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entitled "Non-Academic Development of Negro Children in Mixed and Segregated Schools"

be accepted as fulfilling this part of the requirements for the degree of Doctor of Philosophy in Education

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NON-ACADEMIC DEVELOPMENT OF NEGRO CHILDREN
IN MIXED AND SEGREGATED SCHOOLS

A dissertation submitted to
The Graduate Faculty of the Teachers College
of the University of Cincinnati
in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

1933

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LIST OF MATERIALS USED IN THE STUDY

1. Attitudes SA Test, Form 1
Attitudes SA Test, Manual No. 6
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2. A Test of Personality Adjustment, by Carl Rogers
A Test of Personality Adjustment, Manual of Directions
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Administering
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4. Lehman's Play Quiz, by H. A. Lehman
Lehman's Play Quiz, Manual of Directions
New York: The Association Press
5. Personal Attitudes Test for Younger Boys, by Lennig Sweet
Personal Attitudes Test for Younger Boys, Manual of
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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

The Problem and its Origin.- Previous to 1920 there were few attempts on the part of psychologists to measure the more subtle aspects of human behavior known as character and personality. Owing to the challenging nature of the problem, psychologists have recently entered the field in earnest and have given much thought to these well nigh unfathomable, ever-changing aspects of human nature. In line with the recent trend in this direction this investigation was undertaken.

Specifically, it is the purpose of this investigation to measure certain attitudes and interests, the emotional stability, and the personality adjustment of two groups of Negro pupils of Cincinnati, Ohio, in the two types of schools commonly called mixed and segregated.

This investigation seeks to answer the following questions for the mixed and segregated types of school:

1. What is the social background or cultural level of the children?

2. What are the occupational and activity interests of these children?

3. To what extent do Negro pupils participate in extracurricular activities which are regarded as instruments fostering cooperation, self-reliance, and dependability?

4. What are the racial attitudes or the feelings of social distance of the Negro pupils toward other groups?

5. What are the emotional responses of the Negro children to the attitudes of other races toward them?

6. What is the effect of certain school contacts on character and personality?

7. To what degree are aggressiveness and submission fostered in the two types of schools?

This investigation has been planned and conducted as a companion study to that of Crowley (9). So far as possible, it utilizes the same subjects and a similar technique. In a later chapter her procedure will be detailed. At present it is sufficient to indicate the statements made by Crowley (9:173-178) out of which this investigation has grown:

1. If any major difference in efficiency exists between the segregated school, as compared with the mixed, it is in respect to functions or activities other than those of academic training.

2. If the Negro child profits from attendance in one as compared with the other type of school, it is in respect to other than academic growth.

3. More than half of the Negro mothers of Cincinnati are gainfully employed.

4. In lieu of parental supervision, the Negro child should be given recreational supervision at school or community centers outside of school hours.

The last two statements, while not directly connected with the problem, indicate certain environmental factors that affect normal character development and personality adjustment and are here included for this reason.

The investigator's personal interest in this problem grew out of a desire to determine objectively, so far as possible, the degree of truth in the often repeated statement that the Negro child develops superior character traits, more racial self-respect, and a greater share of the other concomitants of a well-rounded education when he is placed under the direction of Negro teachers during his formative years.

Justification.- In the field of this study there are strong opinions but little objective evidence regarding the relative worth of the mixed and the segregated schools. No one knows whether differences exist or whether they are more noticeable or significant as one approaches the upper levels of child growth. Light is needed on the question of pupil development in the matter of desirable attitudes toward themselves and others.

Limitations of Character and Personality Measurement.- Any detailed analysis of interests, attitudes, emotions, and the like necessarily gets one into the field of subjective generaliza-

tion. Feelings are highly changeable and unstable, difficult of measurement, differing with different individuals and with the same individual at various times. At present few tests have been devised which measure many of the most important traits, such as racial attitudes. Three writers on tests of personality and character may be cited, to point out the difficulties.

Fryer (17:16-18) calls attention to the youth of the testing movement with regard to interests:

The measurement of interest is not more than ten years old (1920). But before that time the child study movement had been founded upon interest concepts.

Measurement of the pleasant and unpleasant feelings, which are called here subjective interests, has been made largely by means of the interest inventory. This is a standardized form of the questionnaire. The interest inventory is a list of interest situations to which one responds by circling those things which he likes or dislikes.

Tuttle (54:233) discusses the reliability of tests of character and personality:

Small control groups lack reliability because so many different selective elements are likely to be operative in any particular control group. In dealing with a single control group there is no means of knowing whether the group is representative or highly selective.

Symonds (51:157) is more optimistic in his outlook. He says:

It is a satisfaction to report that sufficiently high correlations have been found between the halves of questionnaires designed to measure such characteristics as psychoneurotic adjustment, introversion-extroversion, inferiority complex, fair-mindedness,

studiousness, and ascendancy-submission to give us firm ground for believing that such qualities are real characteristics of the personality and that they may be measured by the questionnaire rating scale method.

Yet he calls attention (51:18-19) to the unreliability of the responses one gets on the questionnaires:

Evidence is slowly accumulating concerning the honesty with which children testify concerning themselves. It is by no means one hundred per cent. Sometimes the error may be ascribed to ignorance, sometimes to purposeful deception based on a definite desire to conceal unpleasant truths. Honest replies depend in part on the voluntary nature of the testimony; and in part on the degree to which the subject believes his testimony will be approved. Instead of condemning questionnaires in a wholesale fashion because they yield dishonest evidence, we should assume the attitude that here is a disturbing element which must be studied and its influence discovered under varying conditions so that it may be controlled or allowed for.

Technique.- In spite of these limitations, such measures had to be used if the problem of this study was to be attacked. Standardized instruments for measuring personality and character traits were administered to the groups studied. Included among these were standardized questionnaires, interest inventories, and psychological interviews which yield scores for various traits. These scores were treated statistically and interpreted in the light of the findings. Observational data and other types of data that do not lend themselves to statistical treatment were collected. These data had to do with wishes, feeling tones, occupational preferences, and the like. Careful analysis was used in the attempt to interpret these. Every possible precaution was observed in collecting and treating the data, in view of the

limitations of the technique employed.

Previous Investigations and Discussions
Related to the Problem

Conflicting Opinions on Segregation.- In the name of democracy many are the strange pranks played and difficult feats accomplished, but to suggest segregation as democracy seems paradoxical to say the least. One hesitates to risk his reputation on so perilous a venture. Furthermore, the investigator of such a problem is likely to find himself entangled in a mesh of conflicting opinions and philosophies made formidable by the prestige of many who have definitely committed themselves on the issue.

Again, any discussion or investigation of the possibility of segregating Negro pupils raises the question, on what grounds should they be segregated and to what purpose? The word "segregated" is fraught with connotations that the Negro has been taught to resent. This fact accounts for much of the feeling shown against the segregated school.

Long accustomed to education adapted to individual as well as group needs, certain northern school systems have opened special schools for special classes. Here it seems proper to make a distinction between mandatory and voluntary segregation. As generally understood, mandatory segregation has as its expressed

purpose the isolation of an undesirable element in the population; on the contrary, special schools based on voluntary segregation have as their expressed purpose fitting education to the needs of the group under consideration. Where all schools are open to all pupils but special schools exist for large homogeneous groups these schools should not be branded with the hated word, "segregated." It is unfortunate that no other word quite conveys the meaning clearly. In this thesis the term "segregated" will be used to designate any school set apart for Negro pupils, taught by Negro teachers, and supervised by Negro principals.

Various thinkers who have expressed their attitudes towards segregation have been classified by Crowley (9:78):

At present society may be divided roughly into three groups in its thinking on this question. (1) Some white educators and many laymen accept segregation as a social necessity for the white race, opposing change. (2) Some white and some Negro thinkers consider segregation undemocratic in principle and oppose it. (3) Some Negroes, while regarding segregation as undemocratic, positively desire segregation as a valuable means of Negro pupil development.

Writers on the subject who definitely set forth reasons why segregation is undesirable and who are reviewed by Crowley include V. F. Calverton (6), William Pickens (43), and Robert B. Eleazer (14); the editors, W.E.B. DuBois of the Crisis (13), R. S. Abbott of the Chicago Defender (1), W. P. Dabney of the Union (11), Harry Smith of the Cleveland Gazette (49); Gordon Victor Cools (8), E. B. Reuter (45), and John Dewey (12).

Cools (8:486) believes that there are inherent evils in segregated schools, such as lowering of standards of discipline, teaching equipment, buildings, and teacher efficiency.

Yet at least two Negro writers point to the value of separate schools. These are Charles Campbell (7) of Detroit and Kelly Miller (38) of Howard University, Washington, D.C., representative of the third group mentioned by Crowley who realize the ideals of modern separation where schools offer "equal opportunity to Negroes and Aryans alike, recognizing and following both Negro and white leaders."

In this connection it may be stimulating to quote Watson (56:38):

If you sent each and every Negro to Harvard and then through law and medicine and gave him a year for travel and a million-dollar-a-year income, he would still not have an equal chance.

Morrow (40:26) gives a personal reflection based on his own experiences in mixed schools and lists advantages and disadvantages. By way of summary, he says:

In Negro colleges there is opportunity to meet the chosen of the race - the intelligent, the clean, the splendid, the loyal type of youth. There is the finest opportunity to become race conscious and to build up race pride.

The Negro who has chosen the white university misses all this - and yet he is preparing to go out among these same people to make his way.

All those vital things which the Negro college has to offer, I have in part missed - and may later lament. But in

the last analysis, there seems to me to be one defense at least for these four experimental years spent among the Nordics. "As citizens we are to live many years in this world along side of each other, united in all mutual enterprises; loyal to a common government; sharing the same uplifting hopes and desires and feeling the same oppressions and social wounds. We need therefore to understand each other." That being so, perhaps these four years have not been without their value after all.

Moton (41:25-26) in a recent book calls attention to the situation in this manner:

The Negro has gone far enough on the road of achievement to recognize and appreciate the superior attainments of the white race in science, art, government, business, and the like. For these the white race is honored by all Negroes who think. More than that, thinking Negroes do not want to lose contact with the white race in these elements of civilization. The extension of segregation in the schools of higher learning and other institutions for progressive advancement is looked upon with apprehension lest the race be denied these essential opportunities for development.

Nevertheless, and in spite of all that he knows of the other race, the Negro accepts the white man's standards largely as his own - perhaps too much so. To some extent certainly it must be so as long as the two races live together in America. There is a point up to which there can be but one standard. On the other hand there are those in his own race and outside the race too, who insist that there are things in which he can well cultivate his own standards without disadvantage to himself or to others. This the race is beginning to do. It is beginning to know and appreciate itself; and art at least will be richer for it, and the Negro himself the happier, and probably the white race, too. (41:27)

The segregation and discrimination to which the Negro is subjected in America has in itself produced a definite race consciousness among all its members except, perhaps, among the very young and inexperienced, but these, too arrive long before they have reached their teens. (41:44)

Contest and contact in various spheres have convinced them that individual differences are more real than racial differences, and that there is no ideal or standard to which

the white man has attained of which the Negro is not also capable. The thinking Negro has come thus to believe not only in his own race but in himself as an individual, and insists therefore on being treated on the basis of his individual merit without regard to the accident of race. Having accepted the white man's standards he is keenly alive to his failure consistently to apply those standards, and that fact sets the Negro thinking, thinking. What is he thinking? (41:45-46)

Unfortunately most of the discussions until recently have resulted from the armchair reflections of newspaper men. Few educators have dared to touch a question so weighted with racial taboos, knowing only too well the storm of disapproval that awaits any findings that run counter to the hoped-for results of the opposition camp. That there is much to be said on both sides is a truism. Those who have a passing acquaintance with the advocates of segregation know only too well of instances where sugar-coated pellets in the form of modified segregation have been prescribed for Negroes only to be followed by the real article minus the embellishments. That the Negro in common with other groups needs the stimulating effect of contact with superior culture can hardly be questioned. Yet mere association without participation will not turn the trick. Such questions as the following may well prove thought-provoking:

1. Does the Negro in mixed schools actually get an opportunity to enter fully into the cultural environment, or does he get only a superficial veneer?
2. Does the Negro in mixed schools get academic training only and miss the larger broadening cultural influences that

result from desirable contacts?

3. Does the Negro under such conditions develop a permanent inferiority complex or does he become more self-confident as a result of finding that white persons like all others have abilities that tend to follow the normal distribution curve?

4. Is the Negro who advocates mixed schools deluding himself into believing that the Negro will be received on equal terms with the whites or is he afraid to face the facts and evaluate them on the strength of the evidence?

5. Does the Negro receive more as a partial participant in a superior mixed school than he does as full participant in a less superior separate school?

Clearly no one knows the answers to all these questions, yet they clamor for consideration and merit attention and investigation.

Objective Evidence on Segregation.- At this point there is need of objective evidence to balance the weight of competent opinion. The available evidence is found for the most part in the writings of Feger (15), Holloway (27), Roberts (46), and Porter (44), as well as in the summary of these studies made by Pechstein (42). Their findings indicate values accruing from segregated schools and are worthy of thoughtful consideration.

Feger made a study of the early history of the Negro

schools, showing the part played by northern philanthropy and presenting data on recent progress in education of the Negro. Her purpose was that of finding out what provisions were being made for teachers-in-training in the sixteen southern states, together with Delaware and the District of Columbia. She found that considerable progress had been made in teacher training and in the types of schools that are being established. By way of contrast she calls attention to the effect of the migration of Negroes from the South to the North. In her concluding chapter (15:3) she states:

The migration of thousands of Negroes into northern communities has opened up a new field for the efficient colored teacher in the North. She understands the problem of the southern child and can bring her task a sympathy and understanding which the northern teacher often does not have. The latter is not apt to inspire the colored child with the enthusiasm and fixed purpose for the work which he is capable of doing.

Holloway (27) made a study of one hundred fifty-four girls of the Stowe Junior High School for Negroes. Her problem was to investigate social conditions which affect the girls of the congested Negro tenement district where this school is located. Her result reveals that there is lack of normal parental relations in 49 per cent of the cases studied, badly congested housing conditions, lack of proper guidance in home relationships. There is poor social and recreational life as the leisure of most of the group centered round the moving picture, the social clubs

and evening parties. Here it was shown that "the lack of supervision on the part of parents and guardians was shocking."

She suggested a plan for guidance (27:60-62) closing with the suggestion that there should be inaugurated,

A program of character education, designed to teach honesty, courtesy, cleanliness, neatness, punctuality, dependability, courage, industry, and thrift, self-control; in fact all of those traits which make for moral life.

Roberts (46:97) sought to show the value of the Negro press as an educational factor. He believes that the press must supplement the meager education of the Negro lest the boys and girls become burdens on the commonwealth.

He concludes:

Although the formal education of schools is valuable, it is only a means to an end. This end is an adaptation of the individual to our complex society, and training in the ability to solve the many practical problems of life. If the Negro press aids directly or indirectly in the solution of one of these problems, its mission would not have been in vain.

Porter (44:196) attempted to "understand and evaluate the problems and issues of Negro education in the North, especially in cities where there are misunderstandings between the races in public schools." She declares:

Many of the states of the North have made legal provisions for separate schools; others have separate schools in actual practice, yet without legal foundation, others have mixed schools but have not provided colored teachers and principals to nearly so great a degree as the number of colored children would suggest.

The migration and the socio-economic condition of the Negro are important factors working for separation of the races in northern public schools.

She concludes that the aims of education may be best realized by the Negro youth in separate public schools, since such schools foster better parent-pupil-teacher relationships than the mixed. She finally points out that the trend in the northern and border cities is toward separate schools.

Pechstein (42:195) reviews the various studies on segregation pointing out their conclusions. The effect of migration was stated thus:

The influence of the migration of the Negro and of changing social and economic conditions on the trend of Negro education in the northern cities was studied in certain industrial and social surveys. Greater opportunities in industry open to Negro men and women than in pre-war and pre-restricted migration days have not broken down the separation of the races in these cities. Industrial, recreational, religious, and residential segregation exists and is even more marked since the heavy migration northward.

He also calls attention to Cubberley's theory (10) on the matter:

An educational theorist (Cubberley) would have white and Negro elementary-school and high school pupils separate in cities with a sufficient Negro population but would have a mixed student body on the university level. He would have equal, but not necessarily the same, advantages for all races.

Crowley (9:177-178) in her investigation of this problem finds that as far as academic training of the Negro child is concerned, the segregated and the mixed schools of Cincinnati may be equally recommended to Negro parents, to pupils, and to school officers. Other detailed findings on academic achievement are dealt with in Chapter VII of this study.

A question naturally arises with regard to the non-academic achievement of such groups. It would be of interest to parents, school people, and all persons who direct the training of the young to know if differences exist in the mixed and segregated schools with regard to the development of well integrated personality. Proper adjustment to one's environment, healthy attitude toward life, happiness in school relationships as well as those of the larger environment are generally believed to be of infinitely more worth in building character than academic training. Mere knowledge of books, however profound, cannot compensate for a warped, maladjusted personality embittered by unhealthful contacts.

The close relation of segregation to migration makes necessary a separate discussion of that issue also. The next section reviews the migration issue and its effect on the Negro in the North.

Migration.- In the migration of the Negro to the North is a possible explanation why the Northern and border cities are facing the acute problem of the best type of education for all.

In a review of the early migration of the Negro, Woodson (58:3) states:

The Negroes, however were not generally welcomed in the North. Many of the northerners who sympathized with the oppressed black in the South never dreamt of having them as their neighbors.

That increasing prejudice was to a great extent the result of immigration into the North of Negroes in the rough, was nowhere better illustrated than in Pennsylvania. Prior to 1800, especially after 1780, when the State provided for gradual emancipation, there was little race prejudice in Pennsylvania. (58:40)

The first exhibition of this prejudice was seen among the lower classes of white people, largely Irish and Germans, who, devoted to menial labor, competed directly with the Negroes. It did not require a long time, however, for this feeling to react on the higher classes of whites where Negroes settled in large groups. (58:41)

The question as to what should be done with the Negro was early an issue in Ohio. It came up in the Constitutional Convention of 1803, and provoked some discussion, but that body considered it sufficient to settle the matter for the time being by merely leaving the Negroes, Indians, and foreigners out of the pale of the newly organized body politic by conveniently incorporating the word, white, throughout the constitution. (58:51)

In 1827 there arose a storm of protest on the occasion of the settling of seventy freedmen in Lawrence County, Ohio, by a philanthropic master of Pennsylvania County, Virginia. (58:56-57)

So many Negroes during these years concentrated at Cincinnati that the laboring elements forced the execution of the almost dead law requiring free Negroes to produce certificates and to give bonds for their behavior and support. A mob attacked the homes of the blacks, killed a number of them, and forced twelve hundred others to leave for Canada West, where they established the settlement known as Wilberforce. (58:57)

But in 1841 came a decided systematic effort on the part of foreigners and pro-slavery sympathizers to kill off and drive out the Negroes who were becoming too well established in that city and who were giving offense to white men who desired to deal with them as Negroes were treated in the South. (57:57)

Woodson gives many other illustrations of the failure of adjustment due to large numbers of Negroes "in the rough." A

more recent study of Negro migration and its effect on northern and border cities was made by Hoffmann (27:332-336). He begins thus:

Population trends are a fascinating study when applied to the racial composition of so vast and heterogeneous a population complex as that of the United States.

The present discussion is limited to the Negro whose vast numerical preponderance makes him a population problem of social and economic importance.

In one of his tables he states,

It is here shown that while the Negro population as a whole increased 13.6% during the last decade, it increased 63.6% in the northern states, 5% in the southern states, and 63.1% in the western states. Here then is concrete evidence of an extraordinary population shift from the South to the North and West which is still in progress, although unquestionably as the result of the industrial depression there has been a considerable slackening during the last year (1931).

Klineberg (30) sought to find the effect of a northern (New York City) environment on the intelligence test scores of Negro children coming from the South. Some had been in New York only one year; others up to twelve. He found that the environmental effect in raising the I.Q. was unmistakable.

A far more vital and subtle issue than the problems of segregation and migration is that of attitudes built up by certain races against other races. As long as feeling tones are highly colored, whether justly or unjustly, racial contacts will be unsatisfactory. It seems desirable then to take into consideration also racial, social, and personal attitudes at this point.

Racial, Social, and Personal Attitudes.- Many

objective studies of various social attitudes of senior high school students and of adults have been made. Among studies of attitudes that shed light on the present problem are those by Frederick (16), Lasker (31), Zeligs (59), Bogardus (3), and Hendrickson (24).

More direct treatment of the question of racial attitudes is found in analyses by writers whose interests are practical rather than of the research character. Among these may be quoted Brown (4), Moton (41), and Mims (39), all of whom seem to get close to the real question at issue.

The Negro resents segregation on a basis of alleged inferiority, mental or social, since the evidence so far offered is anything but conclusive. Brown (4:372-374) in a recent article reviews the matter somewhat in detail. Among other things he reaches these significant conclusions:

In the main, dispassionate consideration of race problems is discouraged. This is even true within the proscribed racial groups. They tend to want only that part of the 'truth' which soothes and inflates the ego. This one expects, considering the constant insistence of the dominant race upon its 'superiority.' The question as to whether the facts bear out this assumption as to the significance of race is here irrelevant. Certainly there is no absolute proof that race as such is of great consequence.

Those people afflicted with the traditional phobias and obsessions on race regard, race prejudice as a 'natural,' inevitable, perhaps instinctive, reaction. In spite of all evidence to the contrary, they cling to this dogma. It does

little good to remind them that before they assimilate to the gestures, feelings, and ideas of their elders; children are free from prejudice; that there are people, even in social environments saturated with racial biases, lacking this bias of race; that often prejudiced people change their racial reactions become 'emancipated;' or, that there are areas of the world where race prejudice is lacking.

Mims (39:369) after reviewing a number of books written by the Negro and on the Negro reflects:

To southern prejudice and passion the Negro leaders attribute the poisoning of the mind of the nation. It is the inactivity of the best Southern whites that gives the opportunity for the extreme Negro to berate the moderate leader, who had hitherto expressed confidence in the triumph of a true and better south. It is apparent that the big stick of Negro opinion is often held over the heads of those leaders of the race who counsel moderation and patience. Among such would be placed the leaders of Hampton and Tuskegee because as is alleged, they desire to keep the Negroes hewers of wood and drawers of water.

Speaking of Moten, Principal of Tuskegee, Mims (39:277-278) praises his "sense of tact," his belief that "an inch of progress is better than a yard of complaint," and continues thus:

Such men as he - and there are many others who have found a way out as he has - are doing something better than talking; they are building institutions, projecting business enterprises, creating currents of thought and feeling. They have not lost confidence in the justice and friendship of the white man, and are willing to cooperate with him in bringing about a better relationship. Theirs is a great task at the present moment; it is theirs to lead and not to inflame a race, to construct and to not destroy. They will be neither browbeaten by unsympathetic radicals of their own race nor humiliated by extremists of the other race.

Imagination is needed to visualize conditions, but we must see the difficulty that the white man has had to adjust himself as well as the tragedy of the Negro who suffers from injustice and sometimes from persecution. Any man with a heart

has sympathy with the black man who so often has been the victim of circumstances for which he was not responsible; but he should have sympathy also for the white man who has borne the burden of criminality, disease, and inefficiency. The only remedy is that all the human factors that make up the situation should feel their responsibility, and especially that they should cooperate in definite and constructive efforts.

Moton (41:12-13) discusses at some length the way in which other races indicate their contempt for the Negro and how this feeling spreads to children. He then discusses the feelings and attitudes of the Negro himself:

In spite of emancipation Negroes still feel it necessary to conceal their thoughts from white people. In speech and in manner they convey the impression of concurrence and contentment when at heart they feel quite otherwise.

So it is that there is a whole region of thought and feeling among them of similar character with which those outside the race are wholly unacquainted. A large part of the Negro's humor is based on these reserves in his attitudes toward white people.

Again in speaking of prejudice on the part of the Negro, Moton (41:18-22) says:

But Negroes of every type recognize at least three distinct types of white people: first, the upper stratum of white society recognized as the better class of white people, variously styled as "quality folks" or "first class people" or "real white folks" in the vernacular, "sho nuff 'aristocrats"; at the other extremity are the "poor white trash" including "crackers," "red necks," or "sagers," according to the particular region considered. Between there is a third class recognized as "half strainers," that lower class who, with some effort, affect the ways of the upper classes; who are at the same time the most aggressive in setting up racial discrimination. Toward each group the Negro maintains a definite and characteristic attitude.

So it is that the Negro discriminates among white people and has always done so. A white skin is not to him as many suppose, a thing to be venerated in itself.

Whiting Williams (57:146-153) in a recent book emphasizes one general characteristic as of major importance for all men:

The key to modern behavior is to be found less in the effort to save our physiological skin than in the effort to save our social 'face.'

The prime influence on all of us today is our wish to enjoy the feeling of worth as persons among other persons. This feeling can hardly exist without a corresponding recognition and respect on the part of others.

To 'count' - to avoid the dread abyss of spiritual and social nothingness - this, surely, is the urge which seldom, if ever, ceases to press upon our very souls, and how can we be real people if no one knows that we exist?

First, then, the initial demand within us to be 'worthwhile' and second, the encouraging approvals and the opposing disapprovals of others to whom we give attention - these two forces and the constant interplay between them we must understand if we are to know the mainsprings of our neighbors and ourselves.

Against the dark void of personal worthlessness, every light prays unceasingly for some slight luminance of its own. There, surely, even our slightest effort must secure, from the eyes of some appraising, and perhaps approving onlooker, either in earth below or heaven above, at least a tiny gleam of recognition and reassurance!

Psychoanalysts try to account for much of the behavior, religious, social, ritual, attitudinal, emotional, and otherwise of both the trained and the untrained Negro in the light of the foregoing analysis, attempting to show that the amount of over-submission or rising aggressiveness, cool contempt, or negative

adaptation is a result of his conflict with repression and his seeking a means of escape.

Zeligs (59:9-10) in a study of racial attitudes makes the following observations:

The child receives his prejudices as part of his social heritage. He accepts the traditions and opinions expressed in his social environment without analysis. To a child, whatever is, is right. By means of hearsay evidence he is given biased and false ideas which he accepts as truth.

A medium not always easy to trace and of which the learner and those from whom he learns are not conscious is that which Lasker (31) calls attendant learning. Side remarks, gestures of adults, treatment of servants or store keepers, knowing smiles, are all means by which the child learns racial attitudes.

Zeligs (59:11) quoting from Busch (5:277-281) observes that an effort should be made to "avoid the bad emotional conditioning of the young which takes place through epithets, belittling stories, slurs, unfair treatment, and in a thousand other subtle ways."

In conclusion she states:

'Race prejudices' are conditioned tendencies to act which originate and develop in a social environment, and are expressed differently in childhood than in adulthood. The causes of race prejudice are: difference in status, culture, and biological structure or color. (59:13)

Also children are aware of different degrees of intimacy in their relationships with other races. They react differently to various races showing greater intimacy toward their own people and similar races. Contacts with races may result in favorable or unfavorable attitudes in children. (59:79)

Bogardus (3:272-287) discusses racial attitudes in

detail:

In examining the conditions under which race, friendliness occurs, certain behavior sequences are observable. Both direct and derivative experiences account for the origins of race friendliness, whereas unpleasant experiences lead to race aversion, pleasant experiences are conducive to a friendliness sequence.

He continues,

In general, it may be said that the person experiencing a growth in friendly attitudes toward some race possess certain behavior patterns (systems of neurones functioning as units and connecting the sense organs with the effectors), which are 'set off' or released by the appropriate stimuli. These stimuli occur in the form of the behavior traits of the members of different races. The question at issue then is: What behavior traits of the members of races other than one's own race are likely to stimulate one's behavior pattern of friendly reaction?

He has isolated the following types of friendly behavior stimuli:

(1) Similar culture traits, (2) kindness and congeniality traits, (3) dependability and justice traits, (4) persecution and oppression traits, (5) non-competitive achievement traits.

These various attitudes whether innate or acquired play a role in the desire of certain groups to segregate Negro pupils. The Negro in turn assumes toward these groups a definite attitude that plays a big part in his total personality. Certain aspects of personality, therefore have a place in this discussion.

Various Aspects of Personality.- In this brief survey of the literature having to do with certain aspects of personality pertinent to the major problems of the investigation, it will

necessary to discuss these characteristics separately. However, the idea is not to be conveyed that character or personality is here thought of as made up of a large number of unitary traits. "Personality" as here used refers to the quality of the individual's total behavior. It is how he acts when his activity is taken as a whole.

For the purposes of this investigation the following terms were used in their psychological connotations: interests, introversion-extroversion, ascendancy-submission, compensation, attitudes, overstatement, play activities, emotional and neurotic tendencies. Brief consideration is given to general personality development through the inter-acting influences of home, community, and school environments and these terms become necessary to explain certain manifestations. These terms will now be defined and a few of the contributions which have been made to the literature bearing on these characteristics will be mentioned.

Interests.- This is in a large part a study of interests. The term "interests" as here used means objects and activities in the individual's environment that stimulate pleasant feeling. It is exactly the meaning used by Fryer (17:15).

He says (17:331):

Within each social group there are common interests, or interests that are common to a much higher degree than in

other social groups. But social groups are interrelated in their interests. They are homogeneous in their interests in varying degrees.

Introversion-Extroversion.- Extroversion is interest in external things and introversion is interest centered in oneself or one's thoughts and dreams.

Huskey (28:60-62) tried to determine the effect of extroversion-introversion on achievement. He used elementary pupils and concluded:

Other things being equal, it would appear that at the intermediate grade level it promises better for the scholastic success of a pupil for him to be extroverted than to be introverted, and better yet for him to be ambiverted than to be either introverted or extroverted.

In another article Hendrickson and Huskey (25:6:13) extend and clarify this conclusion:

Partial correlations indicate that extroversion is positively related to achievement and negatively related to intelligence for boys in the fifth and sixth grades, and is practically unrelated to these factors in the case of girls. When the pupils who are at neither extreme of introversion or extroversion are sorted out, however, they are found to surpass both extremes in achievement and intelligence.

