

SOME OF THE PSYCHOLOGICAL CHARACTERISTICS OF  
SO-CALLED BEHAVIOR-PROBLEM CHILDREN

A THESIS

SUBMITTED TO THE DEPARTMENT OF  
PSYCHOLOGY AND THE GRADUATE COUNCIL OF THE KANSAS STATE  
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE

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May 1936

Approved for the Major Department

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## CHAPTER I

### INTRODUCTION

The particular purpose of this study has been to investigate some of the psychological characteristics of so-called behavior-problem children. The writer is aware that the modern keynote in behavior problems has changed from the problem child to the problems of the child. The child's problems are not only his, but the home's, the school's, the community's, and often the child is hopelessly caught in a swirl of forces quite beyond his control.

Of all the types of handicapped and maladjusted children whom the schools are attempting to educate, behavior-problem children offer the greatest challenge. Their handicaps create problems for them in school, on the playground, and in the home. Often their problems persist in adulthood; some children eventually become mentally ill while others join lawless gangs. As a class, behavior-problem children are outcasts--unhappy themselves, as well as the cause of destruction, insecurity, and a great expense to society.

As the writer sees it there are at least three avenues of approach to the solution of the problems of maladjusted children: the school, the home, and the community. The school has a definite responsibility for all cases of handicapped children, whether the handicap be physical, mental,

or emotional. The teacher is in a position to view the problem child in more of an objective manner than are the parents of such a child.

The problem child has long occupied the attention of educators, and the problem is as perplexing to-day as in any previous time. Cubberly<sup>1</sup> says, "In the whole field of school and classroom, probably no other problem causes teachers and principals so much perplexity." Hobbs<sup>2</sup> says, "The trouble frequently constitutes more of a challenge to the school or parental management than a fault of the child. . . It is often found that the problems are due to unsuspected factors for which the home, the school, or neighborhood influences rather than the child himself are responsible." Thus, a challenge is thrown out to the school to attempt to handle its behavior problems so that both the child and society will benefit because the child has attended school. It is apparent that this end can be attained only after a careful study has been made of the problem child, and a program of education has been mapped on the basis of such findings. Any study which will contribute to the knowledge of problem children would then seem to be worthwhile.

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<sup>1</sup> E. F. Cubberly, The Principal and His School. Houghton Mifflin Co., Chicago, 1923, p. 176.

<sup>2</sup> W. W. Hobbs, "An Inquiry into the Causes of Student Delinquency." School Review, 22:539, December, 1912.

It has gradually become a recognized reality that adult behavior flows from the experiences and behavior of childhood and youth. The agencies which society has used in the past, jails, penitentiaries, and mental hospitals, have made little progress in controlling or counteracting adult manifestations of inferior youthful behavior patterns. It is in the earlier years that genuinely dependable steps can be taken forward towards a more equable, a more satisfying, a more enjoyable, and a sounder adult society.

A good teacher, therefore, must appreciate the fact that stealing, lying, truancy and other asocial types of conduct are not evidences of moral degradation; they are symptoms that occur in the life of many children in the process of growing up. It is the underlying factors, whether they be intellectual, physical, or environmental, that produce these symptoms which should be of vital concern. Daily in their classrooms teachers are dealing with potential delinquents. The problems of misbehavior in the classroom are often the beginning of serious social maladjustment. More than one writer on the problem of maladjusted youth has pointed to the school as a great social laboratory wherein children could be discovered and possible delinquency guarded against. Therefore, the teacher has an opportunity which is given no other professional group to save many children from drifting into irresponsible, shiftless, asocial, and often delinquent tendencies. If she would really

know the make-up of the child she must follow him to his play, to his work, and to his home.

The child can never be considered apart from his environment and the home is or controls the greater part of this. It is much easier for parents just to love children without trying to understand them, to expect them to conform to ill-defined patterns, and to punish them when they do not succeed in doing so. The old educational viewpoint was epitomized, perhaps, in the phrase, "spare the rod and spoil the child." slowly, educated parents became aware that the child was quite likely to be ruined by the rod.

A great amount of evidence at the present time indicates that problem behavior evolves as a natural process through the interaction of the organism and its environment. experiments on babies have shown that extensive emotional conditioning occurs very early in life, and other studies of pre-school and school children indicate that social maladjustments are learned. Such facts as these have led inevitably to the conclusions that the understanding and the solution of behavior problems must be based upon a thorough examination of early child behavior, a fact which points to the diagnostic and therapeutic significance of investigations of pre-school behavior. Fortenier<sup>3</sup> says, "The basis for most problems of

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<sup>3</sup> L. S. Fortenier, "Problem Child at the Pre-school Level." Journal of Applied Psychology, 19:93-100, Feb., 1935.



adolescence is laid in the early days of childhood. Adolescent maladjustments can easily be traced back to unwise guidance or unfortunate experiences during the pre-school or early school period." The younger the child the easier it is to modify behavior patterns and thus prevent serious personality difficulties.

The writer is aware also that it is difficult to get accurate and adequate data on the specific causes of personality maladjustments. Man is what he is as a result of those unseen and often unknown forces that play upon his personality. The genetic conception of personality stresses the long incubation period of most serious behavior problems. Blanton<sup>4</sup> maintains that the causes of misbehavior are often obscure because they are small and because they are multiple. It is no more the last straw that broke the camel's back than it was the first, but an aggregate of all. Misconduct is always a complex problem having roots in several causes; it is invariably accompanied by emotional stress and strain, and it is nearly always traceable to conflict and mismanagement or misunderstanding adults.

Baker and Traphagen<sup>5</sup> say that the causes of behavior

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<sup>4</sup> Blanton and Blanton, Child Guidance. The Century Company, 1927, p. 6.

<sup>5</sup> Baker and Traphagen, "The Diagnosis and Treatment of Behavior-Problem Children." The Macmillan Company, 1935, p. 6.

maladjustments fall into three classes, but with overlapping and complicating networks of cross relationships existing between them. The three causes they list are as follows:

The first class of causes are physical, sensory, and nervous factors or conditions of the child . . . Sometimes these factors do not create behavior maladjustments but they often do . . .

