and quickly, but well. Then get them off your mind and have time for play and other activities.

By following these suggestions, you will improve attitudes at home.
Do you think of yourself as growing up, or are you still a child? What do your parents think about it? If you have older brothers or sisters, what do they think about it? What do your friends think?

The teen age is the time for growing up. In the early teens (about thirteen) you are just getting started, but by the end of the teens you should be pretty well grown up. It is time to give this problem some serious thought.

Growing up consists of being allowed to make some decisions for yourself, being allowed more freedom, and being trusted in your judgments by your parents. All of these are very important in growing up.

You should have gotten some practice in making decisions about little things before you were thirteen years of age. These might include helping pick out your new clothes, getting around on time for meals, doing the jobs and chores that were expected of you. All this was good practice to help you now in growing up.

If you think that your parents don't give you much liberty, ask yourself why. Is it partly because you do not always do the wise thing? If you begin doing that which shows good judgment and which pleases your parents, they will soon begin giving you more liberty.

You are coming to an age when you want to have a right to your own ideas. Many times these ideas seem to be quite opposite to those of your parents and so it is easy to get into arguments with them. If this happens, try to avoid problems which make trouble and be sure you and your parents are not talking about different things.

You are probably growing fast and your arms and legs seem to grow faster than your body. After a while these awkward feelings will disappear. You will feel better and have more confidence. You may also feel a little self-conscious because other grown-ups seem much more mature. You will get over this in a short time.

Even when fully grown up people never really get one hundred percent on their own. We have to obey laws; we follow the good example of others; and we often ask for advice.

Act your part; face the problem of growing up.

NOTES: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XVII. ABOUT DOING WELL IN SCHOOL.

If you are having much trouble about getting along in school, be sure to read these suggestions and then follow them. No matter how bad things seem to be, you can do a lot to make them better.

You should know that most pupils who have lots of trouble in school have about the same kind of troubles when they are through with school. Those who get along best in school get along best on jobs. Therefore, you should try very hard to be successful in school. Business men who may hire you later on want to know if you had good school marks.

The first point to master is to like all your school subjects and to do the best you can in all of them. Some school subjects seem to appeal to you more than others and in those you should do very good work. If you have trouble learning some subject, resolve to work hard. Do lots of home study; get your teachers to explain parts you cannot understand; and, if necessary, have your parents or older brothers or sisters help you. If possible, get some other books about the same subjects from the library and study them, too.

You should try very hard to like all of your teachers. If you don't get along with some of them, ask yourself squarely if you have done good work for them. If you haven't, is that really a good reason for you to dislike them? All your teachers have spent years of time and money to become good teachers, and it is to your advantage to make full use of their experience and knowledge. The best students generally like all their teachers and these are the very same teachers you may not like. It may be your fault that you don't like them.

If things don't go well, you are likely to talk or whisper in class. If you do well in your school work, it is interesting all the time and you won't want to whisper or make a scene. The same is true about marking up the desks and walls. You should care for them as much as you do for things at home, and you don't usually mark up your home.

It is a bad habit to be tardy for school. Get up a little earlier; hurry a little more; don't stop to play. If you really like school you will want to get there on time.

Being truant, that is, being absent without excuse, is a very serious wrong and is disobeying the law. Never be truant, or if you have been, never be guilty of this offense again.

No matter how bad things are, try to do better. Try hard for a long time. Things will get better after a while. The happiness, satisfaction, and success you gain will well repay you for your efforts.
Are you a good sport? Can you lose a game and come up smiling? Do you help your school to have a good reputation for clean sportsmanship? Good sportsmanship is a fine part of your character.

It is good training for you to play the game according to the rules. You should be ready to start games when there is nothing else going on. If you always wait for someone else to start them, you are not really doing your share. Be willing to do your part in keeping games going.

When you play games you should be willing to wait your turn. You are not fair if you want to bat first and insist just because you are the biggest one playing. The others have a good idea about where you should bat and what position you should play. Try to be agreeable and do what is best for the team.

When you play on a team, don't try to be the whole team. Give the other fellows a chance to make good too. They will all like you better for it. They will try harder if you set them a good example of team work. Be a good sport and be a part of the team.

Play the games according to the rules. Every rule was made for some good reason; don't try to change it just to suit yourself. Play according to the spirit of the rules as well as by the letter, then you will play well. Never cheat, for sooner or later you will be caught, and cheating is not right anyway. Go farther than this and try never to think of cheating. In that way you are always trying to do right and you can then play hard and not be worrying about doing right. Although you may see others cheating, don't cheat too; set them a good example.