Jung originally developed this concept. According to Trow (53:80-81):

Jung describes the extrovert as one who gives his interest to the outer objective world and attributes an all-important and essential value to it; while the introvert considers the world according to the effect it has upon him. Thus, the extrovert in his decisions is actuated by external factors, by what people will say, and is quick to adapt to his environment, with an accompanying tendency to make social contacts; while the introvert is actuated by inner or subjective factors, is reflective, thoughtful, and shy with

a tendency to withdraw from social contacts.

The great mass of people between these extremes are sometimes called ambiverts.

Compensation.- Another theory of personality is that of compensation. Its chief proponent is Alfred Adler. This theory holds mastery is the desire of everyone. If denied this achievement the individual consciously or unconsciously seeks to compensate therefor. Closely related to this tendency are so-called inferiority and superiority complexes or ascendancy-submission tendencies.

Trow (53:89) interprets Adler thus:

He teaches that everyone's goal is superiority, that many are handicapped in its attainment, and that they therefore develop a feeling of inferiority or an inferiority complex, which colors their every act, and which they endeavor to overcome by exhibiting superiority somehow, whether wisely or not.

Compensation in itself is not undesirable. It is inordinate daydreaming, boastfulness, overstatement and the like that detract from healthful personality development and approach the psychoses and neuroses of the insane.

Trow (53:72-78) states:

A mental adjustment is made when a person finds his desires thwarted by circumstances to which he feels incapable of adjusting overtly. These mechanisms, as they have been called, are in reality evidences of defeat, for the person who employs them is practicing evasion; he is closing his mind to things as they are - retreating from reality.

Daydreaming and phantasy are escapes from reality and are not serious unless the personality isolates itself

too completely from a world of reality. The chief danger comes in substituting dreaming for overt response.

Two writers who have attempted to show that children's play may be a type of compensation are Lehman and Witty.

In a series of investigations (32) they have emphasized the role played by compensation in the life of the Negro child. If one is to believe their conclusions very nearly everything the Negro child does is a result of compensation. They display data tending to show that the Negro child plays school and engages in church and Sunday school activities much more than do the white children of their own age. It was concluded that the church affords the Negro many easily accessible and intensely satisfying substitute activities. They found with regard to looking at the Sunday funny paper:

It was the one activity most frequently engaged in by children during all of the seasons of the year, and Negro and white children alike manifested an inordinate interest in it.

This study reports (1) the extent to which certain groups of children took part in looking at the Sunday funny paper and (2) an attempt to account for the frequency of participation in this activity.

The explanation was that the action of the funny paper centers about certain characters in whom restraint and suppression are conspicuously absent.

The child looks at the Sunday "funnies" is enabled to identify himself with the most intrepid adventurer, or the most resolute law-defying criminal, or the capturer of such a criminal. On the other hand he may identify himself with the serial-motion-picture type of hero who wins out over apparently insuperable odds.

In the world of actuality the child is obliged to conform to certain conventions, to treat other persons with a reasonable amount of decorum, and to abide by the consequences of his acts when he defies natural law or human authority. In the "funnies" he may defy law and he may do so with impunity.

Attitudes.- Attitudes are responses which involve the experiences of pleasantness or unpleasantness to a larger or smaller degree. The role played by the emotions cannot be overlooked in a study of personality. The emotions are the foundation stones upon which are built our most important character traits. If desirable attitudes can be built, character and personality will be developed normally.

Hendrickson (24:10) makes the following comment:

The most fundamental aspect of attitudes is the feeling aspect. Practically all attitudes about which educators are likely to be concerned have an affective tone.

Just so soon as one seeks to measure other qualities of human nature than those of intelligence, he faces the problem of emotion and feeling. Here must the primary attack be made upon individual differences in personality.

Keys and Whitesides (29:429-441) made a study of emotional attitudes of the sixth, seventh, and eighth grades of two communities of the state of New York. The Wordworth-Cady questionnaire was used. Their conclusions were:

There is no tendency for nervous and emotional instability to go with superior intelligence and knowledge among children of junior high school age. On the contrary there is a well marked and reliable tendency for pupils characterized as conspicuously nervous and emotional to fall far below the emotionally stable in intelligence and school standing. In the grades six, seven, and eight here studied,

the nervous and emotional children averaged one year retarded in age - grade status, nearly two months lower in mental and educational age, and eighteen points lower in I.Q. than did their markedly stable classmates.

General Personality Adjustment.- The way in which an individual has formed the habit of reacting toward his environment, toward thwartings, and the like, for want of a better term is here called personality adjustment. With regard to general personality development Rogers (47:94) makes the following statement:

The most important elements in the process of his adjustment are revealed by a study of the child's attitude toward his surroundings, an attitude built up primarily out of previous experiences. We can learn whether he is attacking or withdrawing from his environment, whether he is finding a happy or an unhappy adjustment to it. The sore spots in his relationships can be discovered.

The Effect of Environment on Personality Development.-

In order to measure the influence of any character education program it is necessary to hold certain other factors constant. Among these none is more important than the social, ethical, and intellectual climate of the home.

In this regard Blanchard (2:15-16) has this to say:

Within these general limitations, the experience at home and school, the warping effect of social situations in general, may play a part in the selection of the particular vocation or occupation. One person of low average intelligence becomes a bricklayer and another a carpenter because of economic opportunities opening differently for the one than the other, or because of influence brought to bear upon their choice by family and friends. The highly intelligent group separates into lawyers, physicians, scientists, authors, and various other

learned professions, in part according to special native abilities, but also in part according to the environmental stimuli that are brought to bear upon them.

In its emotional aspects, the personality is far more pliable. To realize to how great a degree external forces operate in shaping personality, it is only necessary to recall the studies of the conditioned reflex by Pavlov, Krasnogorski, Mateer, and others, and investigations of the conditioned emotional response by Watson and subsequent workers, as well as the contributions of physiological psychology - with particular reference to the work of Cannon - and the mass of data accumulated by psychoanalysis concerning the origin and development of emotional reactions.

It remains to show in what way interests, attitudes, compensation, and general personality adjustment are connected with problem under consideration.

The Relation of the Characteristics to the Problem.-

Despite the fact that individual Negroes have made outstanding contributions to American life, one is led to feel that the great mass of Negroes live and work in a world built up largely for and by someone else. This fact of necessity implies that there are many thwartings that he must accept or overcome. Various types of individuals react differently to thwartings. Certain types of temperament deal with annoyances by avoidance, direct use of will, thinking about the cause and the nature of the feeling of annoyance, the use of wit and humor, and in many other ways. Some persons as a result of having the natural tendency to dominate thwarted develop inferiority feelings or other compensational mechanisms. In a few cases it is possible

that negative conditioning of some subtle nature may take place.

It seems possible that differences may exist in certain types of school as regards normal personality adjustment. It may be that certain types of temperament are better able to adjust themselves than other types under certain school conditions. If this is true every possible means of bringing the individual into an atmosphere harmonious and to his liking where he may achieve at least a modicum of success should be sought.

Some means of reconciling the individual's aspirations with the necessities of collective life is desirable. If children are developing undesirable personalities as a result of hostile school environments or home atmosphere something can be done about it. Everything possible to promote healthy and normal personality development should be the birthright of every child. This is especially true of the Negro child as he is being prepared for an atmosphere already colored by prejudice and heavy with unfounded beliefs as far as he is concerned.

Final Statement of the Problem

The present thesis is concerned with a limited phase of the study of child personality as it manifests itself in two

types of schools, segregated and mixed. The subjects are equated in age, mental age and school grade. The major problems are: (1) to measure vocational interests, leisure interests, play interests, social participation, emotional or neurotic tendencies, social distance, ascendancy-submission, overstatement, introversion-extroversion, and general personality adjustment of Negro pupils of Cincinnati, Ohio, in mixed and segregated schools, (2) to ascertain the differences, if any, that exist in these traits, and (3) to determine whether one or the other of these schools is better fostering growth in personality in so far as it can be determined by the available techniques. Closely connected with the major problems of the investigation are smaller problems of segregation, migration, racial attitudes, and personality adjustment.

Specifically, the problems of the joint investigations were undertaken to furnish two other links in the chain of evidence relating to voluntary segregation of Negro pupils, as a growing interest in this problem is evident in many localities at the present time. Justification then for the use of the cases previously so carefully equated appears obvious. For emphasis this may be stated as follows:

1. The use of the identical subjects guaranteed strict comparability of results and continuity of control conditions for the two investigations.

2. The unusual care and thoroughness with which the original pairs were determined, made it unlikely that this procedure could be duplicated without resources and time beyond those of the investigator, such a procedure constituting a problem in itself.

3. These cases represented the entire number of children satisfying the criteria set up for the original investigation at the grade level selected; for the present one the same individuals at a higher grade level, near the approach of adolescence were selected. In each case all the available subjects were used. Little, if any, purpose could be served by a duplication of previous procedure at the time of the personality testing.

4. It should be pointed out that Crowley's cases were drawn from a total population of 3500 children. The pairs she found were the only ones in the total group satisfying the criteria of this investigation. It seems probable that a duplication of Crowley's procedure would produce a significantly greater number of cases satisfying the criteria at the grade level of the present study.

Summary

In this chapter a review of the literature bearing on the investigation has been given. Very little is available that touches directly upon the question at issue, yet there is

much that throws light upon it. The writer took the position that there were at least four aspects of the problem worthy of consideration: segregation, migration, racial and social attitudes, and certain aspects of personality. Segregation appears to be more of an issue in those cities where large numbers of Negroes of varying degrees of culture have migrated. Racial and social attitudes toward the Negro in such places appear to be more hostile. Psychologists have pointed out the harmful effects of certain types of reactions with regard to a hostile environment. This investigation seeks to ascertain in so far as possible the presence or absence of such harmful conditioning upon two groups of children in mixed and segregated schools in Cincinnati, Ohio.

CHAPTER II

PROCEDURE

Introduction

It seems fitting to make a resume of the procedure of the companion study by Crowley (9:65-71), inasmuch as the same subjects have been used and a similar procedure has been followed in this investigation. The departure was that of measuring personality and character rather than school achievement. The latter part of this chapter deals with the procedure of the present study.

Resume of Procedure of the Companion Study

General Plan.- The investigation was carried on in Cincinnati during the school year of 1929-1930. It was a testing experiment in which the method of equated groups was used. Each subject from the segregated schools was matched in age, grade, and intelligence with a subject from the mixed schools. Educational tests were administered and a comparison was made between the achievements of the pupils in the two types of schools.

Community Setting for the Investigation.- Cincinnati offered ideal conditions under which to carry on an investigation of this kind. It has segregated schools taught by Negro teachers and attended by Negro pupils only, and it has mixed schools that are taught by white teachers, and are open to both Negroes and whites. It is likely that it offers as nearly equal opportunities to all school children as are found in any place. Teacher standards are uniform; the same officials supervise both types of schools; and attendance in the segregated or mixed school depends upon the voluntary choice of the Negro child and his family. Cincinnati birth records have been registered since 1874; the pupils of all schools are accustomed to the testing procedure; and the city itself, being located on the border, reflects both Northern and Southern influence.

Schools Chosen.- In accordance with the wish of the Superintendent of the city schools the study was limited to as few schools as possible. In the beginning two criteria were set up for the selection of schools. (a) Only downtown schools which would represent similar community levels were to be chosen. This later was changed to include the suburban segregated schools, when it was found that the downtown segregated schools could not produce enough subjects for a study. All of the segregated schools of the city then were represented by pupils. (b) The mixed schools were chosen from those which had a Negro attendance of more than

ten per cent and less than seventy per cent of their total attendance. Four of the five downtown mixed schools which met these criteria were chosen. No suburban mixed school enrolled enough Negroes to make it a suitable match for the suburban segregated school. In view of this limitation it was gratifying to find later that the home environmental conditions were similar among the pupils of the schools of presumably different community levels.

Grades in Which Subjects Were Found (1929-1930).- The subjects were chosen from the fourth, fifth, and sixth grades. The lower limit was set at Grade IV in order to allow three or more years for the particular type of school concerned to have registered its influence. The upper limit was set at Grade VI in order that the sampling of older subjects might be unaffected by the marked differentiation in curriculum which occurs above that grade.

Preliminary Selection of Subjects.- The school cumulative record cards of all fourth, fifth, and sixth grades were inspected for race of pupil, place of birth, and type of school in which he had enrolled in previous years. Those Negro pupils who had received all of their education in one type of school and whose place of birth was Cincinnati, according to the school records were listed. Their names and dates of birth were taken to the Bureau of Vital Statistics for verification. If

they were registered there they were retained for testing. Approximately three thousand five hundred cumulative cards were inspected and almost one-half of these were for Negroes who gave Cincinnati as their birthplace. Of these cases 193 were verified. Ninety-six of them were from segregated schools and ninety-seven from mixed schools.

Tests and Scales Used.- The pupils thus found in the schools were subjected to a thorough testing program which began in November with individual interviews and examinations and was followed in March by an eight day schedule of group tests.

The tests and scales used are listed below:

A. Psychological Tests

1. Individual Tests: Stanford Revision
of the Binet-Simon Scale
2. Group Tests: Dearborn Group Tests of
Intelligence, Series II, General
Examinations, C and D

B. Academic Tests

1. Individual Tests: Gray Oral Reading
Paragraphs Test
2. Group Tests:
 - a. New Stanford Achievement Test,
Advanced Examination, Form X
 - b. Morrison-McCall Spelling Scale

c. Freeman Handwriting Scale

C. Supplementary Rating Scales

1. Social Status Scale

2. Rating Scale of School Habits

Number of Available Subjects.- Due to absences, school transfers, and removals from the city, the number of children who had been given both the Stanford-Binet Intelligence Test and the Stanford Achievement Test was 165. They were almost equally divided between the segregated and the mixed schools. From them, 134 were selected for study. One hundred and ten of the pupils were equated upon the basis of the Binet findings, and one hundred and six on the basis of the Dearborn Test results. The former were called Binet subjects and the latter Dearborn subjects. There were eighty-two children who were included in both groups.

Equating Process.- The segregated and the mixed school groups were equated on the basis of their age, grade, and intelligence. The subjects were paired by holding constant the grade, age, mental age, and intelligence quotient of each pair. The fifty-five pairs composing the Stanford-Binet groups were matched exactly in grade, were within seven months of each other in chronological age and mental age, and were within seven points of each other in intelligence quotient on the basis of their Stanford-Binet test results. They were distributed by

grades as follows: sixty-six in the fourth grade, thirty in the fifth, and fourteen in the sixth. The mean of the differences between the chronological ages of the pairs was .5 month, the mean of the differences between their mental ages was .3 month, and the mean of the differences of their intelligence quotients was .02 points, showing that they were matched almost exactly with regard to these points. Both the Binet and Dearborn subjects were normally distributed in their grades according to age.

Mental Age-Grade Distribution of the Subjects.-

There was a fairly close agreement between chronological ages and mental ages obtained in the individual test, the average differences ranging from three to eight months in the three grades. In view of the fact that a normal mental age at the age-level of these subjects may vary as much as one year from the chronological age, it may be said that as a whole they fell in the normal group, mentally. Another indication of the normal distribution of their mental ages is seen in the range of their mental ages, of twenty months on either side of the mean of each grade group, and in the standard deviations of eight, eleven, and eight months respectively for the fourth, fifth, and sixth grade sections of the Stanford-Binet equated groups.

Intelligence Quotients of the Subjects.- It follows from the close agreement between the chronological ages of the

subjects and their mental ages in the Binet test, that their intelligence quotients also approximate those of American school children. Their range of intelligence quotients was from sixty-nine to 129, and their standard deviation was eleven points on either side of a mean of ninety-five.

Schools Used, 1931 - 1932

The present study was made during 1931-1932. Since the time of the first study (1928-1929), many children had migrated to other schools. Instead of the original nine schools, there were in 1931-1932 fifteen schools to be considered. Promotions, moving about, and other transfers had scattered the group. A few children had left the city or state. Two or three had become behavior problems and had been sent to special schools. Two boys from the mixed schools had been sent to the Boys' Special School. One was still in attendance and was given the tests; the other had been in attendance but had subsequently left leaving no clue as to his whereabouts. One girl from one of the segregated schools had been sent to a school for delinquent girls. She could not be located. But wherever it was possible to locate pupils even when there was only one child of a group in a school, the pupil was sought.

Finding the original pairs after a lapse of two years

proved a difficult feat. Often children had moved from a district leaving no trace. School records did not reveal where they were. Often, however, former classmates of the pupils were able to tell where these persons were. After following every clue, however slender, the examiner was able to locate forty-six of the children who had always attended segregated schools and thirty-three who had always attended mixed schools. Three children had crossed from segregated to mixed schools or vice versa and were accordingly without the pale of this study.

Among these seventy-nine pupils, thirty-two pairs of children were thus found to satisfy the several criteria set up for subjects of this investigation. Specifically, the children in each pair were almost identical in chronological age, this having been checked from the birth records in the Cincinnati Bureau of Vital Statistics, in mental age as determined by the best available individual intelligence test, the Stanford-Binet, in intelligence quotient, and in grade placement. They differed in only one significant respect from the standpoint of this investigation, namely, in the fact that one member of each pair had throughout his school career attended the segregated type of school, while the other subject had been trained exclusively in the mixed type of school.

These children were two years older than when studied by Crowley, and nearer the approach of adolescence with its

possible concomitants. They were further advanced in grade, and social forces had had an opportunity to play upon them for a longer period of time than was the case in the beginning. It appears then that this was a very appropriate time for investigation of personality growth. In basing the present study on the pairing of subjects worked out two years previously, the investigator assumed that factors previously held constant remained so. With little error the Intelligence Quotient remained constant. No evidence was found contrary to this assumption. The possible variable of grade placement is not an important factor since it was proved by Hartshorne and May (22: 125) that grade placement has little influence on personality.

The present composition of the group may be seen by reference to Table I.

TABLE I
AGE, GRADE, SEX, AND INTELLIGENCE QUOTIENTS
OF THE THIRTY-TWO PAIRS OF THE MIXED
AND THE SEGREGATED GROUPS

	Segregated	Mixed
Mean age	12 years	12 years
Mean grade	6	6
Number of boys	10	16
Number of girls	22	16
Total number	32	32
Mean I.Q.	95.2	94.5
Range of I.Q.'s	81-118	81-113
Number of I.Q.'s		
100 or above	10	11

The mean age at the time of testing was twelve years for both groups. The mean grade was grade six. There were more girls than boys found in the segregated group. The mean I.Q.'s of each group were still approximately equal, there being a difference of only .7. The range of I.Q.'s was eighty-one to 118 for the segregated and eighty-one to 113 for the mixed group. There were ten of the segregated and eleven of the mixed whose I.Q.'s were one hundred or above. The intelligence of the groups may be said to fall at average intelligence, a few pupils being above average and a few slightly below average.

Sex is disregarded in the results because of small numbers. Attention to sex would divide the thirty-two pairs into smaller divisions than are statistically reliable. Most

of the tests give combined norms in addition to giving separate ones for the sexes. Where this has not been done, the separate norms for the sexes have been added and the result divided by two to make the norms comparable to those of this investigation.

Testing Program

Introduction.- Preliminary arrangements were begun in December, 1931. Permission of the Superintendent of Schools in Cincinnati was secured in order that testing might be carried out in the public schools. There was then administered a group of carefully chosen testing instruments which gave the best promise of measuring attitudes, interests, and personality adjustments, considering the conditions under which it was necessary to work. To facilitate testing the experimenter made two general groupings of tests: one group to be administered one day and the other within the next two days. Too many tests were involved to make one day's testing sufficient. The element of pupil fatigue was considered as well as the fact that two of the tests were designed to be taken home, filled out, and then returned.

From two to two and one-half hours were required for one testing period, depending upon the speed with which the children replied to questions or wrote answers. The tests were not timed tests or group tests as such. Rather they were

individual tests which could be administered to a group, provided that the experimenter was careful to ascertain whether pupils understood questions or not. The testing room, therefore, resembled a supervised study room with the experimenter constantly on the watch for an uplifted pencil.

Two of the tests were selected from the Character Education Inquiry battery. One was an outgrowth of a study made at the Institute of Child Guidance, New York, and published also as a Columbia University doctorate study. Others were developed in a University of Cincinnati master's study, in a University of Michigan doctorate study, and in a University of Chicago doctorate. Observational data were also gathered.

More than one measure was used for most traits, the aim being to secure independent results which could be checked against each other. In each instance effort was made to get the best personality tests available for the particular trait to be measured. Those culled and approved by the Association Press of New York seemed to meet this criterion better than any others.

In all, eleven tests were finally decided upon. Some of the tests were very shrewdly designed to disguise their real purpose. Others sought information directly by asking specific questions.

Actual testing covered a period of three months, from February to the last of April, 1932. Considerable time was spent

in testing isolated cases of pupils who had transferred or been promoted, or who were absent on the regular testing days. Attendance (at least for the period of the testing) was better in the segregated than in the mixed schools. In the former there had been fewer drop-outs and there were fewer persons unaccounted for. Of the thirty-three found who were still enrolled in the mixed schools, two-thirds were located by school records, and one-third through the efforts of pupils who had been former classmates of the missing ones. In the segregated schools the authorities were able to furnish the desired information.

Material Used

A. Standard Tests Developed in Connection with the Character Education Inquiry:

- (1) Burdick Apperception Test, Scales A and B, and Manual, No. 20.
- (2) Attitudes SA Test, Form 1, and Manual No. 6.

B. Other Standard Tests:

- (3) Rogers: A Test of Personality Adjustment, and Manual of Directions.
- (4) Sweet: Personal Attitudes Test for Younger Boys, and Manual of Directions.
- (5) MacNitt: A Psychological Interview, Form A, and Directions for Administering.

- (6) Woodworth-Cady: Worth-Cady Questionnaire.
- (7) Lehman: Lehman's Play Quiz, and Manual of Directions.

C. Questionnaires:

- (8) Racial Attitudes Indicator, adapted from Bogardus by Zelig, and revised for the present investigation.
- (9) Early Interest Inventory (I), adapted from Fryer.
- (10) Early Interest Inventory (II), adapted from Fryer.
- (11) Vocational Interest, adapted from Terman.

Types of Measures Yielded by Each of the Tests

It was indicated in the first chapter that it was proposed to secure measures of:

- (1) Cultural and economic background
- (2) Vocational Interests
- (3) Leisure and Play Interests
- (4) Social Participation
- (5) Emotional and Neurotic Tendencies
- (6) Social Distance
- (7) Ascendancy-Submission or Superiority-Inferiority feeling

- (8) Overstatement
- (9) Introversion-Extroversion
- (10) Personality Adjustment

As has been already indicated, because of the subtle nature of personality itself, it was thought necessary to use several tests skillfully designed to make both an indirect and a direct attack upon the problem. A number of the tests selected yielded individual scores covering several of the items listed above. These were checked against each other as far as possible.

Table II and Table III indicate what each test purports to measure.

TABLE II
MEASURES YIELDED BY HOME BACKGROUNDS
TEST AND THE ATTITUDES TESTS

Burdick Apper-ception Test	Lehman's Play Quiz	Attitudes SA Test	Personal Attitudes Test	Racial Attitudes Indicator
Cultural and economic background	Play interests	Over-Statement	Self-criticism	Racial and social distance
Daydreaming	Social participation		Criticism of others	
Occupational preferences	Occupational preferences		Feeling of difference	
Family relations			Superiority	
			Inferiority	
			Social insight	
			Deviation from the group idea	
			of right	

TABLE III

MEASURES YIELDED BY THE EMOTIONALITY QUESTIONNAIRE,
INTERESTS, AND PERSONALITY TESTS

Woodworth-Cady Questionnaire	Psychological Interview	Test of Personality Adjustment	Early Interests Questionnaires I and II	Vocational Interest Blank
Emotional stability	Introversion and Extroversion	Personal Inferiority	Types of early likes and dislikes	Occupational preferences
Likes and dislikes		Social Inferiority		
Social relations		Family relations		
Daydreaming		Day-dreaming		
		Occupational preferences		

In addition to the specific measures for which the tests are designed, there are unscored items and individual sections that yield scores or throw illumination on certain traits.

The Nature of the Tests and Their Reliability

Since the personality tests which have been used in this study are comparatively new, a brief description will be

given of each one, together with a statement concerning its reliability. They are described more at length when the results are reported in succeeding chapters. The term, "test," has been used for convenience by the test-makers and in this thesis, interchangeably with other more acceptable terms for the description of instruments for measuring personality.

The Burdick Apperception Tests.- The Burdick Apperception Test, Scale A and B, was used by the Character Education Inquiry as one of the chief instruments to measure home backgrounds. It is considered by Hartshorne and May to be one of the best tests available for a measure of cultural background. The purpose of the test as described in one of the reports (65:1-18) is given as follows:

The purpose of this test is to measure the child's assimilation of his cultural background, particularly as this is represented in his home. Socio-economic factors are also included.

The Burdick test is in two scales, one of which is best used at home so that the home situation may be more completely represented. Since the pupil is encouraged to get help on this scale, it is not given out until after any other tests are given which are supposed to be done without assistance.

The total apperception score has a reliability of about .80. In the three major populations of the C.E.I. it correlates on the average with I.Q. .52 and with age .03.

The reliability as here given is based on two forms of the same test. This test reveals economic facts together with more subtle aspects of cultural status, such as range of information about books, etiquette, social practice, attitude of members of the

family toward each other. The scores on this test, of course, do not depend exclusively on the home, because a child is reached by many cultural influences outside of the home and a child's high score may be due to the influence of school, press, motion picture, churches, clubs and similar environmental influences.

The Attitudes SA Test.- This test seeks a measure of overstatement or the tendency to boast or embellish facts. A few examples of the questions are:

11. Are you always on time at school or other appointments?
12. Do you usually pick up broken glass on the street?
25. Did you ever pretend that you did not hear when someone was calling you?
32. Do you usually correct other children when you hear them using bad language?

A high score on this test indicates a high degree of overstatement. Hartshorne and May (21:102) found that children who gave yes answers to these questions and answered the others similarly tended to cheat more in classroom situations, in athletic contests, and with money than children who answered them in the reverse manner. Consequently these tests are considered good tests of lying.

The reliability of the two forms of the Attitudes SA Test is high. The SA lying tests have about the same degree of similarity as two forms of an intelligence test. (21:97)

According to the table shown in the division on statistics (21:97) the reliability is .836.

Lehman's Play Quiz.- Lehman's Play Quiz is an instrument that seeks primarily a measure of: (1) play activities actually engaged in by children, (2) the games and other play activities to which they have devoted the largest amount of time, (3) the occupations which the subjects intend to follow. Norms are available for persons from eight to twenty-two years of age. The original investigation for which this test was made sought the effect on play behavior of such variables as age, sex, race, season, intelligence and community. The authors consider as play those behavior manifestations which individuals exhibit "just because they want to."

The authors of the test report reliability as follows (63:23):

One thousand, one hundred and thirty-eight children retested after one year showed a self-correlation of the Versatility Score (number of activities participated in) of .68. One thousand, three hundred and three children tested in January and again in March showed the correlation between Versatility scores from these two testings to be .59.

Reliability of the number of social activities in which the individual participates, based on five hundred children retested after a year, was .61. Two other studies over two month intervals gave self-correlations of .59 and .57.

The reliabilities for the Index of Social Participation (i.e. percentage of activities not engaged in above) were .32 and .27.

The Personal Attitudes Test for Younger Boys.- According

to Sweet (64:1),

The Personal Attitudes Test is designed to measure seven traits - self-criticism, criticism of others, feeling of difference, superiority, inferiority, social insight, and deviation from the group idea of right.

The purpose of the test is:

1. To discover those boys who have behavior and emotional problems.
2. To throw light on other traits than those directly measured by this test, such as honesty in school, popularity, willingness to cooperate, etc.
3. To evaluate programs of religious and character education. (64:1)

The reliability of the test is reported as follows:

(64:1):

Self-criticism	.92
Criticism of others	.94
Feeling of Difference	.94
Superiority	.94
Inferiority	.94
Social insight	.87
Deviation from the Group	
Idea of Right	.86

The reliability of the test when applied to girls was found from the data of this investigation and is treated later in this chapter.

MacNitt, Psychological Interview.- The Psychological Interview by MacNitt is similar to other interview tests which seek a measure of introversion-extroversion. Few if any of these, however, have tried to measure young boys and girls for these tendencies. Each question in this instrument calls for a

choice among three answers. One choice indicates introversion, another ambiversion, another extroversion. The order of answers is arranged so that no two questions will follow any set pattern as regards the answers which indicate extroversion or ambiversion or introversion. This test was developed by the author at the University of Michigan. The questions represent thirty life situations, and ask what the subject would probably do in each. Norms on 1685 children make possible a percentile interpretation.

According to MacNitt (37:87),

Two methods of self-correlation were used to determine the reliability of the test; correlation of odd and even scores and the repetition of the test four weeks later. This also included two entirely different groups.

Reliability by the odd-even technique is .84; by the repetition technique, it is .87.

Woodworth-Cady Questionnaire.- Terman discusses the way in which the Woodworth-Cady Questionnaire came to be:

This test was devised by Woodworth in 1918 for use in identifying soldiers having psychotic tendencies. In arranging it the author sifted the leading manuals of psychiatry, made a list of the symptoms most generally agreed upon by competent authorities as being frequently associated with psychopathy, and embodied as many of these symptoms as possible in questions to be answered by yes or no.

In its original form the questionnaire, because of items it contained relating to sex, was not suitable for use with school children. It was later expurgated and revised by Ellen Matthews, who then gave it in the revised form to 1133 unselected school children and to 376 other children, and made detailed analysis of the responses to individual items and

revised the test. Cady made a number of additional changes based upon the extent to which individual items differentiated children rated by other criteria as superior or inferior in emotional stability.

Symonds (51:179) gives additional information:

In Cady's report he states that his revised questionnaire consists of fifty-nine questions. Terman prints a list purporting to be the questionnaire in his Genetic Studies of Genius, Volume I, containing eighty-five questions. Twelve of these are inserted for padding to lull the suspicions of the subject as to the purpose of the test. This revision, known as the Woodworth-Cady Questionnaire, is the best one to use for children in their early teens.

He states further (51:186):

In summary it can be said that the Woodworth Psychoneurotic Inventory and its later revisions have been found to indicate roughly the degree to which a person is making poor adjustments with irritating and difficult conditions of living. Various writers emphasize the fact that the inventory shows tendencies only and that persons with high scores should be subjected to a more thorough clinical examination.