A second class of causes lies in the temperaments and emotions of children. Some individuals are endowed with calm and well-organized emotional tones, others are not . . .

The third type of cause has to do with the social and environmental forces acting upon the child. These causes are more common than the first two types. Since they arise from forces over which the child has little control but over which society can exercise some jurisdiction, they are responsible for a rather pathetic picture. A child may have no physical defects, he may have no basic emotional disturbances, but he may be the victim of a repellent and misunderstanding home atmosphere; or he may become the suggestible tool of a gang of irresponsible outlaws.

## CHAPTER II

### HISTORICAL BACKGROUND

Baker and Traphagen<sup>1</sup> contend that behavior-problem children differ from other types of handicapped children in four important respects which serve to explain some of their unique characteristics. The following are the characteristics as named by these authors:

First, they tend to arouse anger and resentment toward their actions in the minds of parents, classmates, playmates, and teachers. . . It requires great patience and self-control on the part of those dealing with them to keep from reflecting, as a mirror, the very attitudes and actions which they have manifested. . .

A second characteristic, which is contrary to a popular but fallacious belief, is that behavior manifestations are rarely deliberate meanness. Whenever a child hurts another, he is often described as doing it to be vicious; but many such acts are done by children who are the victims of emotional tangles and blockings. . .

A third characteristic is that the child carries over his attitudes, feelings, and emotions from his home to school or from school to home; whereas unfortunately he too often sheds his arithmetic, reading, and spelling as soon as he leaves the school. . .

A fourth characteristic of extremely aggravated cases is the subtle and misunderstood relationship between causes and behavior manifestations. When a child or adult is suffering from some unusual worry, fear, or shock, he may respond by lying, stealing, truancy, or other anti-social behavior. In making a tentative and informal diagnosis the teacher or parent attempts to treat these obvious symptoms, whereas they are really only symptoms of deep underlying causes. . .

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<sup>1</sup> Baker and Traphagen, "The Diagnosis and Treatment of Behavior-Problem Children." The Macmillan Company, New York, 1935, p. 4.

In Fisher's<sup>2</sup> study of 360 problem children the teachers were asked to designate their children who were behavior problems. They were also asked to list all those who were "best adjusted." No definition of these terms were given to the teachers. The control group of 360 children were taken from non-problem children who were not listed as "best adjusted." Group tests were used of physical fitness, intelligence, home background, socio-economic status, psycho-neurotic inventory, the number of other schools attended, and position in family such as only child, etc.

The conclusions of this study were that the non-problem group was superior in intellectual and social traits, in home background, emotional adjustment, socio-economic status, and physical fitness. The most reliable differences were found in the tests of social and emotional adjustments. At the elementary school level the "only" child was present in fairly large numbers, but not at the high school level. Problem children enter more into sports, but not into social activities.

Levey<sup>3</sup> studied 700 problem children in relation to family constellations, and he found the size of the family to

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<sup>2</sup> M. L. Fisher, "Measured Differences Between Problem and Non-problem Children in a Public school system." Journal of Educational Sociology, 7:353-64, February, 1934.

<sup>3</sup> J. Levey, "A quantitative Study of Behavior Problems in Relation to Family Constellations." American Journal of Psychiatry, 10:637-654, 1931.

be independent of problem children. A boy who is an "only" child in a rich community frequently becomes a problem. He also found that in a rich, small community the second child most often becomes a problem. In a large city the oldest child is most frequently a problem. Levey found that there were twice as many boys as girls that became problems, and that delinquency rises with the size of the family. "Only" children more frequently have scholastic difficulties. While place in the family probably exerts little or no effect in the child's adjustment, the attitude of the parents is of immeasurable importance.

Yourman's<sup>4</sup> study of 200 problem children as identified by their teachers with a control group of 200 non-problem children shows that the problem child is of low average intelligence; he is retarded educationally; he comes from the homes of lower socio-economic status; he finds school unsatisfying; and he is generally in conflict both in and out of school. Seventy percent of the problem children were retarded educationally as against 24 percent of the non-problem group. No gifted children were identified by their teachers as problems. When teachers gave detailed analyses of the behavior problem and non-problem children on the Haggerty-Olson-Wickman

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<sup>4</sup> J. Yourman, "Children Identified by Their Teachers as Problem Pupils." Journal of Educational Sociology, 5:334-43, February, 1932.

behavior rating scale, the problem children as compared with the non-problem children were rated as lazy, less intelligent, inattentive, indifferent, over-active and over-talkative, self-assertive, rude, defiant, dishonest, impatient, excitable, negativistic, and moody.

Snider<sup>5</sup> found in a study of the problem child of the Jersey City Schools that about 6.9 percent of children in the schools studied were named as problem children by teachers. This study suggests that nationality and race may be factors in causing problem children. Boys composed 83 percent of the problem cases. Teachers' complaints were listed as follows against the problem cases: annoying others, inattentive, lying, etc. In all 34 traits listed there were about three per problem child. The problem children were older. Problem children and normal children were different in social behavior, emotional adequacy, intelligence, and school success. There was little difference in socio-economic status between the two groups.

Lotz<sup>6</sup> made a study of the home conditions--economic, social, and emotional-- of the parents of problem children. One hundred and twelve children were studied whose chronological ages were from 8 to 14 years and whose mental ages ranged

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<sup>5</sup> L. M. Snider, "The Problem Child in the Jersey City Schools." Journal of Educational Sociology, 7:343-52, 1933-34.

<sup>6</sup> E. R. Lotz, "Emotional Status of the Parents of Problem and Psychopathic Children." School and Society, 42:239-40, August 17, 1935.

from 8 to 16 years. She found that in 48 cases out of 112 problem children the difficulties were due to a diagnosis of psychopathy which could be traced to a neurotic heredity. These cases were difficult to treat from a training standpoint due primarily to the lack of cooperation on the part of such families. In 64 cases problems were due to home environment. If one could find the right method there would be a possibility of successful remedial work.