Play hard, but don't complain if your team loses a game. You should be willing to cheer for a good play whether it is made on your team or on the other. Learn to respect the other fellow's ability; that is good sportsmanship.

Whatever you learn about sports should help you after you are through school. You may keep on playing with teams of adults, but if you are only a fan, be a good one. You should keep on with sports so as to keep in good health and in fine physical condition. Then your work will also be better.

Be a good example to younger children about your sports. Try to help them, they will respect you for it. Do all of these things and you will really be a good sport.

NOTE: Keep this sheet, study it often. Try to do what it tells you. Things should get better.
XIX. BUILDING A GOOD CHARACTER

Building a good character is one of the most important parts of your education. Do your friends think you have a good character? What do your parents and your teachers think?

Good character is very valuable. It grows slowly but steadily. You need to make a habit of always doing right. It is like keeping your garden clear of weeds. No matter how good your garden may be, unless you keep at it the weeds quickly grow again. Don't get discouraged, but keep steadily trying to do the right thing.

It is necessary to keep a high standard all of the time. Whenever you do anything wrong, people may remember that much longer than the good things you do. If you do poorly at times, others will lose their trust in you since they think you may do wrong again. Be trustworthy at all times.

There are many ways in which you can prove your character. If you borrow something, be sure to return it and say "Thank you!" If the article is not returned, your friends may have to buy another to replace it, and their regard for you will be lessened.

Always be prompt in acknowledging or returning a favor. When treats are being passed, take no more than your share. Any gain you make for yourself is more than offset by the bad opinion others get of you.

If you are asked to give money or time for some worthy cause, do it cheerfully. Everyone is expected to give whatever he can to church, Red Cross, Community Fund, etc. There are always some people who need help because they are sick, or have been in an accident, or are out of work. You are a good neighbor when you help them.

You should always tell the truth. It helps you to build a good character. If you are known to be honest, people will feel they can rely on you. If you always tell the truth, you never have anything to hide. You also never have to worry whether you are telling everyone the same story. You can give your time and full attention to other matters really worth while. Be truthful at all times.

Always do the right thing and avoid what is wrong. Be honest with yourself and don't excuse yourself when you know you are doing something wrong. No matter if you see others doing wrong, keep on doing right yourself. Your example will help the others to do better. Be honest!

What you have just read are merely examples. There are
many other ways in which you can improve yourself. Try hard for a long time and you will develop a good character. You will be happier, and others will like you better.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XX. ABOUT YOUR REPUTATION.

Do you have a good reputation? Or have you done something that has had a bad influence on others? No matter how bad things are, it is never too late to begin doing better.

First of all, whatever you do, you may feel there is a reason for it. If you tease little children, it probably is because you were teased when you were little. You may be jealous of your younger brothers and sisters and take your spite out on them or on other little children.

Teasing is not badness but a natural need you may feel to make up for a wrong done to you. If you can excuse or overlook the things which were done to you, then you won't want to punish others.

Sometimes you get into trouble for not knowing the rules very well or not paying close enough attention to them. Traffic tickets are a good example. If you drive, there are many traffic rules for you to learn and to follow. If you get a ticket for driving a little too fast, you probably did not mean to violate the law, but you simply failed to notice that you were exceeding the speed limit. However, ignorance of the rules or not paying close enough attention do not excuse you.

If you ever ran away from home, do you know why you really did it? Or if you had only thought about running away, why did you want to do it? Was it just love of adventure? Did life seem too tough for you so you wanted to run away from it? Did you lack what it takes to stick to your work and your duties? If things seem too tough, don't run away but face them. Find out what the trouble really is and then get it straightened out.

If you have ever been in a detention home or in the juvenile court, ask yourself what really happened to put you there. Did you go out with the wrong kind of friends? Did you really not know what was right? Did you know better but took a chance? Was it worth the price you paid? It is bad for your reputation and brings disgrace on yourself and your parents. Even though you may have had such experiences, now is the time to do better. You are still young and if you really try, others will forgive and forget.

If your reputation is suffering because of your poor judgment, lack of knowledge, or just carelessness, you should resolve to improve yourself so you can be successful.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XXI. ABOUT YOUR SCHOOLMATES AND FRIENDS

What kind of friends do you have? Are they good or bad? Are you a leader among them or just a follower? It is very important what kind of friends you have, and also that you are a good friend to others.