The reliability and validity coefficients for the tests based upon 150 boys twelve to fourteen years were: Woodworth-Cady Questionnaire - reliability, .75, and validity, .58.

These correlations are lower than are yielded by the best intelligence tests with groups of equal heterogeneity but they are as high as the correlations given by many achievement tests in common use. They demonstrate rather conclusively the value of the test method in the study of character traits. (51:487)

As nearly as could be ascertained, the reliability of the Woodworth-Cady Questionnaire is based upon retests using the same form of the questionnaire.

Personality Adjustment Test.- The Personality Adjustment Test was developed by Rogers while on a fellowship at the Institute of Child Guidance, New York, and became his doctorate study at

Columbia University.

The questions attempt to cover in some degree most of the areas of child life in which maladjustment is apt to occur. Thus if a child gives nothing but average or 'normal' responses throughout the test, it is fairly safe to assume that he is not badly maladjusted. (61:1)

The norms are based upon a study of fifty-two 'problem' children, on whom the most exhaustive study has been made, and eighty-four normal children, from a New York City public school. (61:3)

The reliability of the test (i.e. the extent to which the test is consistent the extent to which it correlates with itself if given twice to the same group) was measured on a group of forty-three children in a private school. The test was administered twice, one month apart. The reliability of the several diagnostic scores ranged from a correlation of .65 to .72. The reliability of the total scores was $r = .719$ with a probable error of .046. For an intelligence test this would indicate a very low reliability. It compares favorably, however, with other tests of this sort. (61:3)

As for validity, the correlation between the scores on the test and the ratings made by the clinicians are as follows:

Personal inferiority	r	.39	
Family maladjustment	r	.38	
Social maladjustment	r	.43	
Daydreaming	r	.48	(61:3)

With regard to the validity the author (47:5-6) stated further:

There was, however, one important difference between this project and the usual psychological test. Most tests attempt to measure something fairly objective, but this venture into the field of measuring maladjustments was attempting to estimate items which are largely subjective, intangible. It seemed wise, therefore, to lay considerable stress on the validation of the test. This requirement meant working with a small number of children and having a sure knowledge of their actual maladjustments, rather than working with a large number on whose maladjustments no satisfactory criterion was available.

The standard tests are of such nature as to make it practically impossible for children to anticipate the responses which they think the tester might desire.

The Statistical Method

The companion study found the difference between academic achievement of two groups of children. The present problem was to find whether there was any difference between the personality development of the same equated groups. The method was (1) to administer under uniform conditions standardized materials used for testing personality, (2) to compute for each group and test measures of central tendency and variability (means and standard deviation), (3) to determine the reliability of the differences between the groups. This last step required the computation of correlation coefficients, since the members of the groups were paired.

Number of Cases.- The number of cases used in this study is sixty-four, comprising thirty-two pairs. If these numbers are considered in the light of the ordinary survey type of investigation they will appear small. However, the present problem is one which aims primarily to make an intensive study over a narrow field or with a few cases rather than covering a wide field dealing with more numerous cases. It should also be pointed out that investigations of personality have usually followed the intensive study of a few individuals, as is the case with numerous studies found in the Nature-Nurture Yearbook (72:222, 237), and the Journal of General Psychology (68:250, 383, 385).

The use of statistical measures of reliability in a study comparing groups numbering thirty-two cases in each is in accordance with the recommendations of such statistical authorities as Gregory (20:116), Garrett (18:142), Holzinger (67:19), Odell (70:596), and Camp (66:253). Major studies of a different nature have also been based upon a few cases such as Ruff's analysis of small high schools (71), and McDowell's study of stuttering (69).

It would have been comparatively easy to use large numbers but control of conditions can be far more adequately maintained when small groups are used.

The mean was used since it is considered the most stable of the measures of central tendency. In order to secure the highest reliability for the small number of cases the method of ungrouped scores was used.

The matter of the reliability of the measures used to indicate differences had also to be considered. Since we never deal with true measures and must be satisfied with a few measures of each trait, it becomes necessary then to find out how much the obtained measures differ from the true measures. This is statistically known as determining reliability. In order to test the reliability of the differences between the means, the long formula was used since there was some correlation between the scores of the groups. The

long formula is:

$$\sigma_{\text{difference}} = \sqrt{\sigma_{m_1}^2 - 2r\sigma_{m_1}\sigma_{m_2} + \sigma_{m_2}^2}$$

The σ_{m_1} is the standard deviation of the mean of the first group and σ_{m_2} is the standard deviation of the mean of the second group. The r is found by correlating the score made by each child in the first group with the score made by the other member of the same pair in the second group. (18:287)

One of the tests used, The Personal Attitudes Test for Younger Boys, devised by Sweet, was originally intended for boys only. No norms existed for girls. The examiner revised this test, gave it to forty-two girls, and tested it for reliability. This test for reliability was made by the methods suggested by both Garrett and Gregory-Renfrow, the method of chance halves. This was the method originally used by the author of the test to secure the coefficients reported for the test. (50:22-26)

Gregory (20:153) says:

We have noted that the reliability of a test is determined by the degree to which it measures that which it purports to measure. If we give the same test twice to a group of children, or two alternate forms of the test to the same group, and compute the correlation between them, we will have a measure of the reliability. This method is called the method of self-correlation and the r so found is called the reliability coefficient. If the reliability coefficient is 1, a thing which rarely if ever happens, the test is absolutely reliable, and is an accurate measure of the capacity which it measures. If there are large positive and negative differences between the scores made by individuals in the first and second giving of the same

test, or between the scores made on the alternate forms of the test, the test is inconsistent and unreliable.

Garrett (18:271) indicates a way of getting the coefficient of reliability from one application of a test. Since this was the condition under which the Personal Attitudes Test was given, this method was used to test the reliability.

He says:

If a test has no duplicate and cannot well be repeated, we may measure the reliability of half of the test and then by Spearman's formula find the reliability of the whole test. The procedure is as follows: First, we make up two independent sets of scores by combining, say, alternate exercises in the test. For example, one set of scores may be the performance on the odd exercises, e.g., 1, 3, 5, etc.; the other set the performance on the even exercises, e.g., 2, 4, 6, etc.; or some other plan may be used. These two sets of scores are now correlated to find the reliability coefficient of the half test. If the self-correlation of the half test so found is called r_h substituting $N = 2$ in Spearman's formula, we can calculate the reliability of the whole test by the formula,

$$r_x = \frac{2 r_h}{1 + r_h}$$

In using this formula we make the assumption that the halves of the test as we have made them up are approximately equivalent in difficulty and content.

In the above formula, r_x equals the reliability coefficient for the whole test; r_h equals the r for the half test.

All the scores made by the girls from both the segregated and the mixed schools were broken into chance halves on the odd-even scores. This was done for each of the seven measures which the test yielded. Table IV gives an analysis of the results.

TABLE IV
 COMPARATIVE RESULTS OF THE RELIABILITY OF THE
 PERSONAL ATTITUDES TEST WHEN APPLIED
 TO BOYS AND TO GIRLS

Measures	Coefficients of Reliability		
	Girls		Boys
	Half Test (Prosser)	Whole Test (Prosser)	Whole Test (Sweet)
1. Self-Criticism .....	.83 ± .03	.91	.92
2. Criticism of Others .	.71 ± .05	.83	.94
3. Feeling of Difference	.96 ± .01	.98	.94
4. Superiority .....	.93 ± .02	.96	.94
5. Inferiority .....	.96 ± .01	.98	.76
6. Social Insight .....	.69 ± .05	.82	.87
7. Deviation from Group Idea of Right .....	.78 ± .04	.88	.86

After the odd-even scores were correlated, the r so found was the coefficient of reliability for the half test. Spearman's prophecy formula, already referred to, was then applied to find the coefficient of reliability for the whole test. It was found that no appreciable difference obtained in the coefficients of reliability which the author gives for his boys and the investigator's r 's for the girls tested. In some instances the girls' r 's were slightly higher than the standard scores. Since

the correlations indicated high reliability for the girls tested and were similar to the coefficients of reliability for the author's standard scores, the investigator feels that the procedure of applying the test to girls was justifiable.

Summary

The first step in the present study was a survey of the companion study with reference to the conditions under which the first investigation was carried on, the process by which the subjects were selected and equated, and the age, grade and intelligence of the subjects.

The investigator then sought to find as many of the original pairs as possible in order to administer a battery of personality tests to them. Thirty-two such pairs were located and tested. Eleven of the best available tests of personality were carefully administered to these subjects. In general, these measure more than one aspect of personality apiece, and each aspect studied was investigated by more than one technique. The reliability of all differences was determined by the appropriate statistical procedure. The reliability of the various measures used was found to be reasonably high. For one test, the reliability was computed from the data of this investigation.

Detailed description and explanation of the separate tests and their results has^{be} been left for succeeding chapters, this chap-

ter giving mere orientation, inasmuch as the tests used were comparatively new.

CHAPTER III

TESTS OF SOCIAL BACKGROUNDS AND PLAY INTERESTS

Introduction

The preceding chapter dealt with the procedure followed in the administration of tests and the methods which were used in determining the differences or similarities of the two groups. Chapter III deals primarily with these differences as they apply to the distribution of the measures secured by the Burdick Apperception Test and Lehman's Play Quiz. Chapter III is divided into two sections. The first part has to do with the results of the Burdick test of home backgrounds. The second is concerned with data from Lehman's Play Quiz, showing the total extent of play activities, the amount of social participation in plays and games, and other related facts.

Results of Burdick Apperception Test

The Burdick Apperception Test, as has been said, seeks a measure of the child's assimilation of his cultural surroundings,

Many factors enter into such an attempt. Certain types of individuals fairly wrest culture from a bare and meager environment and others starve in the midst of plenty. It is the purpose of this first section to determine objectively what has been the child's cultural development, and what differences exist between the two groups in this regard.

The questions in this test deal with such matters as the following:

1. Concepts such as those of orchids, tapestry, and antiques.
2. The appropriate furniture for the living room and dining room.
3. Outstanding musicians, singers, playwrights, and the like.
4. Family relationships as they exist in homes of culture; what words come to mind as one thinks of sister, brother, mother, and father - kind, gentle, brutal, cranky, and so on.
5. Methods by which parents punish their children; the attitude of children toward such punishment.
6. Employment of servants, special help, and the like.
7. Good books, magazines, table manners, good taste.

Answers in these various fields are scored, and a score known as the total apperception score is found.

Table V presents the results of the Burdick Apperception

Test, total scores on Scales A and B, for the mixed and the segregated groups. These are given in terms of the range of each group, the mean, the standard deviation of the distribution, and the standard error of the standard deviation. For purposes of comparison, there are presented the Pearson product moment coefficient of correlation with its probable error, the difference between the two means, the standard error of this difference, the critical ratio, and the chances in a hundred that the difference is a true difference greater than zero. *

*

For group comparisons of this type throughout this thesis, corresponding data are uniformly presented.

TABLE V

COMPARATIVE RESULTS ON BURDICK APPERCEPTION TEST
TOTAL SCORES ON SCALES A AND B

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	88-190	143.5	4.63	26.20	3.27	32						
Mixed	73-217	136.5	5.52	31.30	3.91	32	.22	.11	7	6.30	1.11	86

The range of scores in the segregated group is from 88 to 190, a total of 113 points; that of the mixed group is from 73 to 217, a total of 145 points. The difference in the total spread of the two groups as measured by the range of scores is thirty-two points. The difference between the two sigmas (26.2 for the segregated and 31.3 for the mixed) shows that the mixed group tends to be somewhat more variable than the segregated group. A comparison of the two means, 143.5 for the segregated and 136.5 for the mixed, gives a difference of seven points in favor of the segregated. The sigma of the difference is 6.3, and the critical ratio is 1.11. This indicates that the chances are eighty-six in a hundred that the difference is a true difference greater than zero. *

In summary, it may be stated that the children of the segregated group come from homes averaging a little higher in economic and cultural level than those of the mixed school group, but that these differences are not highly reliable. The mixed group is slightly more variable than the segregated group in this respect.

A comparison of the obtained scores with the standard scores of an underprivileged group may be made by examining Table VI.

* Statisticians commonly regard a critical ratio of three or above as indicating practical certainty of a true difference greater than zero. A critical ratio of three indicates that there are 99.9 chances in one hundred of a true difference greater than zero. (18: 133-134)

TABLE VI
COMPARATIVE RESULTS ON OBTAINED SCORES AND SCORES
OF POPULATION Z FOR THE BURDICK
APPERCEPTION TEST

	Groups		
	Population Z Standard Scores	Segregated	Mixed
Grades	V - VIII	V - VIII	V - VIII
Mean	149.5	143.5	136.5
Standard Deviation	39.6	26.2	31.3
Number of boys ...		10	16
Number of girls ..		22	16
Total number		32	32
Mean age		12	12
Mean grade		6	6

The standard scores which are used here are taken from the table of scores for population Z of the Character Education Inquiry (65:19). In one of the Character Education Inquiry Testing programs three groups were given the Burdick Test. These groups were called population X, Y, and Z; X being a group of presumably high cultural level, Y being of average level, and Z being the underprivileged group. Since the groups of this investigation were treated without regard to sex, the standard scores are so treated and the combined scores for boys and girls in grades five to eight are used for comparison.

The mean of the standard scores, when combined for boys and girls, is 149.5. The standard deviation is 39.6. The mean of the obtained scores for the segregated is 143.5; that of the

mixed is 136.5. Each group falls below the standard for population Z, but the differences are small. The sample may then, be considered as not appreciably different from the underprivileged group studied in the Character Education Inquiry, especially when the larger standard deviation of the Z group is taken into consideration.

A question singled out for study concerned occupational choice. The question was: "What do you expect to be when you grow up?" Two of the segregated group answered, "I do not know." These were eliminated and of necessity their partners, leaving thirty pairs of children who thought they knew. The results are shown in Table VII.

TABLE VII
CLASSIFICATION OF OCCUPATIONS CHOSEN IN BURDICK
APPERCEPTION TEST, AND INTELLIGENCE LEVELS
OF THE CHILDREN MAKING CHOICES

	Segregated	Mixed
Total number of children	30	30
Range of I.Q.'s	81 - 118	81 - 113
Mean I. Q.	95.2	94.5
Number having I.Q.'s 100 or above	10	11
Number choosing:		
Unskilled occupations ..	2	6
Semi-skilled occupations	9	18
Skilled occupations	19	6

The mean I.Q.'s of each group indicate that each group is of average intelligence. It will be noted that eleven of the segregated as against twenty-four of the mixed group chose occupations of an unskilled or semi-skilled nature, while nineteen of the segregated group and six of the mixed group chose the skilled type of occupation.

Since the results show that the groups as a whole are of normal intelligence and that one-third of the members of each group score one hundred or above in I.Q.'s one is inclined to say that the segregated school probably instills higher ambitions in Negro children than does the mixed school. Whether these ambitions are consonant with the potentialities and opportunities of the children is a matter of conjecture.

The unskilled occupations as the term is here used referred to such occupations as street laborer, deliverymen, and the like; semi-skilled; boxer, barber, or nurse; while skilled is used to mean such as librarian, social worker, chemist or doctor.

Another part of the Burdick Test that seemed worth considering separately was that having to do with family relationships. Scale A, Section 7, was a controlled association test of family relationships, asking what words come to mind as one thinks of mother, father, sister, or brother. The highest possible score was plus eight, the lowest minus eight. The

mixed group had twenty perfect scores, while the segregated had seventeen perfect scores. The facts just mentioned indicate that as far as family relationships are measured by such a test, the two groups are not markedly different.

However, when one considers another section of the Burdick Test, Section IX, Scale A, having to do with types of punishments and home cultural level one finds rather conflicting statements. The only types of punishments that children of either group could think of were whippings, beatings, and the like. This fact tended to lower the total apperception score - in fact it is the one item that operated unduly to draw the scores downward. With a possible range from plus fifty to minus fifty, some children scored as low as minus twenty-eight. The comparison of scores on this question is shown in Table VIII.

TABLE VIII

COMPARATIVE RESULTS OF THE RANGE AND MEAN OF SCORES OF THE GROUPS ON SECTION IX OF THE BURDICK APPERCEPTION TEST, SCALE A

	Segregated	Mixed
Total number of children	32	32
Favorable replies	2	8
Mean	-5.40	-6.53
Highest score obtained .	2	21
Lowest score obtained ..	-26	-28
Highest possible score .	+50	+50
Lowest possible score ..	-50	-50

If the implications of this question are valid, there is little respect for child personality being shown by parents of either group. The results of this question are not treated for the sigma of the difference as this question is merely a part of the total apperception score and has been dealt with in this connection. However, the obtained difference is small, therefore, it would be reasonable to expect that the sigma of the difference will be somewhat small. A rough estimation of the spread is shown by the range from plus two to minus twenty-six for the segregated, and from plus twenty-one to minus twenty-eight for the mixed. The favorable replies, i.e., plus scores, are two for the segregated and eight for the mixed group. In other words almost none of the segregated knew acceptable modes of punishment, and very few of the mixed group knew. When the groups as a whole are considered each averages below zero, a fact which means that neither group gave favorable replies to this question. Evidently the parents of these children are not giving them a desirable type of disciplinary training.

The results from the Burdick test are chiefly interesting as affording evidence that the groups compared do not differ materially in the cultural level of their homes. It would hardly be expected that school training would affect scores on this test to any marked degree. The facts reported suggest that the schools studied, whether mixed or segregated, have a Negro clientele of

an average cultural and economic level not higher than that of a distinctly underprivileged white population, and on the whole somewhat more homogeneous in this regard, as the standard deviations are smaller for the groups of this study.

Results of Lehman's Play Quiz

The way in which Lehman's Play Quiz came to be and its purposes have already been described in Chapter II. The test is divided into five sections, A, B, C, D, and E. Section A presents a list of two hundred activities in which children might engage. The question is asked: "What things have you been doing the past week just because you wanted to?" Part B has a space for ten other activities which may have been omitted from the printed list. Part C has to do with counting the number of activities and indicating those involving social participation. The request is made of each pupil in this manner: "Now print the letter "A" in front of each thing that you did alone Count the number of A's and write them in the blank space." To reduce the amount of inaccuracy, the investigator had the group omit the counting. This was later done by the investigator. In part D the pupil is requested to write in the space provided the figure which is opposite the name of each of the three things that he liked best. The answers to further questions indicate the activity which was most common, the one

best liked, and the one taking up most of the child's time. Part E has one blank on which is to be written the name of the occupation which the child thinks he would like to follow. The various answers yield a total score, and also a social participation score which is stated in terms of per cent.

To find the major interests of a group, the test items may be directly tabulated to determine the activities occurring most frequently. Answers to part D will assist in interpreting the types of games liked best and on which most time was spent.

Standards exist for the average number of different play activities engaged in at all seasons for various ages. The number of activities in which one engages yields a score called the versatility score. If the number for an individual or group falls between the two listed in the table of standard scores, the activity may be regarded as normal, or within the limits of the middle fifty per cent of the population. (63:6)

The author reports:

The correlation between the number of activities and intelligence was .17, or with chronological age constant, was .04. Less versatile children are reported by Witty as rated low in originality by their teachers.

Normality is better measured by the kinds of activities which interest an individual than by the number in which he participates. (63:6)

In order to get the index of social participation, we note all activities not marked 'A', that is, not played alone. These constitute the social activities. The number of such social activities is decided by the total number of activities

in which the individual participated. This gives the index of social participation.

Pupils with larger numbers of social activities are usually judged by teachers to be superior in personal attractiveness but low in industry, leadership, cooperation, perseverance, dependability and ambition. Students with small numbers of social activities (more done alone, perhaps) rated high in industry, leadership, originality, dependability and ambition. (63:22)

The index of social participation is very low among the gifted children, averaging about thirty-two per cent. The total number of activities engaged in is normal. (63:23)

It is the purpose of this section to answer the following questions relative to social participation, normality of choices, and versatility.

1. What is the degree of the social participation of each group?
2. Which group is more versatile in its play?
3. What are the play activities most common, most enjoyed, and to which most time is given in each group?
4. Which group chose more types of activities such as those ordinarily chosen by the gifted?
5. What kinds of occupations are chosen by the groups?

Table IX presents the types of activities which the gifted are likely or unlikely to engage in.

TABLE IX

TYPES OF ACTIVITIES WHICH GIFTED BOYS ARE
 LIKELY OR UNLIKELY TO ENGAGE IN -
 DATE FROM LEHMAN'S PLAY QUIZ

I Likely to Engage In	II Less Likely to Engage In
1. Reading jokes or funny sayings	1. Chewing gum
2. Going to entertainments, concerts, etc.	2. Using hammer, saw, nails, etc., for fun
3. Reading or looking at magazines	3. Running races
4. Doing stunts in the gymnasium	4. Jumping for height
5. Looking at the daily comic strip	5. Boxing
6. Watching athletic sports	6. Hide and seek
	7. Baseball with a hard ball

The author states that highly intelligent boys are more apt to participate in such activities as those of the first column of Table IX and less likely to engage in those activities listed in Column II. It is of course exceedingly difficult to set up a criterion of intelligent choice as so many factors enter into a child's choice of play. However, one would not expect a normal twelve year old boy to report "chewing gum" or a similar activity as the one that he had most enjoyed during the week, especially when one considers the latitude of choice given in an impressive list of two hundred plays and games. It was thought, therefore, that choice of games that required thought as well as those affording fun would indicate

normality of the play life. This is suggested by the author as one criterion of normal play life (63:6). If such a criterion can be set up, it will serve as one basis of determining whether either group is stressing play unduly.

The two groups chose a large number of activities. The fact that both boys and girls are treated in the same score without regard to sex makes difficult any drawing of conclusions save that there appeared not to be any tendency on the part of either group to choose activities that set them off as being queer.

All things being equal one would expect fewer play activities to be engaged in by twelve year olds than by younger children. A comparison of the versatility results of the two groups on Lehman's Play Quiz may be made by reference to Table X.

A comparison of the mean versatility scores of the two groups shows a larger total score for the mixed group. The mean of the mixed group is seven points above what is considered a normal score for twelve year old boys (from twenty-two to forty-three), and nine points above a normal score for girls (from twenty-one to forty-one). The mean of the segregated group falls within the normal play limit for twelve year olds. Since the difference between the means is quite reliable, one is inclined to suggest the possibility that the mixed group is using play as a sort of compensatory mechanism for other unsatisfied desires.

Table XI contains the comparative data as to the social

TABLE X

COMPARATIVE RESULTS ON VERSATILITY SCORES - LEHMAN'S PLAY QUIZ
AND STANDARD VERSATILITY SCORES

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	Mean Age	r	P.E.r	Difference	σ Difference	Critical Ratio	Chances in a hundred	Boys' Norms*	Girls' Norms*
Segregated	12-118	34.00	3.62	20.50	2.56	32	12	.	.						
Mixed	16-127	50.10	5.13	29.00	3.62	32	12	.10	.11	16	6.16	2.59	99	21-43	21-41

* Range of Versatility Scores twelve year old boys and girls, Table of Standard Scores (63:6).

TABLE XI

COMPARATIVE RESULTS ON SOCIAL PARTICIPATION SCORES AND STANDARD SOCIAL PARTICIPATION SCORES - LEHMAN'S PLAY QUIZ

Groups	Range (Per cent)	Mean	σ Mean	σ (dis.)	σ	Mean Age	Number of Children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred	*Norms-Social Participation
Segregated	50-95	79	1.56	8.90	1.11	12	32							
Mixed	30-96	69	2.65	15.00	1.87	12	32	.06	.11	10	3.33	3.0	99.9	56

* Norms for twelve year olds - Social Participation (63:22).

participation scores of the groups studied. It also indicates the standard social participation scores for twelve year olds, and the mean age of each of the groups.

In social participation there is a difference between the means of the two groups, favoring the segregated group. The difference is large and highly reliable, the chances being 99.9 in a hundred that the obtained difference is a true difference.

Each group exceeds the norm of social participation for twelve year olds. The pupils of the mixed group do not take part in so many activities as do those of the segregated group.

The activities which are most common, most enjoyed, and to which most time is given in both the segregated and mixed groups are shown in Table XII.

The wide diversity of choice of activities makes any general statement little more than conjecture. Boys and girls chose activities not radically different. The composition of the groups accounts in part for the fact that the preferred activities of the segregated group appear to be more largely girl activities while those of the mixed group appear to be more largely boy activities. There are more girls than boys in the segregated group and as many boys as girls in the mixed group.

The play activities of the two groups fall somewhat

TABLE XII
 COMPARATIVE RESULTS ON ACTIVITIES MOST POPULAR,
 MOST ENJOYED, REQUIRING MOST TIME -
 LEHMAN'S PLAY QUIZ

Groups	Most Popular*	Most Enjoyed*	Most Time*
Segre- gated	1. Listening to the radio 2. Looking at the funny paper 3. Card games, e.g. authors, bridge, etc. 4. Going to Sunday School 5. Helping some- body with his work	1. Going to Sunday School 2. Baseball 3. Just hiking or strolling 4. Card playing 5. Hide-and-seeK	1. Telling fortunes or having fortunes told 2. Chewing gum 3. Hiking or strolling 4. Looking at funny papers 5. Baseball
-----	-----	-----	-----
Mixed	1. Ball with indoor ball 2. Basketball 3. Baseball 4. Going to movies 5. Playing cow- boy	1. Playing cow- boy 2. Baseball 3. Going to movies 4. Ball with indoor ball 5. Basketball	1. Reading books 2. Baseball 3. Going to movies 4. Basketball 5. Doing gymnasium

* Lists and rankings depend on chance.

short of the activities likely or unlikely to be chosen by the gifted as shown in Table IX, yet these activities are quite similar to those engaged in by average boys and girls of twelve years of age, as reported by the authors (63:12).

One unscored item of Lehman's Play Quiz, Part E was: "Now state the occupation that you intend to follow." The results secured on this item are shown in Table XIII.

TABLE XIII
COMPARATIVE RESULTS OF THE QUESTIONS ON
OCCUPATIONS - LEHMAN'S PLAY QUIZ

	Segregated	Mixed
Total number of children ...	32	32
Range of I.Q.'s	81-118	81-113
I.Q.'s 100 or above	10	11
Mean I.Q.'s	95.2	94.5
Number of children choosing:		
Unskilled occupations	7	6
Semi-skilled occupations ...	6	21
Skilled occupations	19	5

It is seen that thirteen of the segregated group as against twenty-seven of the mixed group chose occupations of the unskilled or semi-skilled nature while nineteen of the segregated as against five of the mixed chose occupations of a skilled nature. Reference has already been made to the sense in which these terms are being used.

Summary

The results of the Burdick Apperception Test and Lehman's Play Quiz may be summarized as follows:

1. The segregated group shows a slight superiority over the mixed group in total apperception score, the difference being small and unreliable.
2. There is probably little respect for child personality being shown by parents of either group, in terms of methods of discipline familiar to the children.
3. The groups compared do not differ materially in the cultural level of their homes.
4. Both groups are of average cultural and economic level not higher than a distinctly underprivileged white population and on the whole more homogeneous in this regard.
5. The mixed group is more versatile in play activities than the segregated group and is lower in social participation, the differences being highly reliable.
6. The mixed group is more inclined to choose occupations of an unskilled or semi-skilled type rather than of a skilled type, very likely as a result of the type of guidance found in the school. The reverse is true of the segregated group.
7. The play activities most common, most enjoyed, and to which most time is given, do not differ materially for either group.

8. Both groups made normal choices in selecting activities rather than abnormal ones.

CHAPTER IV

RESULTS OF THE TESTS OF ATTITUDES

Introduction

Chapter III dealt with the results of the tests of social backgrounds and play interests. The differences which existed between the segregated and the mixed groups were found and tested for reliability. Chapter IV deals with the differences which obtain between these groups when measured by the Attitudes SA Test, the Personal Attitudes Test for Younger Boys, and the Racial Attitudes Indicator. The results of the tests together with the reliability of these results are treated in three sections, one for each test.

Results of the Attitudes SA Test

The attitudes SA Test is a test of overstatement. Such a measure has been included in this investigation because of its kinship with the inferiority complex and certain fear manifestations. It is commonly known that a desire for approval often leads individuals to overstate. The total Attitudes SA

raw score represents the tendency of the pupil to sacrifice truth to desire for approval or some other interest.

All raw scores are translated into Xi scores. The Xi score is a measure which represents the amount an individual under conditions permitting dishonesty deviates from what might be expected of him when dishonesty is impossible. This score was derived in this way: One hundred fifty mature graduate students were asked to cooperate in getting a score on the test items which would represent an honest score. This it was explained could be done by the students answering all questions honestly in the light of their childhood experiences. All papers were anonymous, and the full purport of the experiment was explained. The distribution of the scores of the mature students was used as the honest standard and from these statistical constants were estimated. The mean of this group of graduate students when tested on Form I of the Attitudes SA Test fell at eleven with a standard deviation of 4.25. In order to give reliable limits, the test maker used three sigmas above the mean as the limit for honest scores. A score three sigmas above the mean of eleven fell at twenty-four. Twenty-four or more was then considered a cheating score. In order to arrive at an Xi score all scores were subtracted from eleven the "honest" mean and divided by 4.25 the standard deviation of the "honest" mean. The result shows the amount of deviation of any obtained score from the standard honest

score.

Hence, it may be said that the Xi score is one which represents the amount an individual under conditions permitting dishonesty deviates from what might be expected of him when dishonesty is impossible.

Concerning such a measure as overstatement, Hartshorne and May (21:102-103) state,

There are, no doubt, many children who could answer some of these questions truthfully as scored in the approved way. But the child who could answer thirty-six truthfully would be a pious fraud. The test is scored in such a way as to give one point credit for each question answered in the approved way.

The question is, How big a score should any pupil have before he is accredited with having lied?

The authors (60:2) indicate that,

The probabilities are at least 999.9 in one thousand that child who scores twenty-four or more on Form I and twenty-eight or more on Form II is making untruthful statements about himself.

The results for the segregated and the mixed groups are shown in Table XIV.

TABLE XIV

COMPARATIVE RESULTS ON THE ATTITUDES SA TEST - RAW SCORES

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	10-30	20.90	.98	5.49	.68	32						
Mixed	11-30	21.10	.86	4.80	.60	32	.21	.11	.20	1.43	.14	55

The difference between the groups as to overstatement is negligible in amount, and extremely unreliable statistically, There are only fifty-five chances in one hundred that it is in the true direction.