Brown<sup>7</sup> found in his study of the intelligence quotients of behavior problem children that the intelligence quotients on the feeble-minded cases are more reliable than those which are higher. With behavior problem children the amount of change from one intelligence examination to another increases with increase in the intelligence rating. There was no significant amount of change from one test to another due to sex alone. The amount of change for boys is about the same as that for girls.

Johnson<sup>8</sup> selected 52 boys from Public School Number 11, Manhattan, New York. The boys were the first 52 who were reported as conduct problems during the school year. There were

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<sup>7</sup> A. W. Brown, "Changes in Intelligence Quotients in Behavior Problem Children." Journal of Educational Psychology, 21:341-50, May, 1930.

<sup>8</sup> Eleanor H. Johnson, "The Relation of the Conduct Difficulties of a Group of Public School Boys to Their Mental Status and Home Environments." Journal of Delinquency, 6:259, November, 1921.

two control groups selected from the same school. One group was selected at random; the other group was selected at random except that they were boys who had never been in trouble in school and were approximately of the same intellectual status as the experimental group. Her conclusions were as follows: Boys who are over-age are twice as likely to be delinquent as those who are not; there is some connection between environment and conduct, though not so much as was formerly believed; and that there is a connection between intellectual status and conduct difficulties.

Haggerty<sup>9</sup> conducted a study of 800 pupils in the public schools of Minneapolis. The teachers were asked to check a list of sixteen undesirable conduct items as to whether they had never occurred, had occurred once or twice but no more, had occurred occasionally, or had occurred frequently, for each child in the school. Using these data the behavior of the pupils was studied in relation to age, sex, progress in school, and intelligence. He found that no grade or age is free from behavior problems; as the level of intelligence moves downward there is a gradual increase in behavior problems; over-age pupils display an abnormally large amount of undesirable behavior; and that there were fewer girls than boys who were

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<sup>9</sup> M. E. Haggerty, "The Incidence of Undesirable Behavior in Public School Children." Journal of Educational Research, p. 102, September, 1925.



listed as behavior problems.

Hobbs<sup>10</sup> studied the home conditions, amusements and employments of delinquent pupils. It was found that delinquent pupils spend more than one evening each week away from home in unsupervised recreation; parents do not provide adequate conditions for home study; the typical American home too easily gives over the matter of discipline to the school; and only a few delinquencies come under the supervision of corrective and preventive agencies.

Ridenour<sup>11</sup> in a study of 30 children representing problems of withdrawing and group adjustments analyzed and compared their backgrounds with those of 30 other children who were well-adjusted to the group. It was found that although there was approximately an equal number of broken homes in each group, many more homes in the withdrawing group had been broken by divorce, desertion, or separation than in the control group. Also, from these broken homes, 10 children of the withdrawing group had been placed in foster homes, and only one from the control group. There were more homes with superior cultural advantages among the withdrawing group. Eighteen of the children in the withdrawing group had poor health or

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<sup>10</sup> W. W. Hobbs, "An Inquiry into the Causes of Student Delinquency." School Review, 22:539, December, 1912.

<sup>11</sup> Nina A. Ridenour, "A Study of the Backgrounds of Withdrawing Children." Journal of Educational Research, 28: 132-43, October, 1934.

histories of poor health, in contrast to 5 of the control group. Twelve of the children from the withdrawing group were from two-child families, and nine of these were the older of the two; in the control group only four children were from two-child families, and only one of these was the older child of the family. In 8 of the homes of the withdrawing group, but in none of the control group, both parents were described as being non-social. Thirty-nine parents in 24 homes of the withdrawing group were either non-social, neurotic, psychotic, or immoral. The critical ratios of these differences ranged from 2.0 to 6.2. Among the control group were 6 children who were said by the psychiatrist to be adjusting well. None of these was placed in foster homes or came from a home broken by divorce, desertion, or separation, or which had superior cultural advantages. None was the older of 2, and only one had a history of poor health. None of the parents was non-social, neurotic, psychotic, or immoral.

## CHAPTER III

### PURPOSE

One finds in the psychological literature varying statements regarding the characteristic psychological differences between problem and nonproblem children. According to one point of view the problem children come from homes of lower socio-economic status, is a misfit socially, and is less intelligent; others state that there is no significant difference psychologically. The following study was planned for the purpose of investigating the plausibility of these statements. Specifically the problem has been to determine the psychological differences of children considered by their teachers as shy or withdrawing in relation to a control group composed of "normal" children considered by their teachers as nonproblem. A second purpose has been to study some of the psychological differences between children who are considered to be problems by their teachers in relation to a group considered by their teachers to be nonproblems. A further purpose has been to determine the characteristic psychological differences between an experimental group composed of both problem and withdrawing children in relation to the nonproblem group.

## CHAPTER IV

### PROCEDURE

For the purposes of this study the problem children were selected by their teachers from grades 7, 8, and 9 of Lowther and Roosevelt Junior High Schools of Emporia, Kansas, and from the grades 7 and 8 of Lincoln Junior High School of Newton, Kansas. The instructions sent to the teachers follow:

Will you list for me the names of your pupils whom you consider exhibiting distinct behavior problems? The following will give you some idea as to the type of behavior problem children I would like for you to designate:

1. Please designate the pupils in your classes whom you consider to be problem children: those boys and girls who do not show the proper attitude toward their school work, those who tend generally to fail in their adjustments to the social schoolroom environment, and those who tend to be disciplinary problems.
2. Also designate pupils who show the most pronounced withdrawal (shyness) tendencies.\*
3. Pair with the problem child a nonproblem child of the same grade placement, sex, and chronological age. This will be my control group. Please be sure that this group is average in every way (notably in intelligence and social characteristics).