You may not have realized it before, but your friends have a big effect upon you. Therefore you should be very careful to choose good companions and then live up to what they expect of you. You are very often judged by the company you keep.

One of the best ways to be trusted by your parents is to have good friends. They will be more likely to let you go out with good friends than with poor ones.

You should learn how to get new friends, particularly if the ones you now have are not very good. Being pleasant is one of the best ways to do it. It is also very helpful to be interested in what your friends are doing. You should learn how to keep the conversation going. If you don't have anything to say, you are not very good company. If you talk too much and don't give the other fellow a chance, that is also a poor way to keep your friends.

Whenever you are in a crowd, do your part to make things agreeable. If you learn how to praise others for their good qualities you will soon be popular, but you must be sincere and really mean what you say. Practice in these things will also help you to get along with grown-ups now and in later life.

After you are quite sure of yourself, you can help some others who think of you as being a good friend. If you stick to your ideals they will admire you and try to live up to what you are doing. In that way you can pass on to others some of the advantages which your good friends gave to you. That is a good test of friendship.

You are probably old enough or nearly old enough to have dates. These should grow naturally out of the school parties and class dances. There is usually more fun when several couples go out together. If your parents believe that you show good judgment and pick out good friends, they will be willing to let you have dates when you are old enough. If you stay out too late, are too noisy, and go with friends your parents do not like, they will not want you to have dates. If they want you to bring your friends home and are willing to help show them a good time, that is a very fine thing.

Get good friends. Be a good friend yourself. You will be repaid.
XXII-A. ACT YOUR PART (BOYS)

In getting along with others, are you too much of a "show-off?" Are you too rash, bold, and daring? Or are you too shy, timid, and quiet?

It may be that you are not as strong and well as most boys, and so you don't want to play much with them. If this is so, try to improve your health and get stronger. Then you will feel like playing. If you can't get stronger, try to be pleasant, and look for activities you can do well with other boys. You may be a member of the debating team, the school paper staff, or the dramatic club.

In case you are too bold and reckless or run and play too blindly, you often get hurt and may get laid up with a broken leg or arm. Your friends may even be afraid you will hurt them by running into them or by carelessly hitting them with a swinging bat when playing baseball. You are not likely to be popular.

If you have a lot of energy and are daring, join some school team and use it to good advantage for the school. The rest of the time try to be more moderate in your actions as your friends will tire of your noise and the rash things you do. You don't have to be rough all of the time to prove that you are a real fellow.

If the others think you are too quiet, you should try to overcome your quietness. Why are you not more active? There may be several reasons. You may be too much afraid to get your clothes dirty and therefore you refuse to play with other boys. If they think you are too careful about your clothes, they are likely to push you into mudholes and in many ways try to get your clothes dirty.

Be sure you act the part of a real boy. You will be more popular with the girls too. Most girls would rather have a boy with some pep and ambition. Be sure you are not sitting down on the job of growing up to be a good, strong man. Study what the other fellow does and copy the good qualities of those who are really the best all-round boys.

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XXII-B. ACT YOUR PART (GIRLS)

Do you ever stop to think what other girls think of you? Are you popular? Do they like you very much? Do they believe you are too quiet or are too noisy and boisterous?

It may be that you are not as strong and well as most girls, and so you don't feel like playing with them. If this is so, try to improve your health and get stronger. Then things will go better.

In being a girl among girls, try to avoid either of two extremes: don't be too rough or don't be too meek and afraid to stand on your own feet. Most girls do not like to have such girls as friends. If you have lots of vim and energy, try to work it off by being on the girls' school teams. Play hard on the teams, and then don't be too active or boisterous the rest of the time.

It is not very good taste to play in a rough way with boys or even with girls. You may have played rough when you were a little girl, but now that you are older those ways are not so ladylike. Some boys may encourage you to be rough or boisterous, but down in their hearts they don't like to see too much of it in girls.

Be sure that you don't play rough just to attract other girls. In that way you may avoid the attention of boys. Be a girl among girls and then both boys and girls will like you.

Don't go to the other extreme and have no physical activities. You should not expect always to sit around in your best clothes with nothing to do and be waited on by everyone else. If you are likely to scream at some sudden noise, or get scared too easily, try to overcome this, because others may make fun of you. You make yourself miserable, too.