Significant raw scores and their corresponding Xi scores are shown in Table XV. The zero score or "honest mean score is represented by eleven, the cheating score is twenty-four, and the highest possible score is thirty-six. Over against these are the obtained scores of the group. These fell at 20.9 and 21.1 for the segregated and the mixed groups respectively. Neither group as a whole, then could be considered as decidedly untruthful. Two individuals from each group, however, reached a score of thirty.

TABLE XV

COMPARATIVE RESULTS ON THE NORMS AND THE OBTAINED SCORES -
ATTITUDES SA TEST

	Obtained Scores		Norms		
	Segregated	Mixed	C.E.I. Group		
Raw Scores	20.9	21.1	11	24	36
Corresponding Xi Score	- 2.12	- 2.36	0	-3.06	-5.88
Number of children	32	32			

The favorable scores for the test extend from plus one to plus eleven which has a rank of zero for untruthfulness. The

minus scores, that is those above eleven, indicate the amount of untruthfulness. All scores above twenty-four are considered high or decidedly untruthful. The highest degree of untruthfulness is represented by the raw score of thirty-six which has an Xi score of minus 5.88.

Regarding overstatement it may be said that there is no reliable difference between the two groups.

Results of the Personal Attitudes Test for Younger Boys

Since the Personal Attitudes Test was originally intended for boys only and the investigator planned to use it for both boys and girls, it was tested for reliability by the investigator and found to be as reliable for girls as for boys. The questions and the interpretations seemed as applicable to girls as to boys when a few minor substitutions of girl for boy and woman for man were made as the case might be. It was necessary to modify the directions slightly. Before giving the test the investigator explained, "These tests were made out for boys, but girls may take them also. I have struck out certain words so that the questions will read girls instead of boys. Read the questions and answer them according to the changes that I have made." The directions were then read by the examiner while the children followed silently. The detailed statistical procedure

used to test the reliability has already been described in Chapter II.

The Personal Attitudes Test for Younger Boys seeks a measure of seven attitudes as they appear in the younger adolescent boy twelve to fourteen years of age.

According to Sweet (64:7),

These seven attitudes are called, "Self-criticism," "Criticism of the Average Boy," "Feeling of Difference from the Average Boy," "Feeling of Superiority," "Feeling of Inferiority," "Deviation from Accepted Idea of Right," and "Social Insight."

As the test contains only fifty items, nothing can be asserted with complete assurance except the reaction which the boy shows to these fifty items. Nevertheless the results seem to indicate that the totals obtained from summing these fifty items in various ways give a fair picture of general attitudes. This would seem to be more sensible than to hold that the reactions on the test constitute a separate compartment entirely dissociated from the remainder of the boy's life.

The test consists of fifty-two items, only the last fifty of which are used in the scoring. Running alongside these are three columns. The first (Column I) is headed "How I Feel," the second (Column II) "How Most Boys Feel," and the third (Column III) "How I Think I Ought to Feel." In each column and after every item are found five phrases in the order here given: "Dislike," "Rather Not," "Don't Care," "Like Some," "Like a Lot."

The child is asked to encircle the phrase in each column which best expresses his feeling or opinion on the question

stated. He is told to do this for every item. The scores were obtained in the following manner.

Self-Criticism.- In order to get the self-criticism score it is necessary to count the number of times there is a difference between a boy's or girl's reply to an item in column I (How I Feel), and his reply to the same item in column III (How I Ought to Feel).

Criticism of the Average Boy.- A count is made of the total number of times there is a difference between the boy's or girl's reply to an item in column II (How Most Boys Feel) and his reply to the same item in column III (How I Think I Ought to Feel). The result is the criticism of the average boy or girl.

Feeling of Difference.- Feeling of difference is found by counting the number of times the boy or girl marks a question differently in column I (How I Feel) than he does in column II (How Most Boys Feel).

Superiority and Inferiority.- Using the reply in column III (How I Ought to Feel) as a reference point or ideal, one notes whether the reply in column I (How I Feel) is nearer the ideal than the reply in column II (How Most Boys Feel). If the reply is nearer the ideal, a score of one in superiority is given. If the reply, "How most boys feel" is nearer the reference point, one score is given for inferiority.

Deviation From the Group Idea of Right.- The score is found by means of a stencil placed over column III (How I Think I Ought to Feel). A score of one is given each time a marking is visible around the edges of the stencil. The sum gives the boys' score for deviation from the group idea of right. This stencil is based on norms of over nine hundred boys of age twelve to fourteen. The higher the score the more the boy's or girl's idea of right differs from the group with whom he is being compared. The lower the score the more nearly is the common ideal approached.

Social Insight.- This score also is found by means of a stencil which is placed over column II (How Most Boys Feel). A score of one is given for each time a reply is visible outside the stencil. This method used the hypothetical "average boy" as a norm. As a high score would indicate a low degree of social insight all scores are subtracted from the number fifty-one in order to make a high score indicate a high degree of social insight. Boys or girls with high scores know how boys or girls in general say they feel.

Results of Measure of Self-Criticism.- The results for the two groups when measured for self-criticism are shown in Table XVI.

TABLE XVI
 COMPARATIVE RESULTS ON PERSONAL ATTITUDES TEST -
 SELF-CRITICISM

Groups	Range	Mean	σ Mean	σ (dis.)	σ \bar{x}	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	2-42	14.4	1.71	9.68	1.21	32						
Mixed	0-50	12.4	1.60	10.04	1.25	32	-.02	.12	2.0	2.31	.86	80

The difference between the groups as to this trait is small and unreliable statistically. There are only eighty chances in a hundred that the difference is a true difference greater than zero. The results indicate that as regards self-criticism or taking responsibility for mistakes, the two groups do not differ reliably. The difference found indicates that children in the segregated group are slightly more critical of their own attitudes than are the children in the mixed group.

Results of Measure of Criticism of Others.- The comparative group results on criticism of others are shown in Table XVII. The higher the score the more the subject says that the attitudes of most boys and girls are not what they should be, that is, the higher the score the higher the criticism of the average boy or girl; the lower the score the less the criticism.

The results show significant difference between the two groups. The chances are ninety-eight in a hundred that the difference is a true difference. Generalizing then, it may be said that the mixed group is more critical of others. Read in connection with the self-criticism score this would indicate that the mixed group shows a greater tendency to blame others, and less willingness to accept blame for themselves.

TABLE XVII

COMPARATIVE RESULTS ON PERSONAL ATTITUDES
TEST - CRITICISM OF OTHERS

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E.r	Difference	σ Difference	Critical Ratio	Changes in a hundred
Segregated	3-47	21.6	2.33	13.20	1.65	32						
Mixed	0-49	28.5	2.46	13.92	1.74	32	.01	.11	6.9	3.37	2.04	98

Results of Measures of Feeling of Difference.- The results for the two groups when measured on feeling of difference are shown in Table XVIII. The higher the score the more does the subject say that his attitudes differ from those of most boys or girls; the lower the score the nearer does he hold his attitudes to be the attitudes of the majority of boys or girls.

The difference between the groups is probably significant. The chances are ninety-four in a hundred that the difference is a true difference. The mixed group shows a greater feeling of difference from the average than does the segregated group. A higher feeling of difference may be interpreted as pointing to those individuals or groups that have a greater feeling of insecurity and of unlikeness to others.

Superiority.- The scores for each group when measured for superiority are shown in Table XIX. The higher the score the more the individual indicates his feeling of superiority to others.

The difference between the groups appears significant. The chances are ninety-eight in a hundred that the difference is a true difference. In other words, the feeling of superiority is more general in the mixed group than in the segregated group. This means that the mixed group feel themselves more capable of achievement. This finding is also borne out by the low self-

TABLE XVIII

COMPARATIVE RESULTS ON PERSONAL ATTITUDES
TEST - FEELING OF DIFFERENCE

Groups	Range	Mean	σ Mean	D (dis.)	σD	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	1-47	21.90	2.53	14.32	1.79	32						
Mixed	1-50	28.60	3.05	17.24	2.15	32	.24	.05	6.70	3.46	1.65	94

TABLE XIX
 COMPARATIVE RESULTS ON PERSONAL ATTITUDES
 TEST - SUPERIORITY

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	1-44	15.8	2.2	12.44	1.55	32						
Mixed	0-49	22.0	2.6	14.76	1.84	32	.26	.03	6.2	2.93	2.11	98

criticism score already described. Yet this group has little opportunity to exercise such feeling in the school situation. If one considers the small amount of social participation of the mixed group, one would find doubtless serious personality thwartings in this regard.

Results of Measures of Inferiority.- The next comparison is that of the measure of inferiority. The results are shown in Table XX. The higher the score the greater the amount of inferiority shown.

The difference between the groups is not significant. The chances are only fifty-four in a hundred that the difference is a true difference. With regard to inferiority then, it may be said that the difference is insignificant and unreliable.

Results of Measures of Social Insight.- Table XXI shows the results of measurement of social insight. Higher scores indicate that those obtaining them know how boys or girls in general will say they feel while lower scores indicate a lack of such insight.

The difference between the groups is small and probably not significant. The chances are ninety in a hundred that the difference is a true difference. The difference between the groups on social insight is insignificant and unreliable but favors slightly the mixed group. That is to say, this group knows more nearly how boys in general say they feel about things.

TABLE XX
 COMPARATIVE RESULTS ON PERSONAL ATTITUDES
 TEST - INFERIORITY

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	0-26	5.5	1.40	7.92	.99	32						
Mixed	0-42	5.7	1.46	8.28	1.03	32	.16	.11	0.2	1.85	.108	54

TABLE XXI
 COMPARATIVE RESULTS ON PERSONAL ATTITUDES
 TEST - SOCIAL INSIGHT

Groups	Range	Mean	σ Mean	σ (dis.)	σ_r	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	10-40	21.2	1.32	8.48	1.06	32	-.18	.08	2.8	2.15	1.30	90
Mixed	8-48	24.0	1.96	11.12	1.39	32						

Deviation from Group Idea of Right.- The results on this trait are shown in Table XXII. Those with high scores are ones whose notion of how one ought to feel differs most from the opinion of the group with whom they are being compared.

The difference between the groups when measured for deviation from the group idea of right are insignificant statistically. The chances are only fifty-four in a hundred that the difference is a true difference.

The results of the measurement of the seven attitudes of the Personal Attitudes Test have been given. Some of the scores are best interpreted in comparison both with the norms and with some other attitude of the test. Table XXIII shows the norms and the standard deviations of the distributions together with the corresponding data for the mixed and segregated groups. The norms for twelve year olds were used because this represents the mean age of the groups under consideration.

It may be seen that on self-criticism each is below the mean on self-criticism but the difference favors the segregated group. On criticism of others each is below the mean. The difference favors the segregated group. On feeling of difference the difference is more marked for the mixed than the segregated. The results favor the segregated group. On superiority the difference favors the mixed group. On inferiority there is no reliable difference between the groups. On deviation from the

TABLE XXII

COMPARATIVE RESULTS ON PERSONAL ATTITUDES
TEST - DEVIATION FROM GROUP IDEA OF RIGHT

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	13-43	33.5	1.35	7.64	.95	32						
Mixed	11-45	33.7	1.22	7.00	.87	32	-.07	.11	0.2	1.75	.11	54

TABLE XXIII

COMPARATIVE RESULTS ON OBTAINED MEAN SCORES AND THE
STANDARD DEVIATION OF THE DISTRIBUTIONS, WITH
THE NORMS OF TWELVE YEAR OLD BOYS*-
PERSONAL ATTITUDES TEST

Averages for Twelve Year Olds	Norms - Boys' Scores		Obtained Scores - Boys and Girls			
			Segregated		Mixed	
	Mean	S.D.	Mean	S. D.	Mean	S. D.
Self-Criticism	18.4	10.44	14.4	9.68	12.4	10.04
Criticism of Others	30.7	11.88	21.6	13.2	28.5	13.92
Feeling of Differ- ence	24.0	13.53	21.9	14.32	28.6	17.24
Superiority	19.9	12.94	15.8	12.44	22.0	14.76
Inferiority	4.3	4.6	5.5	7.92	5.7	8.28
Deviation from Group Idea of Right	10.4	6.17	33.5	7.64	33.7	7.00
Social Insight	24.9	10.21	21.2	8.48	24.0	11.12

* The test is equally reliable for boys and girls.

group idea of right each group exceeds the mean but the difference between the groups is insignificant statistically. On social insight the difference favors the mixed group. The segregated is below the mean of the norms.

Provided that the tests are valid, the scores on self-criticism indicate that the mixed group is making poor adjustments, has a tendency to criticize others and an unwillingness to accept

blame. A boy is more apt to be cooperative and willing to help others if he has a low criticism of others score than if he has a moderately high score, according to the authors. (64:10)

Feeling of Difference is a sort of composite score of superiority and inferiority. The three may be read together. Glancing again at the criticism of others score one finds that the mixed group has a high criticism of others score, also a large feeling of difference score, indicating that they feel their attitudes are not those of other persons whom they know. The high superiority score and by comparison low inferiority score indicate that their feelings are not necessarily critical of themselves. It is possible that the forces of the environment instead of creating a feeling of inferiority have by over-emphasis created the opposite feeling for both groups. Compensation has entered to give a decided superiority feeling for both groups, when these children are participating in the larger environment. The picture is different when one compares these feelings in the school situation as may be seen in the results of Chapter V.

Finally, it may be stated with a reasonable degree of accuracy that the segregated group appears to be making the better group adjustment, that it is less prone to blame others for its shortcomings but rather is more willing to assume responsibility and to cooperate with others. This may be due in part to the fact that in the mixed schools of this investigation less

opportunity was given the Negro pupils to share in school matters. Willingness to cooperate and to assume responsibility have to be taught through having pupil participation in those activities, curricular and extra-curricular which will give the best opportunity for the development of such traits. Some such participation is possible, perhaps in both types of schools. The mixed group shows a greater degree of social insight which may be the result of their contacts in a larger environment than that of the segregated school.

Results of the Racial Attitudes Indicator

The racial attitudes questionnaire, here called the Racial Attitudes Indicator, was originally used by Bogardus. Zeligs (59) revised the questionnaire and used it with a group of Jewish and non-Jewish children. The investigator further revised it and used it with groups of Negro children. The revised blank is found in the appendix.*

Instructions on the Indicator were as follows: "Write yes in the box marked cousin, if you would be willing to have for a cousin a member of the race or nationality whose name is on the line opposite the box. If you would be willing to have them for chum, which means best friend, write yes in the box marked chum." Similar statements were made concerning roommate, playmate, neighbor, classmate, and schoolmate. The child is to put a yes

* Appendix D

under each if he does not object to the relationship and a no under each if he does. A list of racial groups, including some sub-groups considered significant from the standpoint of the Negro then followed.

In the hope of determining which group had the larger amount of race pride, certain items that when answered would indicate prejudice or color lines within the race, were added, common opinion being that the lighter Negroes are prejudiced against the darker and the darker against the lighter. The results on this item are unsatisfactory, largely because the groups under consideration were neither very light nor very dark. Only two or three could be so classified. These items in themselves raised too large an additional problem for this thesis. For solution this would require large numbers equated in color or percentage of admixture of blood as well as the other factors considered. This was clearly beyond the scope of this thesis. The reaction toward foreigners was also unsatisfactory, many merely stating that they did not know them.

Regarding white Americans somewhat better results were gained. There was the usual dislike for poor whites which perhaps is largely a traditional hangover from the economic competition of poor whites and Negroes in the South. There was no objection to the rich on any relationship except the first, which indicated close blood relationship. Many marked close relationships no

for each group of white Americans. Results on social distance as it relates to educated whites or teachers are shown in Table XXIV.

TABLE XXIV
COMPARATIVE RESULTS ON ONE QUESTION -
RACIAL ATTITUDES INDICATOR

Number of Children:	Responses	
	Segregated	Mixed
Answering <u>yes</u> on every item	9	7
Answering <u>no</u> on every item	7	11
Answering sometimes <u>yes</u> and sometimes <u>no</u>	5	4
Gave uniform answers or evaded the question	11	10
Total Number of children	32	32

Nine persons of the segregated as against seven of the mixed did not object to cousin, chum, roommate, playmate, neighbor, classmate, schoolmate. Seven of the segregated and eleven of the mixed did object to such persons on all these relationships. Others gave varied replies or uniform answers, i.e., marking every question "yes" or "no" straight down the page without distinctions. A few evaded by saying, "I do not know."

No attempt at statistical handling was made because of the small division which would have resulted. It may be said that on the whole, both groups objected to close relationships such as cousin. Only a few objected to chum, playmate, and the like in the case of white Americans, with the exception of the poorer whites and educated Americans. This last item was explained by the examiner as referring to such individuals as teachers.

The Indicator proved to be the only unpopular test given children entered whole-heartedly into every other project. This test called for many questions on which the youngsters were unwilling to commit themselves unless assured that the answers were confidential. The skeptical ones even then evaded the issue. This was largely true of questions that had to do with feelings toward teachers. Again, this questionnaire was given on the second testing day, and many of the children of the mixed group had been subjected to close questioning by teachers and had become nervous. The examiner was able to secure proper rapport on all tests save this one. The results secured on it are considered invalid for the reasons stated. In at least one school there was evident considerable curiosity regarding the nature and purpose of the tests which were being given. This feeling tone was possibly communicated to the children being tested, either consciously or unconsciously.

Summary

The Attitudes SA Test sought a measure of the degree of overstatement. This test is one used by the Character Education Inquiry and is considered a very reliable measure of overstatement. The Personal Attitudes test sought a measure of self-criticism, criticism of others, feeling of difference, superiority, inferiority, social insight, and deviation from the group idea of right. This test has been widely used as is considered an accurate measuring instrument. The Racial Attitudes Indicator sought a measure of race pride and feeling toward other races.

The results for each of the three tests of attitudes may be itemized as follows:

For Attitudes SA Test.-

1. Neither the mixed group nor the segregated group could be considered decidedly untruthful.
2. A few individuals of each group were very truthful if one considers the test a valid measure of untruthfulness.
3. The results favor the segregated group but the differences are small and statistically unreliable.

For the Personal Attitudes Test.-

1. Scores on self-criticism indicate that the mixed group is less critical of themselves than the segregated group.

2. Scores on criticism of others indicate that the mixed group appears to be making poorer group adjustment than the segregated, the mixed group being more critical of playmates and people in general.

3. Scores on feeling of difference indicate that the mixed group feels less secure in the social situations, tend to be lonesome, or poor mixers.

4. The mixed group has a greater degree of feeling of superiority than the segregated group when measured on the larger environment, yet has less opportunity to exercise such feeling in group achievement in the school.

5. The degree of inferiority shown by either group is small and practically equal for the two groups when measured on the total environment.

6. The mixed group shows more social insight than the segregated.

7. The results on deviation from the group idea of right do not favor either group.

For the Racial Attitudes and Social Distance Indicator.-

The Racial Attitudes Indicator revealed but little that has been of value to this investigation. Children objected to close relationships with other races in most instances.

No valid measure of the amount of race pride held by each group could be found by means of this test.

CHAPTER V
RESULTS OF MEASURES OF EMOTIONAL STABILITY
AND PERSONALITY ADJUSTMENT

Introduction

Chapter IV dealt with three tests of Attitudes, each test measuring one or several attitudes. Chapter V deals with tests of emotional stability, introversion-extroversion, and the general problem of personality adjustment. This chapter is divided into three sections, each treating one test. The first test considered is the Woodworth-Cady Questionnaire.

Results of the Woodworth-Cady Questionnaire

The Woodworth-Cady Questionnaire seeks a measure of emotional stability. This test has been widely used with varying groups. One investigation using this test with elementary school pupils has already been reviewed (29). The test seeks to find to what extent persons are making poor emotional adjustments. Questions are so framed that the higher score indicates the amount of stability while a low score indicates amount of instability.

Significant items are starred. The score is the number of starred items answered correctly. There are eighty-five items on the test. Eleven of these are not counted in the total score but are placed in the test to allay pupil suspicion.

Typical questions are,

- | | | |
|--|------------|-----------|
| * 1. Are you happy most of the time? | <u>yes</u> | no |
| * 2. Are you afraid in the dark? | yes | <u>no</u> |
| * 9. Can you usually sit still without
fidgeting? | <u>yes</u> | no |

Emphasis is placed on the child's answering every question truthfully and honestly.

The results on the emotional stability measurement are shown in Table XXV.

The difference between the groups is negligible. The chances are only eighty-four in a hundred that the difference is a true difference.

It is not possible to compare these two groups with standard norms as no norms are available for the Woodworth-Cady Questionnaire. The Terman Norms (52) reported in Genetic Studies of Genius are reported as composite scores rather than as individual test norms.

*

Starred questions are those which are significant in summing the total score.

TABLE XXV
 COMPARATIVE RESULTS ON THE WOODWORTH-CADY QUESTIONNAIRE -
 EMOTIONAL STABILITY

Groups	Range	Mean	Q Mean	Q (dis.)	Q _a	Number of children	r	P. E. r	Difference	Q Difference	Critical Ratio	Chances in a hundred
Segregated	36-68	52.00	1.48	8.38	1.04	32						
Mixed	38-66	50.10	1.32	7.48	.93	32	-.09	.02	1.90	1.89	1.00	84

A few questions have been drawn out for examination. These concern certain likes or dislikes as far as teachers are concerned, daydreaming, and social relationships. Pupil reactions to likes and dislikes of school life are shown in Table XXVI.

TABLE XXVI

PUPIL REACTIONS TO QUESTIONS CONCERNING LIKES AND DISLIKES OF SCHOOL LIFE - WOODWORTH-CADY QUESTIONNAIRE

Questions	Replies			
	Segregated		Mixed	
	Yes	No	Yes	No
4. Are you anxious to get away from school and get a job?	9	23	14	18
22. Do your teachers tell you that you are too noisy or talk too much? ..	14	16	14	16
31. Do your teachers generally treat you right?	31	1	30	2
34. Were you ever expelled or nearly expelled?	1	31	4	28
37. Have you often been punished unjustly?	15	17	18	14
46. Do you always get on well with your teachers or principals?	27	5	29	3
72. Do you find school a hard place to get along in?	6	26	6	26
85. Do you feel that you are getting a square deal in life?	28	4	29	3

In reply to question four, nine of the segregated group as against fourteen of the mixed group would like to get away from school. About half of each group appear to be considered noisy by teachers. Question thirty-one was answered "yes" by thirty-one of the segregated and thirty of the mixed group. Practically all of the youngsters give the reply expedience would dictate. Very few, according to the replies have been expelled from school or nearly expelled; only one of the segregated as against four of the mixed group. In the matter of unjust punishments, there are fifteen of the segregated who answer "yes" and eighteen of the mixed group. Those who reported themselves as getting along well with the teachers or principals were twenty-seven of the segregated as against twenty-nine of the mixed group.

The facts seem contradictory in the light of the first question. Only six of each group found school a hard place to get along in. Twenty-eight of the segregated and twenty-nine of the mixed group think they are getting a square deal in life yet about one-fourth of the segregated and about one-half of the mixed group are anxious to get away from school.

It was thought that reactions on the following questions would indicate the amount of daydreaming present. The questions and replies are shown in Table XXVII.

TABLE XXVII

TYPES OF RESPONSES ON THE QUESTIONS RELATING TO DAYDREAMING

Questions	Replies			
	Segregated		Mixed	
	Yes	No	Yes	No
52. Would you like to wear expensive jewelry?	13	19	11	21
54. Do you live a make-believe life in addition to your real life?	10	22	14	18
82. Do you ever imagine stories to yourself so that you forget where you are?	10	22	6	26

Results on the three questions regarding daydreaming give evidence of daydreaming. Thirteen of the segregated and eleven of the mixed group desire expensive jewelry. Ten of the segregated and fourteen of the mixed group live a make-believe life, while ten of the segregated and six of the mixed imagine stories to themselves. This large amount of daydreaming on the part of the groups might appear alarming if one did not consider one great uncontrolled factor. This factor is that of dawning adolescence and must be considered in this interpretation of the amount of daydreaming and its seriousness.

The three questions that follow aim at a measure of social relationships or tendency toward introversion. The questions and the replies are shown in Table XXVIII.

TABLE XXVIII
 TYPES OF RESPONSES ON THE QUESTIONS
 RELATING TO SOCIAL RELATIONSHIPS

Questions	Replies			
	Segregated		Mixed	
	Yes	No	Yes	No
19. Would you rather play by yourself than with someone?	8	24	7	25
69. Do other children of your age usually let you play with them?	31	1	29	3
80. Would you rather be with grown-ups than with those of your own age?	6	26	4	28

If the answers to the questions indicate anything at all, they indicate a tendency toward extroversion. Each group prefers not to be alone in its play. Each reports a happy situation regarding their play life in relation to other children. They prefer also to be with children of their own age and on the whole assume wholesome attitudes toward playmates.

The Woodworth-Cady Questionnaire reveals no striking difference in answers to specific questions. Norms for the questionnaire are not available to make possible comparison of the children with other children.

Results of the Psychological Interview

The Psychological Interview has been so devised that certain types of answers will indicate introversion, others ambiversion, and still others extroversion. In each case the higher scores indicate introversion; the average scores, ambiversion; and the lower scores, extroversion.

The instructions for the Psychological Interview state that there are a number of questions with three answers to each question. None of these questions have wrong answers, as they are only different ways of doing or thinking about things.

Sample questions are:

1. Where would you rather go for your summer vacation?

1. To a lively resort where there are lots of people, cottages, and amusements?
2. To a nice quiet lake or resort in the wood?
3. Sometimes enjoy a quiet place and sometimes a more lively one?

A yes for answer 1 above indicates a score for extroversion; for answer 2, a score for introversion; for answer 3, ambiversion.

2. How many Good Friends have you?

1. Two or three?
2. Quite a few?
3. A great many?

A yes for answer 1 above indicates a score for introversion; for number 2, ambiversion; for number 3, extroversion.

Thirty life situations are given. The scores automatically classify one as belonging to one of the three groups, provided of course, that the test is valid.

The results for the two groups are shown in Table XXIX.

The differences between the groups is small and statistically unreliable. The chances are ninety-one in a hundred that the difference is a true difference. These results would indicate that the two groups each tend to be ambiverted with a slight leaning toward extroversion on the part of the segregated and toward introversion on the part of the mixed group. While ambiversion is probably the normal level of adjustment, there is some tendency to regard extroversion as superior to introversion (25).

TABLE XXIX
 COMPARATIVE RESULTS ON THE PSYCHOLOGICAL INTERVIEW -
 INTROVERSION - EXTROVERSION

Groups	Range	Mean	Q Mean	Q (dts.)	Q	Number of children	r	P.E. ²	Difference	Q Difference	Critical Ratio	Chances in a hundred
Segregated	94- 128	107.7	1.64	9.50	1.16	32						
Mixed	78- 155	111.6	2.42	15.70	1.71	52	-.02	.11	3.90	2.87	1.35	91

A table of comparisons shows the obtained scores and the norms.

TABLE XXX

COMPARATIVE RESULTS ON OBTAINED SCORES AND NORMS -
PSYCHOLOGICAL INTERVIEW TEST

	Obtained Scores			Norms	
	Segregated	Mixed	Girls	Boys	Com- bined
Mean	107.70	111.60	115.96	117.41	116.68
σ (dis.)	9.30	13.70	11.27	12.31	11.79
Mean age	12	12	12	12	12

It is readily seen that neither group reaches the high scores of the norms which may extend as far as one hundred sixty or more.

MacNitt (37:99) indicates that the normally progressing groups tend to become more introverted as they progress through the grades. Those out of adjustment in the seventh and eighth grades tend toward introversion, while those out of adjustment in the grades nine, ten, eleven, and twelve tend toward extroversion.

The last section of this chapter presents the results of the Rogers Test of Personality Adjustment.

Results of the Personality Adjustment Test

The Rogers Test of Personality Adjustment is devised to measure roughly the extent to which a child is adjusted toward other children, his family and himself. It aims to know what are his methods of meeting his difficulties - whether by bluffing or withdrawing or by some other methods. The scoring system is quite elaborate and the questions are subtle. The child reveals more than he knows he is revealing. The wish technique and other psychological devices are utilized in such a way that the child desires to respond. This fact helped to make the present results more reliable.

The test yields four "diagnostic" scores.

1. Personal inferiority
2. Social inferiority or maladjustment
3. Family maladjustment
4. Daydreaming

The norms are given for each trait in terms of a range, for instance in the case of personal inferiority - below twelve is low, average is twelve to fifteen, and high is sixteen or above. The mean score is 14.3 and was found on the specific 167 cases of the investigation on which the test was standardized. There are two forms for the test, one for boys and one for girls. Any attempt at description would be inadequate or unduly long

drawn out. A sample of the test is found in the appendix. *

Personal Inferiority.- The Personal Inferiority score is in a large measure a self-criticism score. This score attempts to measure the extent to which the child feels himself to be physically or mentally inadequate, less capable than his competitors. An examination of the test will reveal that the items are for the most part stated in terms of school life, so that the test virtually becomes a self-criticism in terms of one's relationships in school. The results on this score are shown in Table XXXI.

The differences that are found are small and statistically unreliable. The chances are only sixty-eight in a hundred that the difference is a true difference.

While the groups as a whole do not make a poor showing, it is evident from the few extremely high scores that certain individuals are making poor adjustments.

Social Maladjustment.- The scores for social maladjustment are sometimes called social inferiority. The author used the terms interchangeably. This score is an attempt to measure the extent to which a child is unhappy in his group contacts, poor at making friends or poor in social skills. The results for the groups are shown in Table XXXII.

*
Appendix K

TABLE XXXI
 COMPARATIVE RESULTS ON THE PERSONALITY ADJUSTMENT TEST -
 PERSONAL INFERIORITY

Groups	Range	Mean	σ Mean	σ (dis.)	σ_c	Number of children	r	P.E. _r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	7.30-23.30	16.10	.82	4.68	.58	32						
Mixed	8.00-27.00	16.50	.83	4.74	.59	32	-.0018	0	.40	1.16	.34	63

TABLE XXXII
 COMPARATIVE RESULTS ON PERSONALITY ADJUSTMENT TEST -
 SOCIAL MALADJUSTMENT

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	6-27	12.80	.75	4.26	.53	32						
Mixed	1-23	12.50	.87	4.96	.62	32	-.52	.08	.30	1.41	.21	58

The differences between the groups is negligible. The chances are only fifty-eight in a hundred that the difference is a true difference. Social inferiority as it relates to a child's adjustment to his playmates, friends, brothers, or sisters is not markedly different for the two groups.