There were ninety-eight problem children reported whose ages varied from eleven years and three months to seventeen

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\*The writer thought that the teachers might identify as problems only those children whose behavior is aggressive and disturbing, and fail to recognize as problems (indeed, frequently consider to be well-adjusted) those children whose behavior is of a withdrawing, evasive sort, even though this group is viewed with concern by mental hygienists.

years and three months.\* All cases excepting two of the problem children were below 16 years in chronological age. In several instances the teachers had difficulty in finding a non-problem child of the same chronological age and grade placement, because frequently the problem child is retarded educationally. Thus, the control group ranged in chronological age from eleven years and four months to sixteen years and four months. The experimental problem group was composed of 57 boys and 20 girls. There were 21 withdrawing children in the experimental group among whom were 8 girls and 13 boys.

The referring teachers were asked to name the kind of behavior problem or problems that the child exhibited which caused her to name him as a problem child.

A classification in Table I of the various problems as diagnosed by the referring school teacher throws some light

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\* The number of cases of behavior problems is a moot question, no one knows just how many there are. The difficulty lies in the fact that behavior maladjustments is a matter of degree, and what seems to be a problem to one teacher or in one home does not seem to be considered so by another. If we limit ourselves to quite serious cases at least 3 percent of the school population falls within this classification. If the definition is extended to very mild cases, but whose potential troubles are really ominous, we can easily increase the behavior quota to 5 percent or even to 10 percent. And if there were added to this number the children who are negative rather than positive and aggressive in their social reactions the number may easily be doubled again. It is estimated that at least 4 or 5 per cent of the total population at some time or other suffered mental and emotional upsets--needing medical and psychological attention. See H. J. Baker, "Education of Behavior Problem Children." Journal of Educational Sociology, 6:368, February, 1933.

on the outward form of children's behavior which teachers consider as problem behavior.

TABLE I

## PROBLEMS AS DIAGNOSED BY REFERRING TEACHERS

Interference with school routine . . . . .	35	cases
Poor social adjustment . . . . .	29	"
Poor school work . . . . .	22	"
Withdrawing tendencies . . . . .	21	"
Immaturity . . . . .	6	"
Sullen and resentful . . . . .	5	"
Nervousness . . . . .	3	"
	Total	121 cases

Note that although there were only ninety-eight cases in the study, the total number of cases in the table is one hundred twenty-one. Several children showed more than one type of maladjustment.

In answer to a questionnaire as to the number of grades repeated or skipped, it was found that 29 percent of the problem group had repeated at one time one or more grades as compared with 16 percent of the nonproblem group. Of the problem group 7 percent had skipped one or more grades as compared with 9 percent of nonproblem group.

The following group tests were given simultaneously to both the control and experimental groups: Pressey X-O Tests for Investigating the emotions--Form B. The Heymann-Pohlstedt

Diagnostic Test for Introversiou-Extroversion, Sims' Score Card for Socio-Economic Status--Form U, Schrammel-Brannan Revision Army Group Examination Alpha--Form A, and Muller's Character Sketches\*--a test for the measurement of personality adjustment. The latter test was chosen primarily because of its uniqueness in testing such aspects of personality as Habit Patterns, self-control, social adjustment, Personal adjustment, Mental Health, and Readiness to Confide. The 200 items of the test are presented in two booklets consisting of as many positive as negative statements; the presence of both positive and negative items precludes the tendency toward a stereotyped response. The questions are presented in the form of impersonal descriptions of other people, and the subject is asked to indicate whether he feels or acts the same or differently. The superiority of the indirect approach was determined experimentally. It is obvious that the value of a score on this type of self-description test depends largely upon the cooperation of the subject and the honesty of the answers. To check on the accuracy of the responses each item appears in both Part I and Part II. The direction of the question is consistently reversed. The following example shows the two forms in which an item is presented:

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\* These tests may be found on pages 45, 46, 47, 48, 49, 50.

Item 1, Part I.--This person is wide-awake; does not mislay or misplace things.

Item 101, Part II.--This person is absent-minded; always forgets and misplaces things.

This arrangement of items makes it possible to obtain an index of consistency by comparing the individual's answers to the various items on the two parts of the test. The scores used in this test are the number of items answered consistently in both parts.

The other tests are too well-known to need further description here.



## CHAPTER V

### DISCUSSION OF RESULTS

Table II shows many significant comparisons. In the Habit Pattern test of the Maller group which dealt with an individual's estimate of his own habits, it will be noticed that the nonproblem group has an average score of 14.18 as compared with the average score of 12.37 of the withdrawing group. The critical ratio is 2.7; this difference is not statistically reliable. The difference is great enough however, to show that the nonproblem group ascribes better qualities to its character than do the withdrawing children.

In section two of the same group, the average of the nonproblem group is 14.01, while that of the withdrawing group is 11.36. Since the difference is over four times its probable error this can be taken to be statistically reliable. This test is based on 40 statements dealing with the integration of interests, the individual's ability to do what he wishes to do, and the absence of feelings of conflict.

The social adjustment section deals with matters of social contact and its enjoyment, and the absence of tendencies toward withdrawal and isolation. This test was also based upon 40 statements. The average score of the nonproblem group is 12.64 as compared with the average of the withdrawing group of 8.83. The critical ratio is 6.9 and since the difference exceeds its probable error, this amount, it

can be taken to be statistically reliable.

On section four, Personal Adjustment, there were 50 statements which dealt with an individual's self-estimate on happiness and feeling of security and freedom from worry and anxiety. The average score of the nonproblem group was 16.03 as compared with that of the withdrawing group of 10.83. In this case the critical ratio was 4.4.

The test of Mental Health is based on 20 questions dealing with symptoms of psychoses and various neurotic tendencies. The difference between the two groups is over four times its probable error, and is a difference great enough to be reliable. The non-problem group showed a higher average mental health.

Test six, entitled Readiness to Confide, is based on 10 statements dealing with an individual's readiness to tell others about his problems and difficulties. The difference between the nonproblem group and the withdrawing group is not great enough to show a reliable difference. The difference is great enough, however, to show that there is a greater tendency for the nonproblem group to confide in others than for the withdrawing group.