Try to develop your natural girlish charm. Be yourself and also try to become like the best girls whom you admire. Don't overdo powder, lipstick, and nail polish, for if you do, they may make you look cheap. If you have plenty of natural charm, you don't need so much of these other things. If you use them too much, your friends may believe that you are trying to cover up your own weaknesses.

Avoid extremes! Act your part! Be a girl among girls!

NOTE: Keep this sheet; study it often. Try to do what it tells you. Things should get better.
XXIII. HOBBIES AND SPARE TIME

What do you do with your spare time? Do you have any hobbies? Do you make good use of your leisure time or do you just do nothing at all? You should have some hobbies.

There is more need for hobbies now than when your parents were young. In those earlier days, men had little shops at home, or farms, and all the boys and girls always had plenty to do, with little time for themselves. Today most of us have less to do and need hobbies to make good use of our spare time.

Hobbies often help us with our school work. For example, if a boy is taking courses in shop at school, a work bench at home will be very helpful. At times a good movie dealing with an important historical event will help you to understand the history lesson. Magazines and newspapers have many articles and news items which throw new light upon subjects being studied in school.

Over a period of years, hobbies of many kinds offer you a chance to explore in several fields. A hobby may lead you into a new field of activity which may prove so interesting it becomes your life work. Doing a hobby very well is fine training. You may give all the time you need to make it quite perfect. If it does not work well, you can honestly blame yourself because it is your own project.

If you have no hobbies at all, you may get lazy and do poor work at school. You may not even want to help with any work at home, or anything else. On the other hand, you should not get so much interested in your hobbies that you don't do your school work or help at home. Keep a good balance between too many and too few hobbies.

If you don't have any hobbies, try to get started with a few. A boy can buy several cheap carpenter's tools or other tools for mechanical purposes. Stamp collecting, contests for model bird houses, and building model boats and airplanes are only a few suggestions. Magazines, such as "Popular Mechanics," create interest in a wide field of hobbies. There are many other kinds of hobbies such as literary and dramatic activities, music, needlework, and crocheting. Sports and athletics, suited to the season both in and out of school, increase the number of activities. Teachers, librarians, Scout leaders, and others are able to offer leads to hobbies.

If you have some hobbies, keep on with them. Try to do them well. Do the best you can with whatever material and with the place you have for your hobbies. Get your parents interested. Then you will get along better with them, and you will understand each other much better.

XXIV. ABOUT YOUR VOCATION

Have you ever thought very much about what kind of work you hope to do? Or are you just drifting along? Has anyone ever talked to you about your vocation? It is time for you to think about it. Here are a few suggestions.

Other people may give you advice about your vocation but you should make the final choice yourself. If it is your own choice, you are more likely to be satisfied with it. No other person should tell you just what to choose. Although you may not know what you want just now, don't let others hurry you into a choice or make it for you. Your parents or school counselor may be able to advise you about what general class of jobs they believe would be well suited to you, but the choice of the particular one should be made by you.

In trying to make a choice, don't be guided too much by the people who are now working at that job. There are good and poor workers in every kind of occupation, so try to judge the job itself instead of the persons doing the work and how they are doing it.

A few years before you finish high school, you should begin thinking about kinds of jobs or life work which would suit you. There are several things which you might do. You could probably go to where jobs are being done and watch the work going on. You can talk to people who work in the kinds of jobs you would like. You can read books about jobs and about choosing your vocation. Ask your school counselor or the librarian for the names of such books. The more information you can get about jobs, the more it should help you to make up your mind. Don't let it bother you if it takes quite a long time to decide or if you change your mind a few times.

If you really try to get some idea what you hope to do, it will help you to do better work in school. If you have no goal to reach, you don't seem to get anywhere. Your classmates who are doing the best school work probably have their kinds of jobs picked out. Remember the people who hire you on jobs later on usually want to know if you went through high school and what kind of marks you got.

Don't let people discourage you too much about jobs which they say are already crowded. Almost every kind of job has more people than can be used except when times are very good. If you train yourself very well you have a good chance to get the kind of job you want sometime, even if not right at the first.

You should be willing to begin at the bottom and work up in the job you expect to take. You will find lots of competition; others are anxious to get ahead too. Only a few can get
XXIV. **About Your Vocation** (Continued)

the most important jobs. Don't be afraid of hard work. There is honor in doing any kind of job well, no matter what it is.

**NOTE:** Keep this sheet; study it often. Try to do what it tells you.