Family Maladjustment.- A picture of family maladjustment is shown in Table XXVIII. This score is an attempt to measure the amount of conflict of the child with his parents or his siblings, whether there is too much dependence and the like.

Here one finds small but fairly reliable differences between the groups. The chances are ninety-nine in a hundred that the difference is a true difference. Family maladjustment is somewhat greater for the mixed than for the segregated group.

Daydreaming.- Wishes, longings, unsatisfied desires or daydreams often play a large part in the lives of young people. This score seeks a measure of the extent of a child's fantasy life. The results of such compensations are shown in Table XXXIV.

The difference between the two groups is probably significant. The chances are one hundred in a hundred that the difference is a true difference. The mixed group when measured on this test show a higher daydreaming score probably indicating the presence of unsatisfied desires.

Aside from the four measures just dealt with, the Personality Adjustment Test yields a total score. The comparison

TABLE XXXIII
 COMPARATIVE RESULTS ON THE PERSONALITY ADJUSTMENT TEST -
 FAMILY MALADJUSTMENT

Groups	Range	Mean	σ Mean	σ (dis.)	σ	Number of children	r	P.E. r	Difference	σ Difference	Critical Ratio	Chances in a hundred
Segregated	3.00-13.50	7.30	.52	2.92	.36	32						
Mixed	3.50-16.50	9.00	.53	2.99	.37	32	-.09	.11	1.70	.77	2.20	99

TABLE XXXIV
 COMPARATIVE RESULTS ON THE PERSONALITY ADJUSTMENT TEST -
 DAYDREAMING

Groups	Range	Mean	\bar{D} Mean	\bar{D} (dis.)	\bar{d}	Number of children	r	P. B. r	Difference	\bar{D} Difference	Critical Ratio	Changes in a hundred
Segregated	1-8	2.70	.43	2.55	.32	32	.46	.09	1.60	.52	3.07	100
Mixed	0-12	4.30	.56	3.21	.40	32						

of the total scores of the two groups may be made by reference to Table XXXV.

When all scores are thrown together, the differences that exist are concealed rather than revealed. This fact points out that when the various differences are combined to make the total score, the obtained composite difference is small and unreliable.

In order to understand certain results, it is best to read some of the tables in conjunction with each other. Table XXXVI and Table XXXVII are such tables. The norms are shown on the former and the obtained scores on the latter.

The obtained scores for personal inferiority are high for both groups, social maladjustment being average for both. Family maladjustment shows a reliable difference in favor of the segregated group. With regard to daydreaming, it is found that the segregated group has an average score. The mixed group falls toward the upper end of the range of scores on daydreaming. The composition of this group (one-half boys and one-half girls) as against the composition of the segregated group (a larger number of girls than boys) should give a smaller daydreaming score than the segregated group or one that is fairly close to it. Girls are given larger daydreaming scores on the average than are boys in the tables of norms. The combined mean score for both boys and girls should not exceed 4.15 according to Table XXXVI, yet the

TABLE XXXV
 COMPARATIVE RESULTS ON PERSONALITY ADJUSTMENT TEST -
 TOTAL PERSONALITY ADJUSTMENT SCORE

Groups	Range	Mean	\bar{Q} Mean	\bar{Q} (dis.)	\bar{Q}	Number of children	r	P.F. r	Difference	\bar{Q} Difference	Critical Ratio	Chances in a hundred
Segregated	27.30- 58.30	38.90	1.40	7.95	.99	32						
Mixed	19.50- 61.00	40.20	2.07	11.70	1.46	32	-.05	.11	1.30	2.50	.52	70

TABLE XXXVI

NORMS - PERSONALITY ADJUSTMENT TEST

	Classification of Scores			
	Low	Average Range	High	Mean
Personal Inferiority	Below 12	12 - 15	16 or above	14.30
Social Maladjustment	Below 10	10 - 14	15 or above	13.20
Family Maladjustment	Below 7	7 - 10	11 or above	8.60
Daydreaming				
a. Boys	Below 2	2 - 3	4 or above	3.60
b. Girls	Below 3	3 - 5	6 or above	4.70
Totals	33	33 - 43	44 or above	40.2

TABLE XXXVII

THE MEANS OF ALL THE OBTAINED SCORES -
PERSONALITY ADJUSTMENT TEST

	Groups	
	Segregated	Mixed
Personal Inferiority	16.10	16.50
Social Maladjustment	12.80	12.50
Family Maladjustment	7.30	9.00
Daydreaming	2.70	4.30
Total Scores	38.90	40.20
Number	32	32

score for the mixed group is 4.3. On total personality adjustment, the segregated group is below the average of mal-adjustment or in other words, this group is well adjusted, which indicates that there is the average amount of poor adjustment present. On the basis of these results, it may be said that neither group is poorly adjusted to any great extent. The segregated group appears to have a slight advantage, although the difference when all factors are considered is small and unreliable. These factors are shown in Table XXXV.

Three questions were drawn out for further study, in the hope of throwing more light on occupational preference and economic handicaps, if any. The questions were the following taken from the Personality Adjustment:

4. When you are grown up what sort of person do you expect to be?

17. Do you wear good clothes to school?

18. What do your father and mother want you to do when you are grown up?

There were four possible answers to each question so that it is not possible to present any reliable statistical results. It is interesting to note that in almost every case what the individual wished to be coincided with what parents expected him to become. The choices ran to "ordinary" rather than "leader," "great" or "they don't want me to grow up." There

seemed to be no appreciable difference in ideals between the groups.

On the question, "Do you wear good clothes," twenty-eight of the segregated and twenty-six of the mixed group reported that "my clothes are good enough."

A perusal of the first two questions seems to reveal that many of the ideals held by the groups are a part of their home or social heritage. These children appear not to be embarrassed because of poor clothing. Observation also revealed this.

Summary

Chapter V dealt with the results of the Woodworth-Cady Questionnaire, the Psychological Interview, and the Personality Adjustment Test. The results of the Woodworth-Cady tended to show that the groups did not differ on emotional stability very reliably. Each group appears to be emotionally stable. The non-statistical items regarding likes and dislikes of school life revealed very little of value. There is evidence of daydreaming and of living a make-believe life on the part of some children. Certain questions that would indicate introversion were given, the results showing that there was but little introversion. Rather there were shown wholesome social attitudes.

The results of the Psychological Interview Test of Introversion-Extroversion revealed that the groups each tended toward ambiversion, yet the segregated group appeared to be more inclined toward extroversion, and the mixed group toward introversion.

The results of the Personality Adjustment Test tend to show that on the average there is no excessive amount of personal or social maladjustment present in either group. There is a small reliable difference in family maladjustment; the segregated showing less maladjustment. There are individual cases of poor adjustment. In all the reports of group results these facts cannot be overlooked. Again the greater amount of daydreaming shown by the mixed group points to a danger that may or may not become greater as the pressure of unsatisfactory conditions continue to press.

Itemized results on all the attitudes tests follow.

For the Woodworth-Cady Questionnaire.-

1. The segregated group appears to be slightly more emotionally stable than the mixed group but the difference is small and unreliable.
2. More children of the mixed group are anxious to get away from school and get a job.
3. Each group appears to be considered noisy by teachers.
4. Each group reports that teachers generally treat them right.

5. Very few of either group have been expelled or nearly expelled.

6. About half of each group report unfair punishments.

7. More daydreaming is present in the mixed group when compared on the three items that were singled out for examination.

8. In their social relationships the groups tend to be extroverted as to play life when measured on three items of the test.

For the Psychological Interview.-

1. Ambiversion is the mode for both groups.

2. The members of the mixed group tend to be more introverted than those of the segregated group.

3. The difference is fairly reliable in the results of the Psychological Interview Test.

For the Personality Adjustment Test.-

1. Certain individuals are making poor adjustments in school relationships in both groups, a larger number of the mixed than the segregated.

2. Social maladjustment reveals a small unreliable difference between the groups.

3. Results on family maladjustment indicate small but reliable differences in favor of the segregated group.

4. There is more tendency towards daydreaming on the part of the mixed group than on the part of segregated.

5. The total personality adjustment score favors the segregated group; that is, this group is fairly well adjusted in school relationships, whereas the mixed group is slightly mal-adjusted.

6. In occupational choice children followed very closely what they said were parental choices.

7. The children of the two groups were not embarrassed by lack of proper clothes for school wear, the implication being that those who might be so embarrassed had withdrawn from school.

CHAPTER VI

OBSERVATIONAL AND NON-STATISTICAL DATA, INTER-TEST COMPARISONS, AND SPECIAL CASES

Introduction

Chapter V dealt with the general problem of the personality adjustment of the mixed and segregated group as revealed by the results of three tests of adjustment. The data of Chapter VI are based upon (1) the Vocational Interest Blank, and inventory on occupational choice; (2) results of the Early Interests reports and observations of play activities made by the investigator; (3) comparisons of various tests which measure the same trait, together with an interpretation of the results; and (4) special case reports of twelve children drawn out for study. Data for the case reports are based on scores or statements in various tests of early interests, family relationships, personality adjustment, together with matters which were told to the investigator in the course of conversations with the children.

Results of the Questionnaires

Vocational Interest Blank.- The Vocational Interest Blank was used by Terman (52) in an attempt to ascertain the interests of gifted children. The blank is composed of a list of one hundred twenty-five occupations arranged in three columns; the columns being arranged in such way that the first column occupations are mainly the unskilled type, the middle, semi-skilled, the third, skilled, as nearly as one can arbitrarily classify occupations into three groups. The directions on the Blank are simple and easy to follow. The child is asked to place "one cross before each occupation you may possibly decide to follow. Put two crosses before the one occupation you are most likely to choose."

Throughout this thesis the classifications of occupations which the investigator set up for this Blank are used as criteria for classification of types of occupations chosen by the children of each group on other tests. The results for the two groups are shown in Table XXXVIII.

By far a large number of children placed choices indiscriminately over the three types of occupations, showing quite a lack of any coordinated plan of procedure, or a lack of thought with regard to choice of occupation. There appears to be some degree of inconsistency of choice when one considers that

TABLE XXXVIII
COMPARATIVE RESULTS ON TYPES OF OCCUPATIONS CHOSEN -
VOCATIONAL INTEREST BLANK

	Groups	
	Segregated	Mixed
Mean I. Q.'s	95.2	94.5
Range of I. Q.'s	81 - 118	81 - 113
Number I.Q.'s 100 or above	10	11
Total Number of children ..	32	32
Number Choosing:		
Unskilled alone	1	3
Unskilled and semi-skilled.	3	9
Semi-skilled and Skilled ..	4	4
Indiscriminate Choices	24	15

one-third of the members of each group had I.Q.'s one hundred or above. Neither group appears to be superior to the other in choice of occupations. Each group showed a distinct need for information.

Early Interest Blanks.- Two other inventories are considered. These are the Early Interests, I and II, which sought a series of statements as to some of the interests which had from an early time interested the child. Blank I was to be filled out during the test period, while II was to be taken home and thought over, filled out and returned. On the whole, results from these papers were unsatisfactory. A few statements gathered from the many irrelevant ones written were grouped under two headings: (1) concerning teachers, (2) concerning extra-curricular activities. The most often recurring statements concerning

teachers are listed and some of the types of extra-curricular activities in which children say they have participated are mentioned. Where statements are identical or nearly so, only one statement is quoted.

Concerning teachers, the segregated group reports:

1. I like Miss -- because she is nice.
2. There is no teacher whom I dislike.
3. I like Miss -- because you have to get your lesson.
4. I like Miss -- because she acts like my sister.
5. I like Miss -- because she is nice, quiet, kind.
6. I like Miss -- because she teaches history "good."
7. I like Mr. -- because he is jolly.
8. I like Mr. -- because he is nice and friendly and doesn't argue.
9. I like Miss -- because she tries to make you understand.
10. Miss -- has such a sweet disposition.
11. I don't like -- because she scolds.
12. I don't like Miss -- because she is always "fussing."
13. Miss -- is so mean.
14. Miss -- has some certain ones she likes better than others.
15. Miss -- is "too fresh," always yelling at somebody. Tries to whip too much.

16. I dislike Miss -- because she is forever "fussing."

The mixed group reports:

1. I don't like Mr. -- because he is crabbed.
2. The only teacher that I have ever disliked is my present teacher.
3. I like all my teachers.
4. There is no teacher from kindergarten to sixth grade that I dislike.
5. I can't remember a teacher whom I disliked.
6. I like Miss -- because she teaches thoroughly and good.
7. I like Miss -- because she takes you on trips.
8. I don't like Mr. -- because he whips too much.

With regard to extra-curricular activities the segregated group reports:

1. I joined the girl reserves and we have many parties which were very pleasant for us girls.
2. I have not been on a committee but I have been leader of my group, also have been the president of my Health Club.
3. I was treasurer of a club once.
4. I have been on a committee getting up a constitution for our Current History Club.
5. I am secretary of my class.

The mixed group has this to say of extra-curricular activities:

1. I have been on a committee in our class. I was appointed to keep score in the English Club to see that no one made a mistake.

2. Yes. I was a secretary in my class. I am now chairman of the Parties and Socials.

3. Last year I was a leader of a gym squad. This year I am vice-president of the Junior Athletic Club and leader of a squad.

4. I never was a president but I was a custodian of a club once.

5. In my class I was vice-president and in the club where I belong I was president and was elected president three times straight.

Clearly, in the mixed group there is some social participation in the affairs of the school classes and extra-curricular activities. Practically the same type of activities are given by the mixed group as those reported by the segregated groups.

Regarding the teachers whom they liked or disliked, the children of both groups were quite free in conversation, not so in writing their feelings. The types of teachers whom they liked were the kind, quiet, non-quarrelsome type. The types whom they

did not like were the quarrelsome, scolding, whipping types - types one would like to think had passed.

Popular likes for both groups are religious activities of all sorts, choir, Sunday School, church, and religious clubs. Although children variously placed Genesis in Chicago and the Book of Proverbs in Shakespeare, when answering questions on the Burdick test, there is a distinct liking for things religious which offers a point of departure for those who guide them.

Social Participation and Extra-Curricular Activities.-

Personal observation revealed that there was a certain amount of pupil participation on school news reports, in athletic contests and the like which the children very proudly pointed out to the investigator. During the course of the testing it was necessary to pay several visits to each school. As far as it could be determined in the mixed schools, there seemed to be happy relationships on the playground. The strain, where any was shown, appeared to be on the part of the adults. It is only fair to say, however, that there was considerable variability from school to school. In some of the schools there seemed to be no strained relationships of teacher and pupil, in others there were.

Discipline.- The types of punishments meted out by parents of both groups were dealt with in Chapter III. When these results on teachers are placed along side those results secured on the Burdick Test question number IX, on parents, one

is inclined to think that both parents and teachers should be educated or re-educated in modern methods of punishments. Desirable personalities are not developed in disagreeable atmospheres.

The next consideration is a comparison of the various test results on certain traits to indicate the consistency of the measurements or the validity of the tests.

Comparisons of Various Inter-Test Results

In Chapter II two tables, I and II, gave a picture of the measures yielded by the various tests and questionnaires of this investigation. It is the purpose of this section to bring together the various test results on specific traits to the end of determining the degree of consistency or inconsistency shown. The traits or measures for which only one measurement was secured and the non-statistical items are not included in this section. The measures included are these:

1. Occupational preference
2. Social participation, social relationships, introversion-extroversion, and the like
3. Family relationships
4. Daydreaming
5. Superiority, criticism of others
6. Inferiority, self-criticism and feeling of difference

Occupational Preference.-- Of all the measures secured by examination of the two groups, that concerned with occupational preferences is most subject to change, largely because the child has a vague idea of the type of occupation he would like to follow because he knows so little about the requirements of the various occupations. Many approaches to the question of occupation were made in this testing procedure. It should be possible on the basis of these results to determine what the child or group thinks now even though this may be changed before adulthood is reached. Measures were secured from the Burdick Test, Lehman's Play Quiz, The Personality Adjustment Test and the Vocational Interest Blank. The choices for each group classified according to the type of occupation they chose are shown in Table XXXIX.

TABLE XXXIX

COMPARATIVE RESULTS ON ALL TESTS OF OCCUPATIONAL CHOICES

	Types of Choices	
	Segregated	Mixed
Burdick Test	Skilled	Unskilled or semi-skilled
Lehman's Play Quiz	Skilled	
Personality Adjustment Test	Wished to be a "happy ordinary person"	Wished to be a "happy ordinary person"
Vocational Interest Blank	Skilled	Unskilled or semi-skilled
Range of I.Q.	81 - 118	81 - 113
Number of I.Q.'s 100 or above	10	11
Number of children	32	32

It may be seen that in every instance where occupations were considered, the mixed group chose the unskilled or semi-skilled type of occupation while the segregated group chose the skilled type. It is possible that the mixed group has been pointed to the lower type of occupation as being his "place" or that there has not been any guidance beyond that of the inexperienced advice of parents. Each group seemed pleased with being "a happy ordinary person," rather than aspiring to be a leader of the town or to be great. The word "happy" was perhaps the deciding factor for each child. The range of I.Q.'s for the segregated group was 81-118, for the mixed 81-113. The mean gives average intelligence for each group. One would expect the choices of each group to be approximately the same types of choices to the extent of choosing semi-skilled and skilled occupations rather than the unskilled types.

Another characteristic which has been measured by several of the tests is social adaptation including social relationships, social maladjustment, introversion-extroversion, and the like.

Social Participation and Social Relationships.- Several measures of social relationships as they were found between brothers and sisters, playmates and classmates, were secured. The degree of introversion-extroversion throws light on the matters of likes dislikes in relation to association with other people. The Psychological Interview Test of introversion-extroversion is therefore

included. The comparisons are found in Table XL.

TABLE XL
COMPARATIVE RESULTS ON ALL TESTS OF SOCIAL RELATIONSHIPS

	Groups	
	Segregated	Mixed
Lehman's Play Quiz	Social Participation-high	Social Participa-tion - low
Personal Attitude Test of Social Insight	Social Insight into attitudes of white children - lower	Social Insight into attitudes of white children - higher
Woodworth-Cady	Wishing to quit school - 25%	Wishing to quit school - 44%
Psychological Interview	Inclined toward extroversion	Inclined toward introversion

The social participation for the segregated group is high; for the mixed group is quite low. Social insight, however, is higher for the mixed group indicating that they know how pupils in general think on certain questions. When this fact is considered along with low social participation, one senses danger of emotional conflict. Twenty-five per cent of the segregated and forty-four per cent of the mixed group desire to quit school and go to work. If school were the happy place many evasively reported when asked directly, these figures should not be so high. There is an inclination toward introversion on the part of the mixed group. The tendency is not so pronounced

but there is a possibility of danger in that it may increase as the children progress through the schools inasmuch as the very atmosphere of the mixed school for the children of this investigation appears to be conducive to introversion.

A comparison of scores was made to note the relationship between Introversion and Personality Adjustment. Table XLI indicates the results.

TABLE XLI

COMPARATIVE RESULTS ON TYPES OF ADJUSTMENTS
MADE BY INTROVERTS, EXTROVERTS, AND AMBIVERTS

	Segregated Group		Mixed Group	
	All Cases	Poor Adjustment Cases	All Cases	Poor Adjustment Cases
Introverts	9	3	11	6
Extroverts	21	5	20	10
Ambiverts	2	0	1	0
Total	32	8	32	16

A survey was made of individual scores on the Psychological Interview Test and the Personality Adjustment Test in an attempt to relate definite cases of maladjustment to introversion or some other trait. Only those individuals whose very high scores would indicate introversion were classed as definitely introverted, while those whose scores fell exactly on the mean were considered ambiverts, low scores were thought of as

indicating the extroverts.

It may be seen that of a total of nine introverts of the segregated group only three have scores that indicate maladjustment of personality. None of the ambiverts is poorly adjusted according to the scores made on the test. Of the mixed group six of the eleven introverts are poorly adjusted and ten of the twenty extroverts. The one classed as ambivert is not making poor adjustment.

The results show that thirty-three per cent of the introverts and twenty-three per cent of the extroverts of the segregated school are poorly adjusted, whereas fifty-four per cent of the introverts and fifty per cent of the extroverts of the mixed schools are poorly adjusted.

Family Relationships.- While family relationships are in a measure social relationships, the results on this item are dealt with separately. If the factor of family relationship can be held constant then one large factor in the greater environmental whole may be controlled in this investigation. The comparisons of the test results on this item are shown in Table XLII.

These comparisons show that as regards family relationships the two groups are approximately equal.

TABLE XLII

COMPARATIVE RESULTS ON ALL TESTS OF FAMILY RELATIONSHIPS

	Groups	
	Segregated	Mixed
Burdick Test	Average adjustment	Average adjustment
Personality Adjustment	Higher average adjustment	Lower average adjustment

Daydreaming.- Table XLIII gives a picture of the comparisons of daydreaming scores found on the various tests. While the Burdick Test and the Woodworth-Cady Questionnaire do not yield isolated daydreaming scores, there are questions given which throw light on daydreaming. The Personality Adjustment Test yields a score for daydreaming.

TABLE XLIII

COMPARATIVE RESULTS ON ALL TESTS OF DAYDREAMING

	Groups	
	Segregated	Mixed
Burdick Test	Average Amount	Average Amount
Woodworth-Cady	Average	Above Average
Personality Adjustment	Average	High

It may be stated that in regard to daydreaming when all three tests are considered, it is found that the mixed group tends to indulge in daydreaming more than the segregated group does.

Superiority-Inferiority.- The last consideration is that of superiority-inferiority, self-criticism, criticism of others, and feeling of difference. Table XLIV gives the results of the Personality Adjustment Test and the Personal Attitudes Test on these items.

TABLE XLIV
COMPARATIVE RESULTS ON ALL TESTS OF SUPERIORITY-INFERIORITY

	Feeling of Superiority		Feeling of Inferiority	
	Segregated	Mixed	Segregated	Mixed
Personality Adjustment	- - -	- - -	Large amount	Larger amount
Personal Attitudes	Large amount	Larger amount	Small amount	Smaller amount

It is necessary first of all, to explain the types of superiority and inferiority or to make clear the items of the tests which appear to be contradictory.

The Personal Attitudes Test seeks a measure of the whole environment of the child - home, school, and the outside environment. There are questions about movies, Sunday School, church, home relationships and school. Only one item, however, relates to the

school - an item on playing "hookie."

The Personality Adjustment Test refers wholly to home and school. Since it has already been found that the home relationships are constant, it may be argued that such differences as do exist may be due to the school. Table XXXII gives these results.

The superiority which is shown by the results of the Personal Attitudes Test is then a feeling of superiority in the general environment. When all of the facts are considered, it may be seen that the amount of inferiority shown is doubtless the result of the conflict between the actual feeling of superiority in the general environment as contrasted with a feeling of inferiority, actual or imposed from without, in the school environment. The mixed group feels superior in the larger general environment; inferior in the school environment. Such conflict if great enough may produce serious maladjustment of personality and is worthy of consideration for this reason.

The remainder of this chapter is devoted to a study of individual cases, with special attention to their personality adjustment.

Special Cases

A few individuals have been chosen for detailed study. These are taken up by pairs. Six equated pairs are considered

from each group. There is no significant reason why six pairs were chosen nor why the particular six were chosen. Those selected seemed interesting for one reason or other and at least represented a wide range of experience.

Pair one is composed of Mary and Elsie of the segregated and mixed schools respectively. The names are fictitious. The letter after each name indicates whether the child comes from a mixed or segregated school. For instance, Mary S. and Elsie M. indicate the child and the type of school in each case.

Mary S.- Mary is a girl of eleven years, I.Q. 98, grade VI. Her father is dead. There are three other children in the family. She has broken her arm once but has had no serious illness at any time. She likes helping someone with his work, going to church, and making a scrapbook. She wants to be a teacher. On her total score of play activities, she scores twenty, with social participation of seventy-five per cent. She has no excessive amount of play activities as was found among certain of the other children considered. She is emotionally stable, according to her score on the Woodworth-Cady Questionnaire. She would like to be a social worker or playwright.

Her personality adjustment score is:

Personal inferiority	17
Social maladjustment	6
Family maladjustment	5
Daydreaming	0
	<u>28</u>

Her only high score is personal inferiority. She would like to be a singer, would like many friends, likes to play games with other boys and girls a great deal. She would like to be more popular.

Elsie M.- Elsie is a girl of eleven years, I.Q. 98, grade VI. She has a stepfather. In writing of the three things she liked best, she named in order playing nurse, playing the piano, doing gymnasium work. The total activities in which she engaged was seventy, social participation was ninety-one per cent. The total activities score is about twice that of average eleven year olds and is therefore not considered favorable. She is stable emotionally according to the Woodworth-Cady Questionnaire. She would like to be a cook or nurse. Her personality adjustment scores were:

Personal inferiority	14.3
Social maladjustment	13
Family maladjustment	7
Daydreaming	<u>4</u>
	38.3

All the scores here are average. There are no significant statements made that would indicate poor adjustment except the high play activity score.

Pair two is composed of Hettie S. and Charlie M.

Hettie S.- Hettie is a girl thirteen years of age, I.Q. 95, grade VI. There are three other children in her family. She has been in one accident but was uninjured. Activities which

she likes are named in order as going to Sunday School, listening to the radio, and going to the movies. Her total activities score of fifteen and social participation of eighty per cent are favorable as indicating normal play life devoid of compensatory mechanisms. She would like to be a librarian or teacher. Her personality adjustment scores are:

Personal inferiority	20
Social maladjustment	8
Family maladjustment	4
Daydreaming	<u>6</u>
	38

Her high score is in personal inferiority. A few significant statements are made in this regard. She wishes to be stronger, brighter, have more money to spend, to be younger than she is now and to be better looking.

Charlie M.- Charlie M. is a boy of twelve, I.Q. 95, grade VI. He lives with his grandmother, grandfather and an uncle. The three things he liked to do are fixing and repairing things, swimming, making or assembling a radio or other electrical apparatus. He wants to be an electrician. He has had considerable difficulty in adjusting himself to the regular school community and has been placed in a special school. The report committing him states that he is sly, and given to falsehoods. He tests normal emotionally. On personality adjustment his scores are:

Personal inferiority	17.3
Social maladjustment	10
Family maladjustment	6
Daydreaming	<u>2</u>
	35.3

The only high score is in personal inferiority. He would like to be a movie star. He feels that he is not at all popular but wishes so to be. He would like to be the best ball player of his school, a leader, and the brightest boy in school. He would like to have many friends. His many significant statements indicate deep seated yearning for understanding and sympathy that he is not likely to realize as he has the disadvantage of being in a special school. He appears to feel keenly this fact - looking upon it as a sort of stigma.

The third pair is Lillie S. and Roscoe M.

Lillie S.- Lillie is a girl of thirteen, I.Q. 85, grade VI. She likes going to parties, just hiking or strolling, and kick ball. Her total activities score is thirty-three and social participation is eighty-one per cent. This indicates normal play life. She thinks she would like to be a private secretary or teacher when she grows up. On personality adjustment her scores are:

Personal inferiority	16
Social maladjustment	14
Family maladjustment	12.5
Daydreaming	6
	<u>48.5</u>

High scores are shown on two counts which generally indicates serious personality adjustment. She likes to read love stories, fairy stories and other books. Would like to be the prettiest girl in school. She admits having make-believe friends, likes to sit

by herself and imagine things. She would like to be a few years younger and better looking.

Roscoe M.- Roscoe is a boy of thirteen, I.Q. 82, grade VI. His father is dead. Roscoe has been run over by an automobile, but has never been sick as far as he knows. He likes playing soldier, playing Sunday School, playing cowboy. He plays ball quite well, he says. He wants to be a chauffeur when grown up. He tests emotionally stable. On personality adjustment his scores are:

Personal inferiority	11
Social Maladjustment	7
Family maladjustment	4
Daydreaming	0
	<u>22</u>

There are no high scores. He seems quite normal and well-adjusted. At the time of the testing, Roscoe was a traffic officer in charge of a group of youngsters being taken to the doctor. He was the only one who could be trusted, according to the principal, to supervise the group over the long distance that they had to go.

A few significant statements were made. Roscoe thinks that his mother and father like him second best, that children sometimes play mean tricks on him, that he has few good friends and that people sometimes treat his brother or sister better than they treat him.

The fourth pair is Bessie S. and Jessie M.

Bessie S.- Bessie is a robust, talkative girl of twelve,

I.Q. 100, grade VII. She likes just running, romping, listening to the radio, and whistling. She thinks she would like to be a nurse. Her total play activities are normal as indicated by her score of thirty-eight and social participation of seventy-eight per cent. On personality adjustment her scores are:

Personal inferiority	7.3
Social maladjustment	13
Family maladjustment	3.5
Daydreaming	5
	<u>28.8</u>

Her social maladjustment score is somewhat high, yet she makes no significant statements on which to analyze it.

Jessie M.- Jessie is a boy of twelve, I.Q. 97, grade VI. His mother is dead. He lives with his grandmother. He likes playing cowboy, Indian, playing marbles. He wants to be a postman. His total play activity score of twenty-five places his play life as normal. Social participation is quite low, being only fifty-six per cent. Regarding emotionality, he tests as stable. On personality adjustment he scores:

Personal inferiority	23
Social maladjustment	15
Family maladjustment	11
Daydreaming	8
	<u>57</u>

All scores are high. Apparently he is very badly adjusted. He thinks he might like to be a movie star or detective. He has make-believe friends, would like to have more girl friends than he has. He longs for hundreds of friends. It is significant that he

is in a school where there are very, very few of his fellows. He plays almost alone on the playground but he states on his test that he likes to play with a whole crowd. He is jealous of his brothers and sisters and thinks that people sometimes treat them better than he is treated.

The fifth pair is Alice S. and Naomi M.

Alice S.- Alice is a girl of thirteen, I.Q. 106, grade VIII. Her father is dead. She is an only child. She likes basketball, reading books and going to Sunday School. Her total play activities are nineteen, a normal score as is that of social participation of eighty-four per cent. She also tests emotionally stable. On personality adjustment she scores:

Personal inferiority	18
Social maladjustment	12
Family maladjustment	3
Daydreaming	0
	<u>33</u>

One score is significantly high, that of personal inferiority. The conflicts are largely these: She would like to be able to play ball and swim as well as any boy, would like to read all sorts of love stories, fairy stories and other books, would like to be the most popular girl in school, and the brightest in school. Clearly she seems to have a decided superiority complex which in reality is based on personal inferiority.