On Sims' Score Card for Socio-economic Status the average score of the nonproblem group is 18.32 and of the withdrawing group 12.70. The former score is ranked as "high," and the latter score is ranked as "medium" levels of socio-

TABLE II

## AVERAGE DIFFERENCES BETWEEN NONPROBLEM AND WITHDRAWING CHILDREN

Test	Nonproblem Aver. Scores	Withdrawing Aver. Scores	Diff. Nonproblem- Withdrawing	P.E. Diff.	Critical Ratio
Maller's Character Sketches					
1. Habit Pattern	14.18 $\pm$ .268	12.37 $\pm$ .623	1.810	.678	2.7
2. Self-Control	14.01 $\pm$ .262	11.36 $\pm$ .527	2.654	.588	4.5
3. Social Adjustment	12.64 $\pm$ .252	8.83 $\pm$ .487	3.815	.548	6.9
4. Personal Adjustment	16.03 $\pm$ .263	10.83 $\pm$ .231	5.199	.829	6.3
5. Mental Health	5.54 $\pm$ .163	3.88 $\pm$ .339	1.662	.376	4.4
6. Readiness to Confide	3.11 $\pm$ .088	2.50 $\pm$ .218	.606	.235	2.6
Sims' Score Card	18.32 $\pm$ .475	12.70 $\pm$ 1.077	5.626	1.177	4.8
Neymann-Kohlstedt I-E Scale	4.24 $\pm$ .497	1.67 $\pm$ .993	2.570	1.110	2.3
Pressey X-O Test for Investigation of Emotions					
1. Part I	81.88 $\pm$ 1.651	71.67 $\pm$ 5.184	10.215	5.441	1.9
2. Part II	39.52 $\pm$ 2.232	37.86 $\pm$ 4.433	1.679	4.963	.3
3. Part III	51.34 $\pm$ 1.638	31.20 $\pm$ 3.731	20.144	4.075	4.9
Chronological Age (Months)	165.0 $\pm$ 1.423	175.83 $\pm$ 3.022	-10.830	3.341	3.2
I. Q.	108.50 $\pm$ 1.137	88.75 $\pm$ 2.739	19.750	2.966	6.7
Height	63.76 $\pm$ .342	63.22 $\pm$ .568	.543	.663	.7
Weight	111.02 $\pm$ 1.917	108.89 $\pm$ 3.054	2.130	3.606	.6

Read table thus: On the first section of Maller's test, the nonproblem group made an aver. score of 14.18 while the problem group made an aver. score of 12.37. The probable error of the nonproblem group is  $\pm$  .268 and for the problem group  $\pm$  .623. The diff. of the averages is 1.810 and the probable error of the diff. is .678. The critical ratio is 2.7.

economic status. The critical ratio is 4.8, showing that the children of the withdrawing group came from homes of lower socio-economic levels.

Ridenour<sup>1</sup> reports in her study of shy children that they tend to come from homes where slightly higher social and economic opportunities are present. However an examination of her cases reveals the fact that a large percentage of her shy children were in foster homes which factor may readily explain the superior socio-economic status reported for the shy children.

On the Neymann-Kohlstedt I-g Scale, the average for the nonproblem group is 4.24, and the average of the withdrawing group 1.67. The critical ratio is 2.3. There is a tendency for the nonproblem children to be more extrovertive than the withdrawing children, though not so much as one would expect.

On Pressey's Test for Investigating the Emotions, Part I dealt with crossing out words which the subject thought were "wrong." On this test the average score of the nonproblem group is 81.88 and the average score of the withdrawing group is 71.67. The critical ratio is 1.9 showing that there is no reliable difference in the judgments of the two groups. On Part II, dealing with things about which one

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<sup>1</sup> Nina A. Ridenour, "A Study of the Backgrounds of Withdrawing Children." Journal of Educational Research, 28:143, October, 1934.

worries, the average score of the nonproblem group is 39.57 and the average of the withdrawing group is 37.86. The critical ratio is .3. This shows that there is little difference in the number of things about which the nonproblem and withdrawing groups worry. On Part III, concerning the interests of the children, the average non-problem group score was 51.34 and that of the withdrawing group 31.20. The critical ratio is 4.9, showing that the interests of the non-problem group were more varied than those of the other group.

The withdrawing children showed an average age of 14.65 years which was .90 years higher than the average age of the control group. However the latter group tended to be slightly taller and heavier. These latter two items of weight and height were taken from the school health records. While the differences in height and weight were not reliable the differences in chronological age approached reliability as a study of Table III will show.

The average I. Q. of the experimental group was 88.75 which was 19.75 points lower than that of the non-problem group which difference is shown to be statistically significant.

In Table III which shows some of the psychological differences between the problem group, in which the withdrawing group was not included, and the non-problem group the

following differences are noted.

The non-problem group average, on the section dealing with Habit Patterns, is 14.18 as compared with an average of 13.16 of the problem group. The critical ratio is 2.3; and while it is not large enough to be considered statistically reliable, it does indicate that habit patterns of the control group tend to be of a more desirable kind than those of the experimental group.

On section two, the average of the non-problem group is 14.01 while that of the problem group is 12.80. The critical ratio is 4.1.

On the social adjustment section the average score for the nonproblem group is 12.64 while that of the problem group is 10.68. The critical ratio is 4.6. This is consistent with the findings of both Fisher<sup>2</sup> and Snider.<sup>3</sup>

In Personal Adjustment the nonproblem group has an average of 16.03 while the problem group has an average score of 10.68. The difference here is again reliable since the critical ratio is 5.2.

In the section dealing with mental health the average of the nonproblem group is 5.84 and that of the problem

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<sup>2</sup> M. L. Fisher, "Measured Differences Between Problem and Non-problem Children in a Public School System." Journal of Educational Sociology, 7:353-64, February, 1934.

<sup>3</sup> L. M. Snider, "The Problem Child in the Jersey City Schools." Journal of Educational Sociology, 7:343-52, 1933-34.

TABLE III

## AVERAGE DIFFERENCES BETWEEN PROBLEM AND NONPROBLEM CHILDREN

Test	Nonproblem Aver. Scores		Problem Aver. Scores		Diff. Nonproblem - Problem	P.E. Diff.	Critical Ratio
Maller's Character Sketches							
1. Habit Pattern	14.18	± .268	13.16	± .345	1.021	.439	2.3
2. Self-Control	14.01	± .262	12.20	± .357	1.811	.442	4.1
3. Social Adjustment	12.64	± .252	10.68	± .348	1.958	.429	4.6
4. Personal Adjustment	16.03	± .263	13.52	± .407	2.512	.484	5.2
5. Mental Health	5.54	± .163	4.16	± .179	1.383	.243	5.7
6. Readiness to Confide	3.11	± .088	2.47	± .098	.636	.132	4.9
Sims' Score Card	18.32	± .475	16.77	± .482	1.556	.677	2.3
Neymann-Kohlstedt I-E Scale	4.24	± .497	4.18	± .703	.064	.865	.1
Fressey X-O Test for Investigation of Emotions							
1. Part I	81.88	± 1.651	75.79	± 2.187	6.092	2.740	2.2
2. Part II	39.52	± 2.232	40.66	± 2.359	-1.144	3.247	.4
3. Part III	51.34	± 1.637	52.63	± 2.316	-1.286	2.836	.5
Chronological Age (Months)	165.0	± 1.423	173.33	± 1.928	-8.330	2.396	3.5
I. Q.	108.50	± 1.137	95.57	± 1.266	12.430	1.702	7.6
Height	63.76	± .342	64.05	± .447	-.286	.562	.7
Weight	111.02	± 1.917	117.54	± 2.231	-6.520	2.942	2.2

Read Table III same as Table II.

group 4.16. A reliable difference is here found between the two groups since the critical ratio is 5.7.

The average of the nonproblem group on the last section of Maller's test is 3.11, and the average of the problem group is 2.47. The critical ratio is 4.9 showing a reliable difference between the two groups in this characteristic.

On Sims' Score Card for Socio-Economic Status the average score on the nonproblem group is 18.33 and that of the problem group 16.77. The critical ratio is 2.3. This indicates that there is a tendency for the children of the nonproblem group to come from homes of higher socio-economic status.

Fisher<sup>4</sup> and Yourman,<sup>5</sup> in their studies of problem children also found them to come from homes of lower socio-economic status. Snider,<sup>6</sup> however, reports that there is little difference in socio-economic status.

On the Neymann-Kohlstedt I-E Scale the average of the nonproblem group is 4.24, and the average of the problem group is 4.18. The critical ratio is .1.

On Pressey X-O for Investigating the Emotions Part I,

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<sup>4</sup> J. Yourman, "Children Identified by Their Teachers as Problem Pupils." Journal of Educational Sociology, 5:334-43, February, 1932.

<sup>5</sup> M. L. Fisher, loc. cit.

<sup>6</sup> L. M. Snider, loc. cit.



the average of the control group is 81.88 and that of the experimental group 75.79. The critical ratio is 2.2. There seems to be a tendency for the problem children to show poorer judgment than do the nonproblem children. On the second part of this test the control group has an average score of 39.52, and the average of the experimental group is 40.66. The critical ratio is .4. There seems to be little difference between the two groups in the number of things over which they worry. On part III of the same test the control group has an average score of 51.34, while the average of the experimental group is 52.63. The critical ratio is .5. There is again little difference between the two groups in their likes and dislikes.

The problem children showed an average age of 14.44 years which was .69 years higher than the average age of the control group. The nonproblem group tended to be slightly shorter than the problem group, but the problem children tended to be heavier.

The average I. Q. of the experimental group was 95.57 which is 12.43 points lower than the control group. The critical ratio is 7.6 which shows a reliable difference. This is consistent with the findings of Yourman<sup>7</sup> and Fisher,<sup>8</sup>

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<sup>7</sup> J. Yourman, loc. cit.

<sup>8</sup> M. L. Fisher, loc. cit.

who report that problem children are of low average intelligence. While the differences in height and weight were not reliable the difference in chronological age approaches reliability as is shown by a study of Table III. Snider<sup>9</sup> also found the problem child to be older.

In Table IV which shows some of the psychological differences between the problem group inclusive of the withdrawing group and the nonproblem group the following differences are noted.

On the first section of Waller's test the average score of the nonproblem group is 14.18, and the average score of the problem group is 12.99. The critical ratio is 2.9. While this difference is not statistically reliable, it does show a tendency for the nonproblem group of children to ascribe better qualities to their characters than do the children of the problem group.

On the section on self-control the average of the nonproblem group is 14.01, and that of the problem group 12.02. The critical ratio is 5.0.

On the section dealing with social adjustment the average of nonproblem group is 12.66 and the average of the problem group is 10.29. Since the difference is six times its

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<sup>9</sup> L. M. Snider, loc. cit.