Naomi M.- Naomi is a girl of thirteen, I.Q. 107, grade VIII. Her father is dead. She is an only child. She likes

going to the movies, social dancing, card games. She wants to be a nurse. Her total play activity score is forty-two, with social participation of ninety per cent. This is slightly high but not significantly so. She tests slightly below average emotionally. On personality adjustment she scores:

Personal inferiority	8
Social maladjustment	8
Family maladjustment	6
Daydreaming	<u>4</u>
	26

None of the scores are significantly high. Significant statements are found in the daydreaming score. She dreams of being a movie star or actress. She thinks herself the best player in her class. She would like to have many friends. She likes a great deal to play games with other boys and girls but just cannot wait to be grown up.

The sixth pair is Millie S. and Jimmie M.

Millie S.— Millie is a girl of thirteen, I.Q. 86, grade VII. She likes reading books, writing poems, listening to the radio. She names quite an array of occupations that she thinks she might care to follow. Among them are those of poet and playwright. She tests emotionally stable. Her play activities score is thirty-three and the social participation is eighty-five per cent. These two scores are not significantly high. On personality adjustment she scores:

Personal inferiority	9
Social maladjustment	8
Family maladjustment	8
Daydreaming	7
	<u>32</u>

The only high score is the daydreaming score. She wishes to be a movie star, and has make-believe friends. As none of the other scores is high, this may be the result of the approach of adolescence.

Jimmie M.- Jimmie is one of eight children. His father is dead. He likes camping out, doing gymnasium work, and running races. His total play activity score of fifty-two and social participation of eighty-four per cent rank him as normal. He thinks he would like to be a soldier, sailor or mechanic. He tests emotionally stable. He has taken part in athletic contests for his school and has won a ribbon which is displayed on the walls of the school hall. His personality adjustment score is:

Personal inferiority	21
Social maladjustment	18
Family maladjustment	9.5
Daydreaming	2
	<u>50.5</u>

He has very high scores in personal inferiority and social maladjustment. He thinks of being a movie star but indicates on one test that he thinks himself not at all good looking. He would like to have hundreds of friends, likes to play with other boys and girls, and just cannot wait to be grown up. He believes

that his parents like him second best and on the whole appears to be making rather poor adjustments.

Summary as to pairs.- A study of individual pairs bears out the findings of the group tests; namely,

1. There is a greater degree of social maladjustment on the part of the mixed group than the segregated group.
2. There is a greater degree of family maladjustment for the mixed group.
3. There is more daydreaming for the mixed group.
4. There is more personal inferiority felt by the segregated group.

Summary

This section of data largely non-statistical in nature has dealt with occupational choice as indicated by the Terman Interest Blank. Results on occupation indicated a need for vocational guidance of the right sort, commensurate with the degree of intelligence possessed by the pupils. Results on Early Interests served to show normal tendencies on early wishes that helped to interpret some of the direct answers given on the test. Likes and dislikes of teachers revealed that certain primitive modes of punishments were still prevalent in many schools. There was but little participation in extra-curricular activities except in the case of one or two pupils who appeared to

be exceptional in some activity. Two such pupils are mentioned in the case study results. The comparisons of the various test results on specific traits have shown the validity of the tests and an unusual degree of consistency. The case reports reveal a few individuals who are poorly adjusted in each group, and a few who have made proper adjustments in spite of a seemingly hostile environment. When pairs are considered, the social maladjustment is slightly higher for the mixed group.

With regard to occupation, the results of all tests of vocation reveal that the children of the mixed group chose on the whole occupations of a common labor or trade type while those of the segregated group for some reason chose occupations that require skill and training.

The itemized summary of results follows.

On the Vocational Interest Blank.-

1. Children of the mixed group tended to select unskilled or semi-skilled occupations, whereas those of the segregated tended to choose the semi-skilled or skilled occupations.

2. The inconsistency of choices argues for more information in the matter of occupations to the end that pupils may be intelligent in their choices of vocations.

On Early Interest Blanks.-

1. The amount of social participation in extra-curricular activities is small for the mixed group but children report the

same types of activities engaged in as those of the segregated group.

2. Children of both groups reported dislike for the quarrelsome, scolding, whipping type of teachers and were quite free in mentioning names and reasons for personal dislikes in some of the schools.

3. Children of both groups show a liking for things religious, this fact offering a point of departure for those who guide them.

4. In certain mixed schools, especially where there were large numbers of Negro pupils, pupil-teacher relationships seemed somewhat strained if observation is of any value. In other smaller schools apparently few, if any strained relationships seemed to exist.

Summary of All Test Results on Certain Items.-

1. In every instance where occupations were considered, the mixed group chose the unskilled or semi-skilled type of occupation while the segregated group chose the skilled type.

2. The only evidence of vocational guidance was that given by the parents of both groups.

3. Social participation in extra-curricular activities and games for the segregated group is high; for the mixed group is quite low.

4. Social insight into the attitudes of white children

is higher for the mixed group than for the segregated group.

5. Twenty-five per cent of the segregated and forty-four per cent of the mixed group desire to quit school and go to work.

6. The mixed group tends to be introverted while the segregated group tends to be extroverted.

7. Family relationships appear to be normal for both groups when all of the measures are taken into consideration.

8. In every instance of tests of daydreaming the mixed group exceeds the segregated group.

9. The feeling of superiority in the general environment is larger for the mixed group than for the segregated group.

10. There is a greater degree of feeling of inferiority in the school environment for the mixed group than for the segregated.

On the Study of Individual Pairs.-

1. There is a greater degree of social maladjustment on the part of the mixed than the segregated group.

2. There is a greater degree of family maladjustment on the part of the mixed group but the results are unreliable.

3. There is more daydreaming on the part of the mixed group and the results are reliable.

4. There is more personal inferiority felt by the segregated group.

CHAPTER VII

SUMMARY OF FINDINGS, RECOMMENDATIONS, AND NEW PROBLEMS

The Problem

This investigation sought a measure of certain attitudes and interests, the emotional stability and personality adjustment of two groups of Negro pupils of Cincinnati, Ohio, in the two types of schools commonly called mixed and segregated. The study was planned and conducted as a companion study to that of Crowley. The same subjects were utilized so far as possible, and a similar technique was employed. The purpose of the study was to secure objective evidence regarding the relative worth of the mixed and segregated schools so far as personality development is concerned.

The investigator was fully aware of the limitations of measures of personality, yet in spite of the limitations such measures had to be used if the problem of this study was to be attacked. Every possible precaution was observed in collecting and treating data, in view of the limitations of the technique.

It is possible also that a selective factor entered, in that only those children were included who were born in Cincinnati and who were relatively stable as regards the type of school attended. Nevertheless, it is felt that the careful equating of the subjects in the first instance, together with the large number of measures used with each subject, the constant testing conditions, and careful statistical handling of results have in a large measure compensated for shortcomings.

Every case that met the conditions was considered in the first study and in this study all of the available pairs that remained were included. Two or three independent measures of each trait were obtained and the results were treated by individual analysis and by the statistical method. The I.Q.'s presumably remained constant since the environment had not been changed for the groups.

This investigation was purposely planned as an intensive study rather than an extensive study. A great many aspects of personality were studied and a wide variety of instruments of investigation were used, with a relatively small number of cases.

Previous Studies

In order to gain a clearer insight into the problem, related investigations and literature were canvassed. These materials included statements of opinion and objective evidence

on segregation, migration, racial, social, and personal attitudes, and certain aspects of general personality development. The literature relating to segregation brought out conflicting opinions on segregation in public schools as voiced by three schools of thought on the matter; those who do not favor segregation, those who do, and those who accept it as a means of Negro pupil development. From the studies of migration, one gets the impression that this problem is most acute in those northern and border cities where large numbers of Negroes "in the rough" have migrated. The value of a superior environment in raising the I.Q.'s of Negro children was also pointed out. The studies of racial attitudes which were reviewed emphasized the theory that racial contacts may be friendly or unfriendly depending upon the extent to which conditioning comes about as a result of friendly or unfriendly behavior stimuli. Social and personal attitudes play a large role in determining a person's happiness or unhappiness under certain conditions that tend to restrict or repress personal freedom and initiative. In view of this fact a canvass was made of the literature which brought into relief certain findings purporting to show the large role that emotions play in a person's life. Some of these called attention to the effect of bad emotional conditioning on one's personality development.

Procedure

The companion study (9) of this investigation was carried out during 1929-1930, at which time intelligence tests were given to two groups of which one had always attended the segregated and the other had always attended the mixed. These groups were chosen largely from the downtown districts of Cincinnati. The subjects were chosen from the fourth, fifth, and sixth grades. After the two groups were carefully equated for chronological age, mental age, and school grade, a series of achievement tests was given them. It was found that so far as academic achievement is concerned, neither type of school could be considered superior to the other.

The possibility remained that differences existed in regard to personality development. The investigator's interest in the differences that might exist in this regard led to this attempt to determine the relative worth of the segregated and mixed schools, the investigation being carried out during 1931-1932. The testing program was confined to personality measurements, the latest and most reliable instruments being used. Originally only nine schools were involved, but during 1931-1932, fifteen had to be considered. Pupils had scattered and the problem of finding the subjects was difficult. Finally, thirty-two of the original pairs were located from a total of seventy-nine children. Actual testing covered a period of three

months from February to the last of April.

Statistical Method

The following statistical constants were calculated as a basis for comparisons of the equated groups: range, mean, standard deviation, correlation coefficients, critical ratio, standard error of the difference, and various measures to determine the reliability of these six constants. One test, formerly used only with boys, the Personal Attitudes Test, was administered to girls and tested for reliability by the split-halves technique and the Spearman prophecy formula.

Detailed descriptions of the results of the tests have already been given at the close of each chapter. It remains to indicate the results in composite form.

Major Findings

The findings on the whole tend to show that the personality traits of Negro children are developing more favorably in the environment of the segregated school than in the environment of the mixed school. This is all the more significant in view of the fact that for the same subjects, the previous study made by Crowley revealed no significant differences for academic achievement. It is at this point that the value inherent in the use of the same cases in the Crowley investigation and in the present study is apparent. Since the individual subjects of the one investigation served also for

the other investigation, it may fairly be said that individuals as such have been held constant. There was no possibility of new factors entering into the second experiment to change the conditions of comparison for the two groups, the one experimental factor of type of school alone operating.

A factor significant for personality measurement was that the children were older and nearer the approach of adolescence with its possible concomitants. In Table XLV are given the comparative results for the statistical evidence gathered. This table includes the essential facts regarding the statistical reliability of those findings for which measures of reliability were applicable. The case study evidence and that of a non-statistical nature must be taken into account also.

When all the facts are considered, the following statements may be made with a considerable degree of assurance:

1. The children in the mixed group are more versatile in their play yet show less social participation (i.e., they play a wider variety of games, yet are more apt to play by themselves). This fact does not indicate that they like solitary play, since in answer to direct questions, these children said that they liked to play group games.

2. Scores on self-criticism and criticism of others reveal that the children in the mixed group are inclined to see the faults in others more than those in themselves. These facts

TABLE XLV
COMPARATIVE RESULTS OF ALL STANDARD TESTS **

Measure	Means		Difference	Critical Ratio	Chances in 100	Results Favor	
	Segre-gated	Mixed				Segre-gated	Mixed
Raw scores, Attitudes SA - higher scores, more overstatement	20.9	21.1	1.9	.14	55	-	-
Self-criticism - higher scores, more self- critical attitude	14.4	12.4	2.0	.86	80	*?	
Criticism of others - higher scores, more critical of others	21.6	28.5	6.9	2.04	98	*	
Feeling of difference - higher scores, more feeling of difference	21.9	28.6	6.7	1.65	94	*	
Superiority - higher scores, greater tendency to feel superior to others	15.8	22.0	6.2	2.11	98	*	

TABLE XLV (Continued)

Measure	Means		Diff- erence	Critical Ratio	Chances in 100	Results Favor	
	Segre- gated	Mixed				Segre- gated	Mixed
Inferiority - higher scores, greater tendency to feel inferior to others	5.5	5.7	.2	.11	54	-	-
Social Insight - higher scores, more insight into how average boys feel	21.2	24.0	2.8	1.30	90		*
Deviation from group idea of right - higher scores, more devia- tion from average boys in judging ideal attitudes	33.5	33.7	.2	.11	54	-	-
Woodworth-Cady Questionnaire- higher scores, more emotionally stable	52.0	50.1	1.9	1.00	84	*?	
Psychological Interview - higher scores, more introverted	107.7	111.6	3.9	1.35	91	*	

TABLE XLV (Continued)

Measure	Means		Difference	Critical Ratio	Chances in 100	Results Favor	
	Segre-gated	Mixed				Segre-gated	Mixed
Personal inferiority - higher scores, more ten- dency to feel inferior to others	16.1	16.5	.4	.34	63	-	-
Social maladjustment - higher scores, more maladjustment in social contacts	12.8	12.5	.3	.21	58	-	-
Family maladjustment - higher scores, more maladjustment in family relationship	7.3	9.0	1.7	2.20	99	*	
Daydreaming - higher scores, more tendency to fantasy	2.7	4.3	1.6	3.07	100	*	
Total score, Personality Adjustment Test - higher scores, more general personality maladjustment	38.9	40.2	1.3	.52	70	-	-

TABLE XLV (Continued)

Measure	Means		Difference	Critical Ratio	Chances in 100	Results Favor	
	Segre-gated	Mixed				Segre-gated	Mixed
Total Apperception Score - Cultural and Economic Background - higher scores, more culture	143.5	136.5	7.0	1.11	86	*?	
Versatility Scores - higher scores, more games, etc., played	34	50.1	16.1	2.59	99		*
Social Participation - higher scores, more games played with others	79	69	10	3.00	99.9	*	

* There are at least ninety chances in one hundred that differences marked with an asterisk are in the true direction (at least eighty chances for differences marked with an asterisk and a question mark). Dashes indicate that there is no significant difference.

** Only the standardized instruments are compared. No non-statistical results or inter-test results are included.

suggest poorer group adjustments on their part.

3. The children in the mixed group are more likely to feel that their attitudes are different from those of the average child. This suggests that the children feel less secure in their social relationships.

4. The evidence regarding attitudes of superiority and inferiority reveals more mental conflicts for the children in the mixed school. These children are more apt to express feelings of inferiority in the school environment and at the same time are more apt to express attitudes of superiority in their life outside the school.

5. The children in the mixed group show more insight into the attitudes of white children than those in the segregated group.

6. The children in the mixed group tend to be more introverted than those of the segregated group.

7. The children in the mixed group show a greater tendency toward family maladjustment than those of the segregated group.

8. The children in the mixed group tend to engage in more daydreaming than those of the segregated group.

9. More children of the mixed group are anxious to get away from school and get a job (forty-four per cent of the mixed; twenty-six per cent of the segregated).

10. Case study results show that certain individuals are making poor adjustments in school relationships in both groups, but a larger number of the mixed than the segregated.

11. In spite of the difficulty in securing direct testimony, there is evidence from several sources indicating that teacher-pupil relationships in the mixed schools are not as satisfactory as those in the segregated schools.

The statistical findings of the study together with the non-statistical evidence have been used as the basis for certain recommendations. These are presented in two groups: General Recommendations and Specific.

General Recommendations

Introduction.- The results when viewed on the whole present a fairer picture for the segregated than the mixed school yet some of the differences are small and insignificant. Viewed from the point of the individuals making up the group greater differences in the same direction are more obvious. Small differences in personality or character loom large because of the dangers that lurk behind warped and unhappy personalities. Of such material are potential criminals and the insane made. When one considers how vitally important the

emotional reactions are to an individual's life, he is persuaded to recommend that personality might justly have precedence over curriculum and character growth above academic training. The school first of all should be a place where everyone has an opportunity of forming the habit of happiness early in his career to the end of consummating a well integrated life.

While these results on many traits do not prove conclusively the superiority of either type of school, they do point toward overlooked opportunities that the segregated school might utilize. There is no magic in the mixed school as such. Unless there is participation as well as association, the results will be disappointing. Pressure should not be brought to bear to prevent a child or his parents from selecting either type of school that he desires, but a wise adviser should tactfully point out reasons why certain schools should or should not be selected, and which type of personality should select certain types of school. Such an adviser should be free to advise unhampered by any school principal or the "big stick" of public opinion.

Whatever else the Negro child gets in the mixed school, it seems fairly safe to assume that he gets little, if any, real affection. The younger the child the more felt is

this need, and if home and school affection is lacking, there is grave danger of the child's developing real social inferiority.

The results of this investigation show that certain individuals do not suffer emotionally as a result of being members of a mixed school group; others probably do. A question arises as to what type of individual might logically be recommended to attend the mixed school; what type the segregated? A few words are said on this score after which specific recommendations are made.

A child with a tendency toward introversion, academically inclined, who would not suffer mentally because of any possibility of not being able to participate fully in many of the activities of the school; one who has but little liking for extra-curricular activities, who has an attractive, likeable personality, not over-sensitive to real or imagined slights, little racial hatred or prejudices, whose parents are financially able to keep him on a level with his classmates, one who would be able to assimilate what the mixed schools have to offer because of his being a member of a cultured, refined home, might be recommended to the mixed schools. Clearly the white members of the mixed schools do not all measure up to any such standard but lack of virtue is more easily condoned on one's own group

than when it exists in some other group. There is, of course, danger that if such a policy were followed certain narrow-minded individuals would seek further to restrict the participation of Negro pupils in school activities, but there are means of handling such situations when they occur.

The foregoing suggestions are no brief for making the segregated school a dumping ground for undesirables. Yet the fact remains that there still are large numbers of Negroes who have had little opportunity for cultural development. If these persons are to realize their fullest flower of development, it can only come through sympathetic insight into their needs. Anything else brings warped personalities, whose whole lives are colored by the unfortunate contacts that their poverty and misery create for them. Such sympathetic treatment they will not get in a mixed school and may not get in a segregated school. But as between the two, one would expect that the members of the Negro group who have been more fortunate than the others should be more willing to elevate the others who have not been so fortunate.

This represents one of the opportunities of a segregated school manned by teachers capable both from an academic and a personality standpoint. Such a segregated school would partake of the nature of a social service institution, training in

citizenship, mores, customs of American life, race pride, and willingness to cooperate with members of its own group as well as with others, and developing a wholesome healthy outlook on life. Such a school to realize its potentiality should not be stigmatized as a sort of reformatory or home of the wretched, but every means to prevent such should be brought into play as was the case when the American public school in early colonial days struggled against the name of "poverty school."

If the foregoing suggestions and the following conditions are met, the segregated school could perform a distinct service while in no wise preventing anyone's choosing it or leaving it:

1. A faculty unquestionably able from a cultural as well as an academic or personality standpoint.
2. A school unstigmatized to such an extent that when cases of maladjustment were referred to the school no unfavorable emotional element would enter to prevent such a transfer.
3. No child sent to a segregated school regardless of his poor adjustment unless all persons concerned were willing, and further no one harassed because of refusal to change.

4. Every possible means of raising the prestige of the segregated schools brought into play since in no other way can the school realize many of its opportunities.

5. Schools of the social service type of segregated school renamed "Americanization Schools" or other titles less objectionable than the name "segregated," since they might be able to perform better service because of their being less objectionable to all concerned.

6. The mixed schools with a large proportion of Negro pupils should have a visiting personnel worker whose specific task would be that of advice and counsel to its Negro pupils regarding vocational, cultural, and other needs. Such a worker should be a member of the Psychological Bureau and cooperate with the various school psychology departments in cases of maladjustment and furnish the necessary link between the child's home life, the school, and the parent-teacher association.

7. A canvass should be made of the reasons for the large numbers of Negro pupils who do not continue throughout high schools to ascertain the advisability of placing a high school of the segregated type where students financially unable or otherwise unable to keep the pace of the more select high schools might have an opportunity for high school education without so many embarrassments.

Specific Recommendations

The following specific recommendations are based on the findings of the non-academic tests:

1. The psychological department of each school should include in its testing procedures certain standardized instruments for measuring personality, thereby placing personality measurement on par with that of intelligence and achievement, and also making possible long time studies on personality development - such tests, of course, handled only by technicians.

2. The schools should include a program of more efficient social service as it touches the problem of adult education, training adults or parents in the specific needs of older as well as younger children.

3. The public schools should emphasize vocational guidance of pupils toward attainable goals that will give them the satisfaction necessary for personal happiness and contentment in their work.

4. The home economics departments or some other department of the mixed and segregated schools should give more attention to specific training in good manners at the table and courtesy in general, thereby furnishing some of the social background that many of the homes lack.

5. The segregated schools should inaugurate a program of specific training in proper attitudes, culture traits, mores,

and the like of American life lest the Negro face the danger of becoming a "native alien." Such cultivation of similar culture traits would assist in better racial understanding on part of white and black. Such a program would parallel that of the visiting personnel worker of the mixed school.

6. The general liking expressed for religious activities should be made a definite constructive agency for character development by the proper authorities.

7. Both types of schools should show more respect for child personality regardless of the wretched stage of poverty or ignorance which has been the child's lot. Good citizens do not result from "dumb driven cattle." Dishonesty may be bred from too arbitrary an authority.

8. A program of personality testing should be carried on to the end of determining which individuals would gain more self-realization in a mixed or segregated school.

9. Negro pupils in mixed schools should be encouraged in as much social participation as their intelligence, general adaptability and capability warrant without any consideration of the accident of race.

10. Pupils who show evidence of social maladjustment in mixed schools should have some school to which they might repair and find themselves.

11. The auditorium, and other agencies of the schools

should be utilized in an effort to elevate the general cultural level of both groups.

12. Teachers in the segregated schools should strive to rid pupils of definite personal inferiority feelings unless such feelings are warranted.

13. Teacher re-education in newer aspects of mental hygiene would serve to have them realize the wisdom of placing mental, emotional, and social adjustment on an equal basis with academic training.

New Problems

A few problems have arisen as a result of this study. These may be listed as follows:

1. Opportunities for the development of race pride in mixed and segregated schools.
2. Introversion as a factor in personality adjustment during pre-adolescence.
3. A study of the factors influencing retention of Negro pupils in high school.
4. A long time study of individual cases of maladjustment over a period of years.
5. The value of certain extra-curricular activities in fostering character growth.
6. The effect of specific training on certain character

traits such as cooperation, self-reliance and the like.

7. Certain ways of raising the cultural level of the homes through pupil-teacher-parent cooperation.

8. A comparison of the reactions of introverts and extroverts to various types of thwartings.

9. The influence of the socio-economic status in the selection of a segregated or mixed school.

10. The effect of school training in raising the cultural level of a group.

11. A comparative study of the mortality rate of Negro college freshmen from segregated and mixed schools.

12. A comparative study of Negro junior high school graduates who continue in senior high schools and those who drop out at the close of the junior high school period.

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A P P E N D I X

APPENDIX A

Name _____

INTEREST BLANK *

Put one cross before each occupation you may possibly decide to follow. Put two crosses before the one occupation you are most likely to choose.

* * * *

- | | | |
|---|--|---|
| <input type="checkbox"/> Section hand | <input type="checkbox"/> Acrobat | <input type="checkbox"/> Library assistant |
| <input type="checkbox"/> Street laborer | <input type="checkbox"/> Boxer or wrestler | <input type="checkbox"/> Librarian |
| <input type="checkbox"/> Bootblack | <input type="checkbox"/> Auto racer | <input type="checkbox"/> Social worker |
| <input type="checkbox"/> Logger | <input type="checkbox"/> Baseball player | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Hod carrier | <input type="checkbox"/> Aviator | <input type="checkbox"/> School principal |
| <input type="checkbox"/> Janitor | <input type="checkbox"/> Electrician | <input type="checkbox"/> Reporter |
| <input type="checkbox"/> Teamster | <input type="checkbox"/> Wireless operator | <input type="checkbox"/> Editor |
| <input type="checkbox"/> Deliveryman | <input type="checkbox"/> Draftsman | <input type="checkbox"/> Story writer |
| <input type="checkbox"/> Truck driver | <input type="checkbox"/> Mechanic or | <input type="checkbox"/> Novelist |
| <input type="checkbox"/> Waiter or waitress | <input type="checkbox"/> machinist | <input type="checkbox"/> Poet |
| <input type="checkbox"/> Cook | <input type="checkbox"/> Photographer | <input type="checkbox"/> Playwriter |
| <input type="checkbox"/> Shoemaker (cobbler) | <input type="checkbox"/> Surveyor | <input type="checkbox"/> Historian |
| <input type="checkbox"/> Barber | <input type="checkbox"/> Clerk | <input type="checkbox"/> Christian Science |
| <input type="checkbox"/> Butcher | <input type="checkbox"/> Mail carrier | <input type="checkbox"/> Healer |
| <input type="checkbox"/> Baker | <input type="checkbox"/> Ticket or express | <input type="checkbox"/> Veterinary doctor |
| <input type="checkbox"/> Grocer | <input type="checkbox"/> agent | <input type="checkbox"/> Dentist |
| <input type="checkbox"/> Soldier or sailor | <input type="checkbox"/> Auto salesman | <input type="checkbox"/> Surgeon |
| <input type="checkbox"/> Conductor or | <input type="checkbox"/> Traveling sales- | <input type="checkbox"/> Physician |
| <input type="checkbox"/> motorman | <input type="checkbox"/> men | <input type="checkbox"/> Civil engineer |
| <input type="checkbox"/> Fireman or brakeman | <input type="checkbox"/> Stenographer or | <input type="checkbox"/> Mining engineer |
| <input type="checkbox"/> Chauffeur | <input type="checkbox"/> typist | <input type="checkbox"/> Mechanical engineer |
| <input type="checkbox"/> Policeman | <input type="checkbox"/> Linotypist | <input type="checkbox"/> Electrical engineer |
| <input type="checkbox"/> Detective | <input type="checkbox"/> Private Secretary | <input type="checkbox"/> Chemical engineer |
| <input type="checkbox"/> Plasterer | <input type="checkbox"/> Bookkeeper or | <input type="checkbox"/> Army or Navy officer |
| <input type="checkbox"/> Tailor | <input type="checkbox"/> accountant | <input type="checkbox"/> Politician |
| <input type="checkbox"/> House painter | <input type="checkbox"/> Nurse | <input type="checkbox"/> Congressman |
| <input type="checkbox"/> Plumber | <input type="checkbox"/> Merchant | <input type="checkbox"/> Mayor |
| <input type="checkbox"/> Carpenter | <input type="checkbox"/> Advertiser | <input type="checkbox"/> Lawyer or judge |
| <input type="checkbox"/> Stone or brick mason | <input type="checkbox"/> Building contractor | <input type="checkbox"/> Astronomer |
| <input type="checkbox"/> Joiner | <input type="checkbox"/> Factory or business | <input type="checkbox"/> Mathematician |
| <input type="checkbox"/> Water repairer | <input type="checkbox"/> manager | <input type="checkbox"/> Physicist |
| <input type="checkbox"/> Dressmaker | <input type="checkbox"/> Barber | <input type="checkbox"/> Chemist |
| <input type="checkbox"/> Milliner | <input type="checkbox"/> Music teacher | <input type="checkbox"/> Mineralogist |
| <input type="checkbox"/> Housewife | <input type="checkbox"/> Singer | <input type="checkbox"/> Botanist |
| <input type="checkbox"/> Chef | <input type="checkbox"/> Muscian (player) | <input type="checkbox"/> Zoologist |
| <input type="checkbox"/> Florist | <input type="checkbox"/> Muscian (composer) | <input type="checkbox"/> Bacteriologist |
| <input type="checkbox"/> Fisherman | <input type="checkbox"/> Orchestra conductor | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Forest ranger | <input type="checkbox"/> Dancer | <input type="checkbox"/> College Professor |
| <input type="checkbox"/> Farmer or rancher | <input type="checkbox"/> Actor or actress | <input type="checkbox"/> Explorer |
| <input type="checkbox"/> Dairyman | <input type="checkbox"/> Stage manager | <input type="checkbox"/> Priest |
| <input type="checkbox"/> Stock breeder | <input type="checkbox"/> Orator | <input type="checkbox"/> Preacher |

* Adapted from Terman

- Reformer
- Statesman
- Lecturer
- Decorator
- Cartoonist
- Magazine Illustrator
- Artist (painter of
pictures)
- Landscape artist
- Architect
- Sculptor

* * * *

If the occupation you would like best is not given above, write it
here. _____

If you are a girl, do you prefer the duties of housewife to any
other occupation? _____

APPENDIX B

Name _____

EARLY INTERESTS (I)

Think for fifteen minutes of the last years of elementary school. Read this slowly as you do so. Think of the schoolroom, of your classmates, of your teachers. Think of the boys and girls you liked best. Can you recall any of their names? Think of your chums. How high did you stand in your subjects in comparison with others? Think of those teachers who asked you to clean the boards. Think of the times you were kept after school. Did teacher ever scold you? What were some of the things she said? What did you do with yourself during the time that you were not in the schoolroom in the afternoons? Think of those school days for a few minutes longer. Then put down on paper in the order of importance on the lines below those things you liked best during the days in elementary school. Don't hurry; take plenty of time.

Work I liked

- 1.
- 2.
- 3.
- 4.

People I liked

- 1.
- 2.
- 3.
- 4.

Studies I liked

- 1.
- 2.
- 3.
- 4.

Other interests

- 1.
- 2.
- 3.
- 4.

Things I liked to play

- 1.
- 2.
- 3.
- 4.

Religious Interests

- 1.
- 2.
- 3.
- 4.

Things I liked to read

- 1.
- 2.
- 3.
- 4.