TABLE IV

AVERAGE DIFFERENCES BETWEEN PROBLEM AND NONPROBLEM CHILDREN  
INCLUSIVE OF THE WITHDRAWING GROUP

Test	Nonproblem Aver. Scores		Problem Aver. Scores		Diff. Nonproblem - Problem	P.E. Diff.	Critical Ratio
Maller's Character Sketches							
1. Habit Pattern	14.18	± .268	12.99	± .303	1.190	.405	2.9
2. Self-Control	14.01	± .262	12.02	± .303	1.991	.401	5.0
3. Social Adjustment	12.64	± .252	10.29	± .297	2.348	.390	6.0
4. Personal Adjustment	16.03	± .263	11.98	± .366	4.052	.450	9.0
5. Mental Health	5.54	± .163	4.10	± .158	1.443	.228	6.3
6. Readiness to Confide	3.11	± .088	2.48	± .089	.626	.126	5.0
Sims' Score Card	18.32	± .475	15.94	± .453	2.386	.657	3.6
Neymann-Kohlstedt I-E Scale	4.24	± .497	3.70	± .586	.540	.769	.7
Pressey X-O Test for Investigation of Emotions							
1. Part I	81.88	± 1.651	74.90	± 2.053	6.982	2.635	2.6
2. Part II	39.52	± 2.232	40.05	± 2.083	-.434	3.053	.2
3. Part III	51.34	± 1.637	47.99	± 2.076	3.354	2.645	1.3
Chronological Age (Months)	165.0	± 1.423	173.85	± 1.667	-8.850	2.193	4.0
I. Q.	108.50	± 1.137	94.13	± 1.066	14.370	1.559	9.2
Height	63.76	± .342	63.82	± .366	-.065	.501	.3
Weight	111.02	± 1.917	115.40	± 1.898	-4.380	2.698	1.6

Read Table IV same as Table II.

probable error, the difference is reliable statistically.

The section on Personal Adjustment shows that the average of the nonproblem group is 16.03, and the average of the problem group is 11.98. The critical ratio is 9.0.

On the section dealing with Mental Health the control group shows an average score of 5.54, and the average of the experimental group is 4.10. The difference is 6.3 times its probable error and is, therefore, reliable.

On the last section of Meller's test the average of the control group is 3.11, and the average of the problem group is 2.48. The critical ratio is 5.0.

On Sims Score card for Socio-Economic Status the average of the nonproblem group is 18.33, and the average of the problem group is 15.94. The critical ratio is 3.6, and thus approaches statistical reliability.

On the Neymann Kohlstedt I-k scale the average score of the nonproblem group is 4.24, and the average of the problem group is 3.70. As table IV shows, there is no reliable difference between the two groups.

On Fressay's test Part I, the average of the nonproblem group is 81.88, and the average of the problem group is 74.9. The critical ratio is 2.6. On Part II, the average of the nonproblem group is 39.52, and the average of the problem group is 40.05. The critical ratio is .2, hence, there is no reliable difference between the two groups. Part III of

this test shows that the average of the nonproblem group is 51.34, and that the average of the problem group is 47.99. The critical ratio is 1.3 and is great enough only to indicate a slight tendency for the interests of the nonproblem children to be more varied than those of the problem children.

The problem children showed an average age of 14.48 years which was .73 years higher than the average age of the control group. The critical ratio is 4.0. The problem group tended to be slightly taller and heavier. These last two differences are not statistically reliable although the problem group shows a decided tendency towards greater weight.

The average I. Q. of the experimental group was 94.13, which was 14.37 points lower than the control group. The critical ratio is 9.2.

CHAPTER VI  
CONCLUSIONS

When the Maller Character Sketches, the Sims Score Card for Socio-Economic Status, the Neymann-Koldstedt I-E Scale, the Pressey X-O Test for Investigating the Emotions, and the Schrammel-Brannan Revision Army Group Examination Alpha are given to groups of withdrawing, problem, and nonproblem junior high school children the following differences are noted:

1. The withdrawing or shy children show themselves to have significantly poor self-control, to be poorer in social adjustment, poorer in personal adjustment and poorer in mental health than a control group.
2. The withdrawing children tend to be less ready to confide, and to have less desirable habit patterns.
3. The shy children are of lower socio-economic status.
4. They show a tendency to be more highly introverted.
5. They are significantly lower in I. Q., and also of greater chronological age.
6. There is no reliable difference between the performances of the two groups on the test of judgment; although the control group shows a tendency towards better judgment.
7. The withdrawing child worries no more than the nonproblem child.
8. The withdrawing children have fewer interests than the normal children.

9. There appears to be little difference in height and in weight between the two groups.

When the problem group is exclusive of the withdrawing child, the following differences are noted.

1. The problem children show themselves to have less desirable habit patterns, to possess less self-control, to be poorly adjusted both socially and personally, to be less healthy mentally and less ready to confide in others than those children of the control group.

2. The problem children come from homes of lower socio-economic status.

3. The problem child shows no difference in introversion tendencies from the nonproblem child.

4. There seems to be a tendency for the problem child to show poorer judgment than does the nonproblem child.

5. The problem child worries no more nor less than the nonproblem child.

6. The interests of the problem child seem to be as varied as those of the nonproblem child.

7. The problem child is older than the nonproblem child and is of lower intelligence. Though he is lower in intelligence he may be said to be within the range of average intelligence.

8. The problem child is no taller, but is slightly heavier than the nonproblem child.

When the problem group is inclusive of the withdrawing child, the following differences are noted:

1. The problem child possesses less desirable habit patterns, lack of self-control, and poorer mental health; he is less adequately adjusted personally and socially; and he is less ready to confide.

2. The problem child comes from homes of lower socio-economic status.

3. The problem child shows himself to be no different in intro-extrovertive tendencies.

4. The problem child has poorer judgment.

5. The problem child worries no more than does the nonproblem child.

6. There is a tendency for problem children to have fewer interests than normal children.

7. The problem child is older. He is of lower intelligence yet he may be classified as possessing low average intelligence.

8. The problem child is as tall as the normal child but he is slightly heavier.



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APPENDIX



APPENDIX

## PRESSEY X-O TESTS

(Form B)

Write your name, grade or class and school on the next line.

Name..... Class..... School.....

**DIRECTIONS: READ CAREFULLY!** On the following pages there are three tests. Each test occupies a page. The directions for each test appear at the top of the page, just above the test. Take the tests in order, finishing each one before beginning on the next. Be sure to **READ THE DIRECTIONS CAREFULLY AND DO EXACTLY AS YOU ARE TOLD.**

TEST I t.....d.....dif.....