Name _____

EARLY INTERESTS (II)

I want you to write a story of your life interests. Take time. Spend several days in thinking about it. What were you most interested in as a younger boy or girl? What were you most interested in as you became older? Try to recall the earliest things which you liked or disliked either at home or at school. These may be such things as making mud-pies or peeling potatoes. Start with these earliest interests in writing your interest history. Don't confuse the things you did well with the things you liked best. Tell only of the activities, people, and things, games, etc., that you liked or disliked. Recall all jobs, school classes and social interests from earliest time. Mention people you liked and disliked. Remember write only about those things you liked or disliked from the earliest days to the present. You should take about three days to do this. What things troubled you in school? What were the subjects you disliked most? Teachers you disliked most? Remember no teacher or parent will know what you said unless you tell them. Name any pleasant or unpleasant things that have happened recently. Have you ever been a member of a committee in your school, leader of your group, class president or held any other kind of office in your class? Would you like to do this sort of thing?

APPENDIX D

THE INDICATOR *

Name _____ Date _____ Room _____ Boy _____ Girl _____

Write yes in the box marked cousin, if you would be willing to have for a cousin a member of the race or nationality whose name is on the line opposite the box. If you would be willing to have them for a chum, which means best friend, write yes in the box marked chum. If you would be willing to have them for a roommate which means one who sleeps in the same room with you, write yes in the box marked roommate. Write yes in the playmate box if you want them for playmates. Write yes in the neighbor box if you want them for a neighbor. If you want them for a classmate, write yes in the classmate box. If you want them for schoolmates write yes in the schoolmate box. Write no in any box if you do not want to have members of the race opposite the box for any of the things mentioned above. If you know nothing about the race mentioned put a circle (0) in the box. This is a University study and you will help the University if you will mark just how you feel in every case.

	Cousin	Chum	Room- mate	Play- mate	Neigh- bor	Class- mate	School- mate
1. Very dark Negroes							
2. Very light colored Negroes							
3. Dark colored Negroes							
4. Light colored Negroes							
5. Negroes from the South							
6. Japanese							
7. Hindu							
8. Mexican							
9. German							
10. Greek							
11. Chinese							
12. Filipino							
13. Italian							
14. Irish							
15. American Indian							
16. Poor White American							
17. Middle Class White American							
18. Rich White American							
19. Educated White American							
20. Jew							

* Adapted and revised from ZeligS.

1. If there are any races of people you do not like, make a list of them here.
2. If there are any nations of the world that you do not like, make a list of them here.
3. Where did you learn anything concerning these people?
4. On a separate piece of paper write a few reasons why you say yes or no in the box above, especially if you say no.

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How I Feel and How You Feel *

Each person in the world has feelings about each separate thing he meets in life. But people don't all feel the same way about the same thing. What John likes Albert often dislikes very much, and what Albert thinks is just about the best thing there is John wouldn't do for the world. On the next page you yourself are to have a chance to tell how you feel about a lot of things, then to tell how most boys feel about them, and finally how you think you ought to feel about them.

What you have to do is to put a circle around certain words which you will find in each of three columns, one headed HOW I FEEL, one headed HOW MOST BOYS FEEL, and one headed HOW I THINK I OUGHT TO FEEL.

The words around which you are asked to put circles are:

"Like a Lot," which means that the thing is just about as good and fine as anything could be, or that it is a very good thing to do.

"Like Some," which means that while it is a little bit good it isn't as good a thing or as important to do as something marked Like a Lot.

"Don't Care," which means that it doesn't make much difference one way or the other.

"Rather Not," which means that it is a little bit disagreeable; or that one would rather not do it, but would if he had to.

"Dislike," which means that it is about as unpleasant a thing as there is.

Below are examples of how a boy marked three questions:

	HOW I FEEL					HOW MOST BOYS FEEL					HOW I THINK I OUGHT TO FEEL				
Having other folks praise me.	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot
Reciting in class at school. . . .	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot
Washing dishes	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot	Dis- like	Rather Not	Don't Care	Like Some	Like a Lot

In the question "Having other folks praise me" this boy meant that he likes very much to have people praise him; that most boys like it too; and that he ought to like it some, but not as well as he does.

In the question "Reciting in class at school" he meant that he would rather not, that most boys dislike to recite very much, but that he ought not to care one way or the other.

In the question "Washing dishes" the boy meant that he dislikes to wash them very much, that most boys don't care one way or the other, and that as washing dishes is a bit disagreeable he ought to rather not wash them.

When you mark the questions be sure that you put a circle in each of the main columns under How I Feel, How Most Boys Feel, and How I Think I Ought to Feel. Answer each question right across the page in all three columns before you go on to the next question.

Remember these questions do not ask you if you do things; they ask you how you really truly feel about doing them, how most boys feel about doing them, and how you think you ought to feel about doing them.

It will look like a lot to do on those next two pages, but as each question has three columns, there aren't really many questions to answer.

All Ready! Turn over the page and begin to answer the questions. Work as fast as you can and still be careful.

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	HOW I FEEL					HOW MOST BOYS FEEL					HOW I THINK I OUGHT TO FEEL				
Keeping my hair "slick".....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Going to the movies.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Finding out what God wants me to do.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not,	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Always doing what my parents tell me.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Listening to music.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Smoking cigarettes.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Helping around home.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Keeping my things in order....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Doing things so my parents will like me.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Studying the Bible.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Reading very exciting stories...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being a good athlete.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Playing hookie from school....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Becoming a great man.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Doing everything as well as I can	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being an officer in my club...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Praying	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having a good reputation.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being careful never to make mistakes	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Always being on time.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Sharing my candy with other fellows.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Stealing watermelons or fruit...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Getting a square deal for foreigners	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having a very exciting time....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Sticking with the gang no matter what happens.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Putting a fresh guy where he belongs	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot

	HOW I FEEL					HOW MOST BOYS FEEL					HOW I THINK I OUGHT TO FEEL				
	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Doing physical exercises	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Always being brave.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Learning to drive a car.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Getting to be a rich man.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Believing everything my teacher tells me.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Belonging to a church (or synagogue)	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being proud of my family.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Getting a job and making some money	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being a good talker.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Admitting when I've done wrong	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being more kind to my father and mother.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Giving money to help poor people	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being with my father whenever I can.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Running away from home and never coming back...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Day dreaming and pretending I'm someone else	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Teasing people.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Going and living by myself in a town where nobody knows me	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Going on a vacation with just Mother	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being with grown people most of the time.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Playing with other boys instead of by myself.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Dreaming in my sleep.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Wishing I had never been born.	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having my father stay away from home on business for two years	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being five years old again.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having girl friends.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Playing by myself, instead of with other boys.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot

NOW GO OVER YOUR PAPER TO SEE IF YOU HAVE SKIPPED ANY QUESTIONS

*Girls**

A Personal Attitudes Test for Younger Boys

Series of Character and Personality Tests

Association Press, New York

Name _____ Age _____ Grade in School _____ Home Town _____

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Below are examples of how a boy marked three questions:

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Reciting in class at school. . . .	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Washing dishes	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot

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* See last page.

	HOW I FEEL					HOW MOST BOYS FEEL					HOW I THINK I OUGHT TO FEEL				
	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Keeping my hair "slick".....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Going to the movies.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Finding out what God wants me to do.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not,	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Always doing what my parents tell me.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Listening to music.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Smoking cigarettes.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Helping around home.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Keeping my things in order....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Doing things so my parents will like me.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Studying the Bible.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Reading very exciting stories...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being a good athlete.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Playing hookie from school....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Becoming a great ^{woman} man	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Doing everything as well as I can.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being an officer in my club...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Praying.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having a good reputation.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being careful never to make mistakes.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Always being on time.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Sharing my candy with other fellows ^{Girls}	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Stealing watermelons or fruit...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Getting a square deal for foreigners.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having a very exciting time....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Sticking with the ^{crowd} gang no matter what happens.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Putting a fresh ^{girl} guy where he belongs.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot

Girls

	HOW I FEEL					HOW MOST BOYS FEEL					HOW I THINK I OUGHT TO FEEL				
	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Doing physical exercises	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Always being brave.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Learning to drive a car.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Getting to be a rich ^{woman} man	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Believing everything my teacher tells me.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Belonging to a church (or synagogue)	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being proud of my family.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Getting a job and making some money	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being a good talker.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Admitting when I've done wrong	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being more kind to my father and mother.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Giving money to help poor people	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being with my ^{mother} father whenever I can.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Running away from home and never coming back...	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Day dreaming and pretending I'm someone else	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Teasing people.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Going and living by myself in a town where nobody knows me	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Going on a vacation with just ^{Mother} Father	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being with grown people most of the time.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Playing with other ^{girls} boys instead of by myself.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Dreaming in my sleep.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Wishing I had never been born.	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having my ^{mother} father stay away from home on business for two years	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Being five years old again.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Having ^{boy} girl friends.....	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot
Playing by myself, instead of with other ^{girls} boys	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot	Dis-like	Rather Not	Don't Care	Like Some	Like a Lot

NOW GO OVER YOUR PAPER TO SEE IF YOU HAVE SKIPPED ANY QUESTIONS

* Revised Directions - Personal Attitudes Test:

These tests were made out for boys, but girls may take them also. I have struck out certain words so that the questions will read girls instead of boys. Read the questions and answer them according to the changes that I have made.

APPENDIX F

LEHMAN'S PLAY QUIZ

For Grade 3 or above

FORM A

Series of Character and Personality Tests
Association Press
New York City

Name _____ Grade _____
Date of Birth _____ Sex _____
Number of Brothers _____ Number of sisters _____
City _____ School or club group _____
Teacher or Leader _____ Present date _____

PART A

What things have you been doing during the past week just because you wanted to?

Read through the following list of toys and games and other things, and as you read through the list, draw a circle with your pencil around each number that stands in front of anything that you have played with during the past week, or anything that you have done during the past week just because you wanted to do it.

- | | |
|---|--|
| 1 Football. | 21 Coasting on a coaster. |
| 2 Basket Ball. | 22 Coasting on a wagon. |
| 3 Baseball with a hard ball. | 23 Coasting on a sled. |
| 4 Ball with an indoor or playground ball. | 24 Swinging. |
| 5 Just playing catch. | 25 Ice-skating |
| 6 Volley ball. | 26 Sleigh-riding. |
| 7 Handball. | 27 Riding in an auto. |
| 8 Golf. | 28 Driving an auto. |
| 9 Tennis. | 29 Riding a bicycle. |
| 10 Running the gauntlet. | 30 Horse-back riding. |
| 11 Boxing. | 31 Rolling a hoop. |
| 12 Wrestling. | 32 Rolling an auto tire. |
| 13 Doing cross-word puzzles. | 33 Telling stories. |
| 14 Checkers. | 34 Listening to stories. |
| 15 Chess. | 35 Watching athletic sports. |
| 16 Dominoes. | 36 Excursions to woods, parks, country, etc. |
| 17 Marbles. | 37 Gathering fruit. |
| 18 Roller-skating. | 38 Gathering berries. |
| 19 Sliding on a playground slide. | 39 Gathering nuts. |
| 20 Sliding on a toboggan slide. | 40 Gathering flowers. |

- | | | | |
|----|--|-----|--|
| 41 | Collecting stamps, birds' eggs, and so on. | 76 | Camping out. |
| 42 | Just hiking or strolling. | 77 | Building or watching bonfires. |
| 43 | Going to the movies. | 78 | Climbing porches, trees, fences, posts, etc. |
| 44 | Attending the theatre. | 79 | Doing gymnasium work. |
| 45 | Going to entertainments, concerts and so on. | 80 | Doing stunts in the gymnasium. |
| 46 | Sight-seeing. | 81 | Turning handsprings, cartwheels, etc. |
| 47 | Attending lectures. | 82 | Doing calisthenics. |
| 48 | Visiting or entertaining company. | 83 | Playing on the giant stride. |
| 49 | Chewing gum. | 84 | Playing teeter-totter. |
| 50 | Smoking. | 85 | Just running and romping. |
| 51 | Having 'dates'. | 86 | Running races. |
| 52 | Just loafing or lounging. | 87 | Hop, skip and jump. |
| 53 | Social dancing. | 88 | Jumping for distance. |
| 54 | Folk-dancing. | 89 | Jumping for height. |
| 55 | Card games, such as authors, bridge, whist, etc. | 90 | Pole vaulting. |
| 56 | Literary clubs. | 91 | Leap frog. |
| 57 | Social clubs, or being with the gang. | 92 | Hop-scotch. |
| 58 | Listening to the victrola. | 93 | Jumping or skipping rope. |
| 59 | Listening to the radio. | 94 | Other hopping games played on sidewalk. |
| 60 | Playing the piano (for fun) | 95 | Follow your leader. |
| 61 | Playing other musical instruments for fun. | 96 | Fox and geese. |
| 62 | Looking at the Sunday 'funny paper'. | 97 | Kick the can. |
| 63 | Reading jokes of funny sayings. | 98 | Run sheep run. |
| 64 | Reading the newspapers. | 99 | Hide and seek. |
| 65 | Reading or looking at magazines. | 100 | Blind man's bluff. |
| 66 | Reading books. | 101 | Hide the button. |
| 67 | Reading short stories. | 102 | Hide the thimble. |
| 68 | Looking at the daily comic strips. | 103 | Anty-over. |
| 69 | Telling or guessing riddles. | 104 | Black man. |
| 70 | Writing letters. | 105 | Other tag games. |
| 71 | Writing poems. | 106 | Crack the whip. |
| 72 | Telling fortunes or having fortunes told. | 107 | Whistling. |
| 73 | Hunting. | 108 | Dodge ball. |
| 74 | Fishing. | 109 | Old sow. |
| 75 | Boating or canoeing. | 110 | Dare base. |
| | | 111 | Making something. |
| | | 112 | Fixing or repairing something. |
| | | 113 | Bean bags. |
| | | 114 | Jacks. |
| | | 115 | Matching pennies. |

- 116 Throwing dice or Playing 'Put and Take.'
- 117 Stealing water melons, fruit, etc. for fun.
- 118 Playing pool.
- 119 Billiards.
- 120 Bowling.
- 121 Croquet.
- 122 Pitching horse-shoes.
- 123 Going to Sunday School (If you like it.)
- 124 Going to church or to mass.
- 125 Mumbly peg.
- 126 Throwing rocks or stones.
- 127 Shinney on your own side.
- 128 Pillow fights.
- 129 Snowball fights.
- 130 Teasing somebody.
- 131 Teasing birds or animals.
- 132 Bow and arrows.
- 133 Shooting a gun.
- 134 Playing in the sand.
- 135 Wading in the water.
- 136 Building a dam.
- 137 Swimming.
- 138 Dressing up in older folks' clothing.
- 139 Playing circus.
- 140 Playing house.
- 141 Playing horse.
- 142 Playing store.
- 143 Playing school.
- 144 Playing church.
- 145 Playing Sunday school.
- 146 Riding a velocipede.
- 147 Playing nurse.
- 148 Playing bandit.
- 149 Playing soldier.
- 150 Playing cowboy.
- 151 Playing Indian.
- 152 Train conductor, engineer or brakeman.
- 153 Playing robber and police.
- 154 Playing movie actor or actress.
- 155 Playing other make-believe games.
- 156 Just imagining things.
- 157 Statuary.
- 158 Going to parties or picnics.
- 159 "Here I come" "Where from?"
- 160 Tin-tin.
- 161 Post-office.
- 162 Spin the pan.
- 163 London bridge.
- 164 Other singing games.
- 165 Just singing.
- 166 Drop the handkerchief.
- 167 Three deep.
- 168 Other ring games.
- 169 Old witch.
- 170 Pussy wants a corner.
- 171 Making mud pies, mud dolls, etc.
- 172 Clay modelling.
- 173 Drawing with pencil, pen, chalk or crayon.
- 174 Painting with water-colors.
- 175 Cutting paper things with a scissors.
- 176 Making a scrap-book.
- 177 Taking snap-shots.
- 178 Stringing beads.
- 179 Sewing, knitting, crocheting, etc., for fun.
- 180 Using a hammer, saw, nails, etc., for fun.
- 181 Digging caves or dens.
- 182 Building snow men, snow forts, snow houses.
- 183 Spinning tops.
- 184 Flying kites.
- 185 Walking on stilts.
- 186 Toy airplanes, toy balloons, toy parachutes.
- 187 Toy trains, ships, autos, wagons, etc.
- 188 Playing fire engine (or hook and ladder.)
- 189 Looking at pictures.
- 190 Toy blocks.
- 191 Toy horn, toy drum, etc.
- 192 Dolls, doll carriages, doll clothes, etc.

- 193 Other toys.
- 194 Picture puzzles.
- 195 Wire puzzles, string puzzles.
- 196 Making or assembling a radio or other electrical apparatus.

- 197 Playing with pet dogs.
- 198 Playing with pet kittens.
- 199 Playing with other pets.
- 200 Helping somebody with his work.

PART B

Write in the blank spaces below the names of any toys or games or other things which took up some of your time during the past week, and which you liked, but which are not included in the printed list.

- | | |
|-----------|-----------|
| 201 _____ | 206 _____ |
| 202 _____ | 207 _____ |
| 203 _____ | 208 _____ |
| 204 _____ | 209 _____ |
| 205 _____ | 210 _____ |

PART C

Now count the number of different things that you did during the past week just because you wanted to. Write the number in the blank space below.

I did _____ different things during the past week just because I wanted to.

Now print the letter "A" in front of each thing that you did ALONE. Now count the number of "A's". Write the number of "A's" in the blank space below.

I did _____ of these things all by myself.

PART D

Now write in the blank spaces below the numbers of the three things that you liked best. If you are not sure, just guess.

I liked number _____ best of all. I liked number _____ next best. I liked number _____ third best.

Now write in the blank space below the number of the one thing to which you gave the most time. If you are not sure, just guess.

Number _____ took up more of my time than anything else.

PART E

Now state the occupation that you intend to follow _____

Apperception Tests

SCALE A

Developed in connection with the Character Education Inquiry

Series of Character and Personality Tests

Published by

Association Press, 347 Madison Ave., New York

Name..... Date.....

Grade..... School..... Age.....yrs.....mos.

Home Address

SECTION I

Put a cross (X) before the *best* answer to each of the following questions. Mark only *one* answer to each question. Be sure you find the best one of the four.

1. What is a flute?

- (a) An anchor.
- (b) A plant.
- (c) A musical instrument.
- (d) A bird.

2. What is a demi tasse?

- (a) Piece of furniture.
- (b) Card game.
- (c) A cup of coffee.
- (d) A pretty dress.

3. What is a high boy?

- (a) A college graduate.
- (b) A chest of drawers.
- (c) An overgrown child.
- (d) A kind of drink.

4. What is a Chippendale?

- (a) Old piece of furniture.
- (b) A small bird.
- (c) A kind of tree.
- (d) A waterfall.

5. What do you say when you are introduced to an older person?

- (a) "Pleased to meet you."
- (b) "How do you do, Mr."
- (c) "Happy to make your acquaintance."
- (d) "Charmed."

(Turn over the page and finish this section)

6. When should toothpicks be passed?

- (a) During the meal.
- (b) Before the meal.
- (c) Never.
- (d) At the end of the meal.

7. Where is tapestry usually found?

- (a) In the kitchen.
- (b) In the bathroom.
- (c) In the parlor.
- (d) In the cellar.

8. Where are orchids usually bought?

- (a) From the grocer.
- (b) From the fruit dealer.
- (c) From the florist.
- (d) At the dry goods store.

9. What is an Etude?

- (a) A magazine.
- (b) A piece of furniture.
- (c) A movie.
- (d) A musical instrument.

10. What is a cello?

- (a) A basement.
- (b) A dessert.
- (c) A musical instrument.
- (d) An electric light bulb.

11. What is a governess?

- (a) The wife of a governor.
- (b) A servant on a ship.
- (c) A person who takes care of children.
- (d) Any woman officer.

12. In what book is the poem about the "Jabberwocky?"

- (a) "Eight Cousins."
- (b) "Through the Looking Glass."
- (c) "The Water Babies."
- (d) "Swiss Family Robinson."

SECTION II

In each of the sentences below draw a line under *one* of the four words that makes the sentence true and right.

SAMPLES: A Buick is a kind of.....cigar—tree—automobile—typewriter.

A piano is a.....sewing machine—musical instrument—tool—car.

Begin here:

1. A buffet is usually found in the.....parlor.....kitchen.....hall.....dining room.
2. Beethoven was famous as a.....poet.....musician.....painter.....actor.
3. The Arabian Nights are.....soldiers.....stories.....stones.....pictures.
4. Mahogany is the name of a.....city.....machine.....wood.....river.
5. Paderewski is the name of a.....pianist.....singer.....composer.....orchestra conductor.
6. The Book of Proverbs is in.....Shakespeare.....Milton.....Virgil.....the Bible.
7. Genesis is in.....the Old Testament.....Shakespeare.....Chicago.....New York State.
8. The "St. Nicholas" magazine comes.....weekly.....monthly.....quarterly.....at Christmas.
9. Geraldine Farrar is a famous.....singer.....author.....violinist.....painter.
10. A Steinway is a.....book.....magazine.....driveway.....piano.
11. Chopin was famous as a.....writer.....painter.....poet.....composer.
12. Spaulding's sells.....books.....sporting goods.....furniture.....jewelry.
13. Mischa Elman is a famous.....actor.....pianist.....singer.....violinist.
14. The Atlantic Monthly is a.....magazine.....calendar.....battleship.....lighthouse.
15. The "Child's Garden of Verses" is by.....Kipling.....Stevenson.....Sankey.....Guest.
16. The "Age of Innocence" is the name of a.....song.....picture.....poem.....movie.
17. "The Nature Magazine" comes.....weekly.....monthly.....quarterly.....semi-annually.
18. The Delineator is a kind of.....rug.....radio.....magazine.....tool.
19. Sonora is the name of a.....piano.....cigar.....talking machine.....Spanish lady.
20. Schubert was famous as an.....organist.....singer.....violinist.....composer.

SECTION III

Name all the furniture that belongs in a well furnished dining room. Write your answer below:

.....

.....

.....

.....

.....

.....

SECTION IV

The statements below are either true or false. If true, draw a line under the word True. If false, draw a line under the word False.

SAMPLE: In buying tickets, one should stand in line.....True False

Begin here:

- 1. A waiter, in passing a dish, offers it at your right hand.....True False 1
- 2. If soup or any liquid is too hot, blow on it slightly to cool it.....True False 2
- 3. When eating meat one should cut it all up before beginning to eat.....True False 3
- 4. If your feet do not touch the floor, you should rest them on the chair rounds.....True False 4
- 5. Food may be carried to the mouth with either a knife or fork.....True False 5
- 6. One should assist the hostess by stacking the dishes.....True False 6
- 7. When not interested in what another person is saying, one should say frankly that he doesn't want to hear any more.....True False 7
- 8. A knife should be used to cut lettuce at the table.....True False 8
- 9. When eating bread and butter, spread the whole slice of bread before eating any of it..True False 9
- 10. In helping yourself to sugar, always use your own spoon.....True False 10
- 11. One should give attention to another who is talking to him whether he is interested or not.....True False 11
- 12. It is bad manners to look over the shoulder of one who is reading or writing.....True False 12
- 13. If a guest accidentally knocks his glass of water over, the hostess should laugh and call it a joke.....True False 13
- 14. The wearing of much jewelry marks a girl as a person of poor taste.....True False 14
- 15. Soup should be taken from the side of the spoon.....True False 15

SECTION V

Write on the lines the answers to these questions:

1. What do you expect to be when you grow up?

.....

2. What does your father expect you to be when you grow up?

.....

3. What does your mother expect you to be when you grow up?

.....

SECTION VI

Some of these sentences tell about things which are usual or which happen often, and some of them tell about things which are not usual or which do not happen often. If what a sentence says is usual, draw a line under the word "Usual." If what a sentence says is not usual, draw a line under the words "Not Usual."

SAMPLE: Robert goes to school..... Usual Not Usual

Begin here: .

1. Sometimes the father reads stories to the children..... Usual Not Usual
2. The mother slaps the children and screams at them to make them mind..... Usual Not Usual
3. When the child kicked and screamed, the mother let her do whatever she wanted.. Usual Not Usual
4. The family took some of their friends to ride in an automobile..... Usual Not Usual
5. The woman quarreled with her husband every day..... Usual Not Usual
6. Each child in the family has a separate bed..... Usual Not Usual
7. The mother supports the family by working out by the day..... Usual Not Usual
8. When the children are at home they fight like cats and dogs..... Usual Not Usual
9. The father made his children obey by hitting them over the head..... Usual Not Usual
10. The children drive their mother wild with their noise..... Usual Not Usual

SECTION VII

Find the one word in each line which most nearly describes the first word in the line. When you have found this word, draw a line under it, as shown in sample:

SAMPLE: tiger.....wild, smooth, brown, fierce, friendly.

Begin here:

1. job.....easy, good, hard, pleasant, rotten.
2. chair.....soft, old, high, straight, rocking.
3. father.....stern, brutal, kind, cranky, sympathetic.
4. candy.....fudge, scarce, chocolate, box, bonbons.
5. house.....cold, happy, quiet, lovely, little.
6. brother.....jealous, tough, kind, sneaky, stingy.
7. suit.....new, bright, small, pretty, torn.
8. picture.....big, book, framed, beautiful, newspaper.
9. sister.....mean, gentle, angry, kind, selfish.
10. town.....dark, dull, gay, awake, big.
11. sleep.....quiet, troubled, dreams, sound, afraid.
12. play.....rough, fun, slow, lonely, noisy.
13. mother.....loving, cross, unjust, mean, good.
14. piano.....lessons, forgotten, Chopin, player, dance.

SECTION VIII

Here are some duties which must be performed for nearly every household. Write on each line the person or persons whose regular task it is to do the thing named:

Begin here:

1. To wash the dishes.....
2. To take care of the baby.....
3. To earn money to support the family.....
4. To get the meals.....
5. To set the table.....
6. To help the children get ready for school.....
7. To go on errands.....
8. To help the children with their lessons.....
9. To clean the rugs.....
10. To dust the furniture.....
11. To clean the house.....
12. To look after the children when they get home from school.....
13. To dry the dishes.....
14. To open the door when the doorbell rings or somebody knocks.....
15. To serve the meals.....
16. To wash the clothes.....
17. To put the children to bed.....
18. To teach the children how to behave.....

SECTION IX

The situations which are described below have actually happened to children. Read the facts given. Then write what you think happened next. Never mind about what ought to have happened. Just guess what actually did happen. Write your answers on the lines.

1. Mary received a very poor mark in her school work. She took the report card home and showed it to her father. What did her father do?
.....
.....
2. It was a cold winter's night and a snow storm was raging. It was a whole hour before bed time. The children said, "Mother, what shall we do next?" What did their mother say?
.....
.....
3. Amy's mother asked her to go to the store on an errand. Amy was reading and did not wish to be bothered. What did her mother do?
.....
.....

(Continued on next page)

4. Thomas was nine years old. He was angry because his mother would not let him go to the movies one afternoon. He kicked the furniture and threw some dishes on the floor. What did his mother do?

.....

.....

5. Helen and her brother Paul were playing games, when their father came in and asked Paul to fill the wood-box. Paul sulked and said he wouldn't do it. What did his father do?

.....

.....

6. Adrian became angry at his brother and threw a heavy box at him. What did their mother do?

.....

.....

7. Uncle Jack was coming to dinner and to spend the evening. Richard's father and mother wished to give him a very good time. What did they do in the evening?

.....

.....

8. Elizabeth was eight years old. Her parents were going away for a short vacation, leaving Elizabeth at home with her older brother and their aunt. Elizabeth threatened to run away if her parents did not take her with them. What did they do?

.....

.....

9. Edward's father had told him to come home immediately after school each night. One day Edward went for an automobile ride with a chum, and did not get home until eight o'clock. What happened when he reached home?

.....

.....

10. John and his sister were quarreling. Their father came into the room. What did he do?

.....

.....

SECTION X

Write on the lines the words for which the letters stand. If you don't know, guess.

SAMPLE: U. S. stands for United States.

Begin here:

1. B.A. stands for.....
2. Adv. stands for.....
3. A.M. stands for.....
4. Messrs. stands for.....
5. F.O.B. stands for.....
6. B.C. stands for.....
7. Mgr. stands for.....
8. Ltd. stands for.....
9. Inst. stands for.....
10. B.S. stands for.....
11. Agt. stands for.....
12. P.M. stands for.....
13. M. stands for.....
14. Ph.D. stands for.....
15. A.D. stands for.....
16. R.S.V.P. stands for.....
17. Inc. stands for.....
18. H.R.H. stands for.....
19. F.O.R. stands for.....
20. I.Q. stands for.....
21. Sec. stands for.....
22. COPEC stands for.....

SECTION XI

Suppose a good fairy or magician were to grant you three wishes, what would your wishes be?

Write your answers here:

1.
2.
3.

Apperception Tests

SCALE B

Developed in connection with the Character Education Inquiry

Series of Character and Personality Tests

Published by

Association Press, 347 Madison Ave., New York

This may be done at home. If the pupil cannot do it himself he should get his parents or older brother or sister to help him.

Name..... Grade.....

School..... Date.....

SECTION I

How good are you at guessing things? Do you know the game called "Twenty Guesses?" Somebody thinks of an object in a room and the other people can have twenty guesses as to what it is. This time an object belonging to a living room has been selected. Each pupil can have twenty guesses as to what it is. After the blanks are collected, the teacher will tell the class what the object is. Put your guesses here:

- | | |
|----------|----------|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

SECTION II

Below are some topics which might be used for English compositions.

If you think you know enough about the topic to write a good story or composition about it, put a check mark in the first column, which says, "Could write a lot on this."

If you do not know very much about the topic but could write a fairly good story or composition on it, put a check mark in the second column, which says, "Could write a little on this."

If you do not know anything about the topic and could not write on it at all, put a check mark in the third column which says, "Could not write on this at all."

As soon as you have marked Topic 1, read Topic 2, and decide which column to put your check mark in. Then go on and do all the rest.

	Could write a lot on this.	Could write a little on this.	Could not write on this at all.
SAMPLE: The street where I live.....	✓		
1. My Workshop (or Playroom) at Home.....			1.
2. How to Put It Over the Cop.....			2.
3. Around the Fireplace.....			3.
4. How to Play Poker.....			4.
5. Woods in Springtime.....			5.
6. Birds I Know.....			6.
7. My Pets (or Pet).....			7.
8. With the Gang in the Back Streets.....			8.
9. My Birthday Party.....			9.
10. A Pool-Room Adventure.....			10.
11. A Holiday with My Father (or Mother).....			11.
12. How to Locate the North Star.....			12.
13. How to Build a Campfire.....			13.
14. How to Start a Savings Account.....			14.

SECTION III

Each of the words given below has another word (or words) which is usually used with it. Fill in the blank spaces. For example, if the word were "Santa" you would write "Claus."

These are names of magazines:

- | | |
|-------------------------------|------------------------|
| 1. Snappy | 2. World's |
| 3. American | 4. Radio |
| 5. Scribner's | 6. Popular |
| 7. True | 8. The House |
| 9. The Saturday Evening | 10. Detective |
| 11. The Woman's Home | 12. Vanity |
| 13. The Red | 14. The Ladies' |
| 15. Good | 16. Yale |
| 17. Harper's | 18. The Literary |
| 19. House and Garden | 20. Child |
| 21. Century | 22. Review of |
| 23. National | 24. Boy's |

These are names of books:

- | | |
|----------------------------|----------------------|
| 1. Mother | 2. Anderson's |
| 3. Grimm's | 4. Little Lord |
| 5. Thunder on the | 6. Last of the |
| 7. When We Were Very | 8. Rebecca of |
| 9. With Lee in | 10. Wild |
| 11. Strive and | 12. Trader |

These are names of musicians:

- | | |
|-----------------|-------------------|
| 1. Joseph | 2. Louise |
| 3. Alma | 4. Galli |
| 5. John | 6. Schumann |
| 7. Harry | 8. Irving |

These are names of songs:

- | | |
|-----------------------|----------------------------|
| 1. Don't Bring | 2. I Don't Care What |
| 3. Say it While | 4. Oh Boy! What a |

SECTION III (Continued)

These are names of actresses, actors and movie stars:

- | | |
|------------------|------------------|
| 1. Billie | 2. Bebe |
| 3. Baby | 4. Jackie |
| 5. Richard | 6. Charlie |
| 7. Tom | 8. Harold |
| 9. Douglas | 10. David |
| 11. Jane | 12. John |
| 13. Ethel | 14. Otis |

SECTION IV

All of us like to have certain people with us at certain times of the day and other people with us at other times. Sometimes we would rather have no one with us.

In the following sentences, write in the words which show the person or persons that you prefer to have with you. The samples show you how to do it.

SAMPLES:

- A. When playing games I prefer to have (*my classmates*) with me.
 B. When looking at a beautiful sunset I prefer to have (*no one*) with me.

Begin here and write in the spaces the person or persons, if any, you prefer to have with you in each case.

- When I go to the movies I prefer to have.....with me.
- When I go on a picnic I prefer to have.....with me.
- When I go away on a summer vacation I prefer to have.....with me.
- When I go to church I prefer to have.....with me.
- When I eat dinner I prefer to have.....with me.
- In the evening I prefer to have.....with me.

SECTION V

The statements below are true or false. If true, draw a line under the word True. If false draw a line under the word False.

SAMPLE: One should keep his clothes brushed clean..... True False

Begin here:

- If a plate is served to you at the table, keep it unless told to pass it on..... True False 1
- One should not read letters addressed to another person unless asked to..... True False 2
- We should be more careful of our own books than of borrowed ones..... True False 3
- A young person should go before an older person on entering a room..... True False 4
- One should use a fork to take bread from the plate..... True False 5
- A gentleman should always rise when addressed by a woman who is standing..... True False 6
- It is considered bad manners to turn and look at a person who has passed in the street.. True False 7
- Pie should be eaten with a spoon..... True False 8

Attitudes SA

FORM I

Developed in connection with the Character Education Inquiry

Series of Character and Personality Tests

Published by

Association Press, 347 Madison Ave., New York

Name.....Date.....

School.....Grade.....

Answer the following questions by underlining **Yes** or **No**. If your answer is "Yes," draw a line under **Yes**. If your answer is "No," draw a line under **No**. Please answer every question.

1. Did you ever accept the credit or honor for anything when you knew the credit or honor belonged to someone else?.....**Yes** **No** 1
2. Did you ever act greedily by taking more than your share of anything?.....**Yes** **No** 2
3. Did you ever blame another for something you had done when you knew all the time it was your fault?.....**Yes** **No** 3
4. Do you usually report the number of a car you see speeding?.....**Yes** **No** 4
5. Do you always preserve order when the teacher is out of the room?.....**Yes** **No** 5
6. Do you report other pupils whom you see cheating?.....**Yes** **No** 6
7. Did you ever pretend to understand a thing when you really did not understand it?..**Yes** **No** 7
8. Have you ever disobeyed any law of your country or rule of your school?.....**Yes** **No** 8
9. Do you speak to all the people you are acquainted with, even the ones you do not like?,**Yes** **No** 9
10. Do you usually call the attention of people to the fact that you have on new shoes or a suit or dress?.....**Yes** **No** 10
11. Are you always on time at school or other appointments?.....**Yes** **No** 11
12. Do you always smile when things go wrong?.....**Yes** **No** 12
13. Do you usually pick up broken glass in the street.....**Yes** **No** 13
14. Do you stick with your gang even when they go wrong?.....**Yes** **No** 14
15. Do you usually sneeze whenever you feel like it?.....**Yes** **No** 15

16. Did you ever take anything (even a pin or button) that belonged to someone else?..	Yes	No	16
17. When you see other children fighting do you stop them?.....	Yes	No	17
18. Do you always accept the decisions of the umpire without question?.....	Yes	No	18
19. Do you always obey your parents cheerfully and promptly?.....	Yes	No	19
20. Even when others will not play your way, do you keep on playing anyway?.....	Yes	No	20
21. Do you try to take an interest in some things you do not like?.....	Yes	No	21
22. Did you ever say anything about your teacher that you would be unwilling to say to her face?.....	Yes	No	22
23. Did you ever feel that you would like to "get even" with another person for some- thing they had done?.....	Yes	No	23
24. Do you often give away anything which is very dear to you or which you have obtained at a sacrifice?.....	Yes	No	24
25. Did you ever pretend that you did not hear when someone was calling you?.....	Yes	No	25
26. Did you ever hurt or cause pain to a dog, cat or other animal?.....	Yes	No	26
27. Do you go to church and Sunday school every Sunday?.....	Yes	No	27
28. Do you keep a diary regularly?.....	Yes	No	28
29. Do you read the Bible every day?.....	Yes	No	29
30. Were you ever rude, or saucy to your parents or teacher?.....	Yes	No	30
31. Do you usually pick up papers and trash that others have thrown on the school- room floor?.....	Yes	No	31
32. Do you usually correct other children when you hear them using bad language?..	Yes	No	32
33. Did you ever do any work on Sunday, or go to the movies or a baseball game on Sunday?	Yes	No	33
34. Did you ever break, destroy or lose anything belonging to someone else?.....	Yes	No	34
35. Did you ever tell on another child for something wrong he had done?.....	Yes	No	35
36. Do you always do today things that you could put off until tomorrow?.....	Yes	No	36

APPENDIX I

Name _____

WOODWORTH-CADY QUESTIONNAIRE

DIRECTIONS:

Look at the directions, here (pointing). It says "Answer" every question as truthfully and honestly as you can by drawing a line under right answer, as shown in the sample:

First sample: "Are there seven days in a week?" The right answer is yes, so the word yes has a line under it.

Second sample: "Do you sleep 15 hours a day?" All of you draw a line under yes or no to tell whether you sleep 15 hours a day. (Pause)

Below are other questions, answer every one truthfully and honestly by drawing a line under yes or no. Do not skip any. Go.

* * * * *

- | | | |
|---|-----|----|
| 1. *Are you happy most of the time? | Yes | No |
| 2. *Are you afraid in the dark? | Yes | No |
| 3. *Do you get tired of people easily? | Yes | No |
| 4. *Are you anxious to get away from school and get a job? | Yes | No |
| 5. *Have you often fainted away? | Yes | No |
| 6. Were you ever fond of playing with snakes? | Yes | No |
| 7. *Did you ever have a nickname you didn't like very well? | Yes | No |
| 8. *Do you usually enjoy your meals? | Yes | No |
| 9. *Can you usually sit still without fidgeting? | Yes | No |
| 10. *Do people say you are disobedient? | Yes | No |
| 11. *Do you usually sleep well? | Yes | No |
| 12. Can you keep still when you are being tickled? | Yes | No |
| 13. *Do you make friends easily? | Yes | No |
| 14. *Did you ever run away from home? | Yes | No |
| 15. *Have you the habit of biting your finger nails? | Yes | No |

- | | | | |
|-----|--|-----|----|
| 16. | *Does the thought of hurting a person or animal give you pain? | Yes | No |
| 17. | *Do your eyes often pain you? | Yes | No |
| 18. | Do you prefer to go without your breakfast? | Yes | No |
| 19. | *Would you rather play by yourself than with someone? | Yes | No |
| 20. | *Do you ever dream of robbers? | Yes | No |
| 21. | *Did you ever have the habit of twitching your head, neck, or shoulders? | Yes | No |
| 22. | *Do your teachers tell you that you are too noisy or talk too much? | Yes | No |
| 23. | *Do you hear easily when spoken to? | Yes | No |
| 24. | Do you prefer rainy weather? | Yes | No |
| 25. | *Do you sometimes cry yourself to sleep? | Yes | No |
| 26. | *Do you mind crossing a bridge over water? | Yes | No |
| 27. | *Do you ever have the same dream over and over? | Yes | No |
| 28. | *Do you like to tease people till they cry? | Yes | No |
| 29. | *Do you get out of breath quickly when you run? | Yes | No |
| 30. | Would you like to go to school on Saturday? | Yes | No |
| 31. | *Do your teachers generally treat you right? | Yes | No |
| 32. | *Can you stand the sight of blood? | Yes | No |
| 33. | *Are you troubled with dreams about your play? | Yes | No |
| 34. | *Were you ever expelled from school, or nearly expelled? | Yes | No |
| 35. | *Do you usually feel well and strong? | Yes | No |
| 36. | Do you refuse candy when it is offered to you? | Yes | No |
| 37. | *Have you often been punished unjustly? | Yes | No |

- | | | | |
|-----|--|-----|----|
| 38. | *Do you have a great fear of fire? | Yes | No |
| 39. | *Do you often get cross over little things? | Yes | No |
| 40. | *Have you ever been arrested, fined, or placed on probation? | Yes | No |
| 41. | *Do things ever seem to get misty before your eyes? | Yes | No |
| 42. | Do you like to have people hurry when you are working? | Yes | No |
| 43. | *Do you like to be praised and made much of? | Yes | No |
| 44. | *Do you giggle a good deal and find that you cannot help it? | Yes | No |
| 45. | *Can you stand as much pain as others can? | Yes | No |
| 46. | *Do you always get on well with your teachers or principal? | Yes | No |
| 47. | *Do you have many bad headaches? | Yes | No |
| 48. | Is it easy for you to get up as soon as you awaken in the morning? | Yes | No |
| 49. | *Did you ever feel that you were very wicked? | Yes | No |
| 50. | *Do you know anybody who is trying to do you harm or hurt you? | Yes | No |
| 51. | *Are you ever bothered by a feeling that things are not real? | Yes | No |
| 52. | *Would you like to wear expensive jewelry, rings, etc.? | Yes | No |
| 53. | Have you always remembered to clean your teeth? | Yes | No |
| 54. | *Do you live a make-believe life, in addition to your real life? | Yes | No |
| 55. | *Does it make you uneasy to cross a wide street or open square? | Yes | No |
| 56. | *Do you feel sort of tired a good deal of the time? | Yes | No |
| 57. | *Do those who play with you say you quarrel or fight too much? | Yes | No |

- | | | | |
|-----|--|-----|----|
| 58. | Do you dislike to ride in automobiles? | Yes | No |
| 59. | *Do you ever feel that no one loves you? | Yes | No |
| 60. | *Do you think you have more fears than most people? | Yes | No |
| 61. | *Do you sometimes worry about your health? | Yes | No |
| 62. | *Do you enjoy being idle and lounging about? | Yes | No |
| 63. | Does the odor of most flowers make you sick? | Yes | No |
| 64. | *Do you think that people are always looking at you or making remarks about you? | Yes | No |
| 65. | *Do you have to have a light in your room at night before you can go to sleep? | Yes | No |
| 66. | *Do folks say that you walk in your sleep? | Yes | No |
| 67. | *Do people find fault with you much? | Yes | No |
| 68. | Would you be afraid to ride on horseback? | Yes | No |
| 69. | *Do other children of your age usually let you play with them? | Yes | No |
| 70. | *Do you often have a hard time making up your mind about things? | Yes | No |
| 71. | *Are you often frightened in the middle of the night? | Yes | No |
| 72. | *Do you find school a hard place to get along in? | Yes | No |
| 73. | *Are your feelings often hurt so badly that you cry? | Yes | No |
| 74. | *Is there any kind of food that disgusts you so that you cannot eat it? | Yes | No |
| 75. | *Did you ever have the habit of stuttering or stammering? | Yes | No |
| 76. | *Can you do good work while people are looking at you? | Yes | No |
| 77. | *Do you ever dream of people being dead? | Yes | No |
| 78. | *Can you handle yourself well in walking or running? | Yes | No |

- | | | | |
|-----|--|-----|----|
| 79. | *Do you sometimes wish you had never been born? | Yes | No |
| 80. | *Would you rather be with grown people than with those of your own age? | Yes | No |
| 81. | *Do you have trouble in getting to sleep? | Yes | No |
| 82. | *Do you ever imagine stories to yourself so that you forget where you are? | Yes | No |
| 83. | *Do you feel like jumping off when you are on a high place? | Yes | No |
| 84. | *Do you think people like you as much as they do other people? | Yes | No |
| 85. | *Do you feel that you are getting a square deal in life? | Yes | No |

Total Score.....

A PSYCHOLOGICAL INTERVIEW***For Use in Junior and Senior High Schools****Form A**Name Date
(first name) (initial) (last name)

School grade..... Age..... Date of birth

Girl..... Boy..... Name of school.....

DIRECTIONS: On the following pages are a number of questions with three answers to each question. None of these questions have wrong answers, as they are only different ways of doing or thinking about things. You are to read the questions and mark the answer you **LIKE BEST** by placing a check mark in front of it. Be sure to check **ONLY ONE** answer to each item. Read all three parts to each question before checking one. Just tell the way you feel and **REMEMBER THAT YOUR SCHOOL-MATES WILL NOT KNOW WHAT YOU WRITE.** There is no time limit to this interview, but work as rapidly as you can.

1. Where would you rather go for your summer vacation?

1. to a lively resort where there are lots of people, cottages, and amusements?
 2. to a nice quiet lake or resort in the woods?
 3. sometimes enjoy a quiet place and sometimes a more lively one?

2. How many GOOD friends have you?

1. two or three?
 2. quite a few?
 3. a great many?

3. When you are in a dangerous position or when things depend on you, do you

1. use your head, though it is hard not to get excited?
 2. get excited so easily that you hardly know what you are doing?
 3. keep cool so that it is hard for you to get excited?

4. When someone has said something unkind about you which you have overheard or been told about, do you

1. pay no attention and forget it?
 2. let it bother you a little?
 3. feel unhappy about it?

5. Whenever you are at a party or event where others are present, do you

1. like to take part when you think others want you to?
 2. enter into all activities and think of things to do?
 3. like to take it easy and let others talk most of the time and start things?

* A diagnostic test measuring those tendencies commonly termed introverted, ambiverted, or extroverted, developed at the University of Michigan School of Education.

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SECOND EDITION.

6. Suppose some of your friends change the subject of conversation or seem to be talking in low tones when you join them, do you

- 1. think they are saying mean or "catty" things about you?
- 2. hardly notice it so that it makes no difference in what you think of them?
- 3. feel that it is their business that they are talking about?

7. Whenever things are not going right, do you

- 1. feel sure that they will come out all right?
- 2. sometimes worry about what might happen?
- 3. try to make the best of things?

8. In doing work of any kind, do you prefer to work

- 1. with others?
- 2. either alone or with others?
- 3. alone?

9. Suppose your school is giving the largest school party of the year. You are a member of a committee in charge of the affair. Would you

- 1. like to do those things which you are sure the other members want you to do?
- 2. rather have the others on the committee run it?
- 3. greatly enjoy directing activities of the party?

10. Suppose one of your crowd wants to borrow a dollar from you. Would you

- 1. hesitate making the loan no matter who wanted it?
- 2. make the loan to some but not to others?
- 3. make the loan if he promised to pay you back?

11. When several people look at you or laugh at you, do you

- 1. blush and feel unhappy?
- 2. rather enjoy the attention and turn the joke if you can?
- 3. not mind it?

12. When looking at what your friends do or listening to what they say, do you

- 1. many times see something funny about what they do or say?
- 2. sometimes take them seriously and sometimes see the funny side?
- 3. take them seriously?

13. When talking about what others do or say, do you

- 1. see a great many faults in them?
- 2. see hardly any faults?
- 3. on a few occasions see faults in them?

14. In making friends with girls, if you are a boy, and boys, if you are a girl, do you

- 1. think little of such friendships?
- 2. like both equally well?
- 3. greatly enjoy such friendships?

15. Suppose a new "talkie" is being shown at one of your best theatres. The "star" of the play is one whom you never cared much about, but everyone seems to be going. Would you
- 1. go because most of your crowd are going?
 - 2. stay away because you do not care for the "star" of the play?
 - 3. go because you think you might like it?
16. When you have your own way about picking tasks to be done, do you choose those
- 1. which make it possible for you to be alone?
 - 2. which make it possible to work with others?
 - 3. in which you are most interested, whether or not you have to work alone or with others?
17. In choosing boy friends, if you are a boy, and girl friends, if you are a girl, do you
- 1. prefer those who like the same things you do?
 - 2. like those just as well whose interests are somewhat different?
 - 3. have no special preference?
18. At school assemblies or other places where your class-mates are assembled, do you
- 1. find it easier to say what you want to in discussion or debate?
 - 2. like to talk before a crowd?
 - 3. prefer not to talk before them?
19. Whenever you lose a game or play poorly, do you
- 1. try not to let it bother you and have a good time anyway?
 - 2. enjoy the sport almost as much as if you had won?
 - 3. become disgusted with yourself?
20. Many times people are called upon to share their things with others. Do you
- 1. prefer not to do this?
 - 2. do this sometimes?
 - 3. most always do this?
21. Suppose your school is putting on a drive to raise money to buy some new pictures. You have been asked to help in this campaign by selling things. Would you
- 1. prefer to help in some other way?
 - 2. greatly enjoy selling things?
 - 3. neither like it or dislike it very much?
22. Whenever you think of starting something that takes nerve, do you
- 1. go ahead and take a chance for the fun there is in it?
 - 2. generally decide it would be wiser not to do it?
 - 3. think it over and do it if you decide it won't get you into trouble?
23. When it comes to telling your worries and troubles, do you
- 1. like to talk about them if you can find someone who seems to be interested?
 - 2. tell some of your worries and troubles perhaps to your best friends or parents?
 - 3. most always keep things to yourself?

24. At times when you are "out of humor," "peevish" or angry, can you say that
- 1. you do not know what makes you feel so?
 - 2. you know who it is or what happened that got you "sore"?
 - 3. the cause is only partly understood?
25. Which answer best describes the work you like best—
- 1. work which is not too "fussy"?
 - 2. work requiring a great deal of care and patience?
 - 3. at times one, at times the other?
26. In general, how do you feel towards your work and towards other people?
- 1. cheerful and happy at all times?
 - 2. sometimes very cheerful and sometimes unhappy?
 - 3. quite unhappy and dissatisfied?
27. If your teachers should give you the morning off to do whatever you liked best, would you
- 1. enjoy most reading or thinking things over and making plans in your mind for the future?
 - 2. like best to play games out-of-doors or in the gym.?
 - 3. sometimes do what is under (1) and sometimes what is under (2)?
28. Suppose you have stopped work on a school problem of your own because you were having a hard time finding the answer. What do you think would help most to get you started again?
- 1. your teacher and classmates thinking that you CAN finish?
 - 2. a great deal of praise for what you have done, by the teachers or your friends?
 - 3. your teacher and classmates thinking that you CANNOT finish?
29. Everyone spends much time each day thinking things over. Do you
- 1. like to dream sometimes and do things sometimes?
 - 2. think it is more fun to do things than dream about them?
 - 3. find joy in picturing in your mind scenes and events most of which could never really happen to you?
30. On the playground, in the gym., or in any of your school work, in general, how do you really compare with others in your crowd?
- 1. somewhat better?
 - 2. about the same?
 - 3. not as good?

A TEST OF PERSONALITY ADJUSTMENT

by Carl R. Rogers

Series of Character and Personality Tests
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FOR BOYS *

The questions in this booklet are to help us find out what boys and girls think, and the things they wish for. There aren't any "right" or "wrong" answers. Each boy and girl will answer differently. Just try to put down what you really think, and really wish.

Name _____

Age _____ Race _____

Grade in School _____

Date _____

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* A separate form in which names of girls are given, is used for girls.

NUMBER ONE

Suppose that just by wishing you could change yourself into any sort of person. Which of these people would you wish to be? Write a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice:

- | | |
|----------------------------|--------------------------|
| (a) _____ a housewife | (n) _____ a fireman |
| (b) _____ a teacher | (o) _____ a poet |
| (c) _____ a movie star | (p) _____ a detective |
| (d) _____ a stenographer | (q) _____ a doctor |
| (e) _____ a storekeeper | (r) _____ a nurse |
| (f) _____ a cowboy | (s) _____ an engineer |
| (g) _____ a business man | (t) _____ an actress |
| (h) _____ a business woman | (u) _____ a prizefighter |
| (i) _____ a princess | (v) _____ a king |
| (j) _____ an inventor | (w) _____ a singer |
| (k) _____ a policeman | (x) _____ a lawyer |
| (l) _____ an aviator | (y) _____ a salesman |
| (m) _____ a captain | (z) _____ an artist |

Is there any other sort of person you would very much like to be? If there is, write it here: _____

NUMBER TWO

Suppose you could have just three of the wishes below, which would you want to come true? Put a "1" in front of your biggest wish, a "2" in front of your second biggest wish, and a "3" in front of your third:

I would like

- (a) _____ to be stronger than I am now.
- (b) _____ to have the boys and girls like me better.
- (c) _____ to get along better with my father and mother.
- (d) _____ to be brighter than I am now.
- (e) _____ to play games better.
- (f) _____ to have a different father and mother.
- (g) _____ to be a boy (if you are a girl).
- (h) _____ to be a girl (if you are a boy).
- (i) _____ to be bigger than I am now.
- (j) _____ to have more money to spend.
- (k) _____ to be grown up and get away from home.
- (l) _____ to have more friends.
- (m) _____ to be better looking.
- (n) _____ to have my father and mother love me more.

NUMBER THREE

Suppose you were going away to live on a desert island, and could only take three people with you. Write here the names of the three people you would choose:

1. _____ 3. _____
2. _____

NUMBER FOUR

Read the sentences below, and the questions that follow them. If the answer to a question is "yes", put a check mark (✓) on "yes". If the answer is "no", put a mark on "no". If the true answer is somewhere in between yes and no, put the mark where it will be most true. Study this sample until you know how to do it.

SAMPLE: Harold can run faster than any boy in school.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

Do the sentences below the same way as you did the sample.

1. Peter is a big, strong boy who can beat any of the other boys in a fight.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

2. George likes to read. He has read all the books he can get about cowboys, Indians, and soldiers.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

3. Ed is the best ball player in school.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

4. Sam gets very good marks on all his school work.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

5. Allan has make-believe friends and a make-believe world which is much nicer than the real world. He sits and dreams of all sorts of make-believe adventures with these make-believe friends.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

6. Joe is a leader. All the fellows do what he tells them.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

7. Steven doesn't know how to play baseball, football, or basketball.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

8. Alfred always does just what his mother tells him to do.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

9. John is the most popular boy in school. Everybody likes him.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

10. Harry has more girl friends than any of the other fellows.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

NUMBER FOUR (Continued)

11. Walt is pretty "dumb" in his school work.

Am I just like him?.....	Yes										No
Do I wish to be just like him?....	Yes										No

12. Jack doesn't want to mind his father and mother. He knows he is old enough to decide things for himself.

Am I just like him?.....	Yes										No
Do I wish to be just like him?....	Yes										No

13. Don has more spending money than the other boys.

Am I just like him?.....	Yes										No
Do I wish to be just like him?....	Yes										No

14. Bob is the brightest boy in school.

Am I just like him?.....	Yes										No
Do I wish to be just like him?....	Yes										No

15. James likes to sit by himself and imagine things. He thinks it is much more fun than playing games.

Am I just like him?.....	Yes										No
Do I wish to be just like him?....	Yes										No

16. Fred fights a good deal with his brother and sister, no matter how hard he tries not to.

Am I just like him?.....	Yes										No
Do I wish to be just like him?....	Yes										No

17. Which of these boys would your mother like best? Write his name here

18. Which of these boys would your father like best? Write his name here

NUMBER FIVE

In the questions that follow, put a mark (✓) in front of the line that is the true answer, unless it tells you to do otherwise:

1. How well can you play ball?
(a) _____ can't play ball at all.
(b) _____ can play a little bit.
(c) _____ can play pretty well.
(d) _____ best player in my class.
2. How many friends would you like to have?
(a) _____ none.
(b) _____ one or two.
(c) _____ a few good friends.
(d) _____ many friends.
(e) _____ hundreds of friends.
3. How strong are you?
(a) _____ very weak.
(b) _____ not very strong.
(c) _____ strong.
(d) _____ the strongest in my class.
4. When you are grown up, what sort of person do you want to be?
(a) _____ I want to be a very great person and do great things that people will talk about.
(b) _____ I want to be one of the leaders in whatever town I live in.
(c) _____ I want to be a happy ordinary person, with a good job.
(d) _____ I would rather not grow up.
5. Do you like to play games with the other boys and girls?
(a) _____ I don't, because I can't play games very well.
(b) _____ They don't want me to play with them, because I can't play games very well.
(c) _____ I like to play games fairly well.
(d) _____ I like it a great deal.
(e) _____ I would rather play games than anything else I know.
6. (In this question put a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice.)
If you were going to the circus, would you rather go
(a) _____ with your father?
(b) _____ with your best friend?
(c) _____ with a group of friends?
(d) _____ with your mother?
(e) _____ all alone?
7. Do you want to be a grown-up man or woman?
(a) _____ I just can't wait to be grown up.
(b) _____ I would like to be grown up.
(c) _____ I don't want to be grown up. I would rather be just as I am.
(d) _____ I would like best of all to be a few years younger than I am now.

NUMBER FIVE (Continued)

8. How well do your father and mother like you?
(a) _____ I am the one they like best of all.
(b) _____ They like me second best.
(c) _____ They like all my brothers and sisters better than they like me.
(d) _____ They like me well enough, but not better than my brothers and sisters.
9. Which do you like best?
(a) _____ to go off by yourself and play or read.
(b) _____ to play with one or two others.
(c) _____ to play with a whole crowd.
10. Do you like to have some one else tell you how to do things?
(a) _____ I like it.
(b) _____ I don't care.
(c) _____ I would rather do things my own way.
(d) _____ I hate to be told what to do.
11. How do you feel when your brother or sister is praised for something they have done?
(a) _____ I feel proud of them.
(b) _____ I wish I could do better than they have done.
(c) _____ I don't like to have them praised.
(d) _____ I hate to have them do better than I can do.
(e) _____ I don't care.
(f) _____ I don't have any brother or sister.
12. Are you good looking?
(a) _____ I'm not at all good looking.
(b) _____ I'm not very good looking.
(c) _____ I'm as good looking as most boys and girls.
(d) _____ People say that I'm very good looking.
13. Do other children play mean tricks on you?
(a) _____ never.
(b) _____ sometimes.
(c) _____ very often.
14. Do you have any good friends?
(a) _____ none at all.
(b) _____ one or two.
(c) _____ a few good friends.
(d) _____ many friends.
(e) _____ hundreds of them.
15. Do you like to get into rough games, wrestling matches, football games and things like that?
(a) _____ I like them very much.
(b) _____ I like them a little.
(c) _____ I don't like them.
(d) _____ I hate to have people push and pull me around.

NUMBER FIVE (Continued)

16. Do people treat your brother (or sister) better than they treat you?
(a) _____ never.
(b) _____ sometimes.
(c) _____ often.
(d) _____ almost always.
(e) _____ I haven't any brother or sister.
17. Do you wear good clothes to school?
(a) _____ I don't have any nice clothes.
(b) _____ My clothes are nice enough.
(c) _____ I have very good clothes.
18. What do your father and mother want you to do when you are grown up?
(a) _____ They want me to be a very great person and do great things that people will talk about.
(b) _____ They want me to be one of the leaders in whatever town I live in.
(c) _____ They want me to be a happy, ordinary person with a good job.
(d) _____ They don't want me to grow up.
19. Do boys or girls like you best?
(a) _____ The boys like me better than the girls do.
(b) _____ The girls like me better than the boys do.
(c) _____ I am popular with both boys and girls.
(d) _____ I am not popular with either boys or girls.
20. When do you think one has the most fun in life?
(a) _____ When you are a young child.
(b) _____ When you are between 9 and 12 years old.
(c) _____ When you are between 12 and 25 years old.
(d) _____ After you are 25 years old.
21. Do you want people to like you?
(a) _____ I just can't stand it, if people don't like me.
(b) _____ I always try very hard to make people like me.
(c) _____ I don't care very much, but I'm glad when people like me.
(d) _____ I don't care a bit whether people like me or not.

NUMBER SIX

Fill in enough of the squares below to show how many there are in your family. If you had one older brother and two younger sisters you would fill them out like the sample. Notice that you put the oldest person in the family first, then the next oldest, and so on. Don't forget to put yourself in. Cross out the extra squares:

<u>SAMPLE</u>	<u>YOU FILL IN THIS ONE</u>
<i>father</i>	
<i>mother</i>	
<i>brother</i>	
<i>me</i>	
<i>sister</i>	
<i>sister</i>	
/	
/	
/	
/	
Your best girl friend	Your best girl friend
Your best boy friend	Your best boy friend

Now go back and put a "1" in front of the person you love most, a "2" in front of the person you like next best, a "3" in front of the person you like next best, and so on through the whole list. Sometimes it is very hard to decide which person you love best, but do the best you can, and be sure that you put a number in front of each person except yourself. Don't forget the last two, your best boy friend, and best girl friend. Put a number in front of them, too, that will tell how much you like them.