**DIRECTIONS:** Read through the twenty-five lists of words given just below and cross out **EVERYTHING THAT YOU THINK IS WRONG**—everything that you think a person is to be blamed for. You may cross out as many or as few words as you like; in some lists you may not wish to cross out any words. **Just be sure that you cross out everything you think is wrong.**

1. begging smoking flirting spitting giggling
2. fear anger suspicion laziness contempt
3. dullness weakness ignorance meekness stinginess
4. fussiness recklessness silliness nagging fibbing
5. Extravagance sportiness boasting deformity talking-back
6. clumsiness slang stubbornness delay hesitation
7. blarney debt bluff blues fretting
8. war revolution king socialism kidnapping
9. toughness meddling aristocrat boldness cad
10. worry thoughtlessness day-dreaming slowness spending
11. divorce gang overwork politics fault-finding
12. cowardice outcast hazing tight-wad temper
13. bashfulness stupidity cribbing queerness butting-in
14. disgrace immodesty fighting neglect truancy
15. prize-fight snob betting grumbling conceit
16. idleness shabbiness pride chewing slickness
17. slyness absent-mindedness peddler cheapness sham
18. dispute greediness sissy kidding dancing
19. over-dressing poker nerve swiping rivalry
20. strike lock-out union trust lawlessness
21. broker priest fanatic yellowness bullying
22. fasting cards over-eating yelling gossip
23. tobacco speculating bribery craps pool-rooms
24. dirtiness bragging pull freak quarrel
25. teasing insanity flunking vomiting borrowing

**TURN OVER TO THE NEXT PAGE.**

## TEST II t.....d.....dif.....

**DIRECTIONS:** Read through the twenty-five lists below and cross out EVERYTHING ABOUT WHICH YOU HAVE EVER WORRIED, OR FELT NERVOUS OR ANXIOUS. You may cross out as many or as few words as you like; there may be some lines in which you may not wish to cross out any. But be sure you cross out everything about which you have ever worried.

1. loneliness work forgetfulness school blues
2. sin headache fault-finding sneer depression
3. meanness clothes sickness looks unfairness
4. discouragement self-consciousness failure accidents worry
5. temper disease pain money awkwardness
6. fire nervousness germs insult disfigurement
7. noise manners habits medicine tuberculosis
8. God suspicions death religion weakness
9. moodiness teachers enemies lightning tiredness
10. boss homeliness rivals insanity police
11. dizziness wrecks storms falling longings
12. reciting popularity suffocating boys conscience
13. helplessness forgiveness poison business lessons
14. giggling friends crowds girls society
15. nightmares parties movies athletics morals
16. smoking clubs teasing dances jealousy
17. stylishness sleep food marriage stupidity
18. queerness soul whisperings drowning lies
19. ruin gun engagement fainting blushing
20. darkness burglars impulses politics dreams
21. neighbors family chums crying twitching
22. wit health dirt over-eating dogs
23. hysterics knives disposition persecution grave
24. stammering jokes cats books germs
25. detectives roughness flightiness employer childishness

**TURN OVER TO THE NEXT PAGE.**

## TEST III t.....d.....dif.....

**DIRECTIONS:** Read through the twenty-five lists just below and cross out EVERYTHING YOU LIKE OR ARE INTERESTED IN. You may cross out as many or as few words as you wish; there may be some lines in which you will not wish to cross out anything. But be sure you cross out everything that you like.

1. fortune-telling boating beaches mountains vaudeville
2. camping tennis hiking eating amusement-parks
3. Beethoven Edison Napoleon Raphael Tennyson
4. kissing flirting pretty girls talkative girls athletic girls
5. studying dancing day-dreaming walking reading
6. talking elocution acrobats minstrels smoking
7. saxophones bands flutes banjos singing
8. jazz ragtime hymns waltzes solos
9. good boys handsome boys rough boys rich boys leaders
10. fashions society clothes banquets games
11. Palmistry pageants card-parties clubs socials
12. coffee onions sauerkraut mustard pop
13. sleeping teaching clerking loafing typewriting
14. actors musicians aviators engineers artists
15. Mowgli Tarzan D'Artagnan Hamlet Gallahad
16. revivals deacons prayer priests church
17. French Drawing English History Science
18. babies sports sailors children animals
19. college business farming housekeeping travelling
20. business-men salesmen nurses teachers soldiers
21. newspapers poems debating books magazines
22. cards bargains ferris-wheels machinists electricity
23. chauffeurs doctors professors bankers grocers
24. hotels country cities crowds circuses
25. racing resorts fishing arguing joy-riding

**TURN OVER TO THE LAST PAGE.**

# The Neymann-Kohlstedt Diagnostic Test for Introversion-Extroversion

(1928 Revision)

Name..... Occupation..... Age.....

This test is composed of fifty statements, each being followed by the words "Yes" and "No." There is no implication of right or wrong in any of the statements and you are asked to consider them from the viewpoint of personal like or dislike. Read the first statement and if you like the idea it expresses, draw a line under "Yes." If you dislike it, draw a line under "No." Proceed in the same way with the rest of the statements.

- |                                                                  |     |    |    |
|------------------------------------------------------------------|-----|----|----|
| 1. Be by yourself a great deal                                   | YES | NO | 1  |
| 2. Think of life in terms of pleasure                            | YES | NO | 2  |
| 3. Always be calm and collected                                  | YES | NO | 3  |
| 4. Have a great deal of confidence in others                     | YES | NO | 4  |
| 5. Think or dream of what you will do five years from now        | YES | NO | 5  |
| 6. Stay at home during a social affair.                          | YES | NO | 6  |
| 7. Work with many people around you                              | YES | NO | 7  |
| 8. Do the same kind of work all the time                         | YES | NO | 8  |
| 9. Enjoy social gatherings just to be with people                | YES | NO | 9  |
| 10. Think a great deal before deciding anything                  | YES | NO | 10 |
| 11. Accept suggestions rather than working them out for yourself | YES | NO | 11 |
| 12. Quiet rather than exciting amusements                        | YES | NO | 12 |
| 13. Dislike having people watch you                              | YES | NO | 13 |
| 14. Quit a tiresome task                                         | YES | NO | 14 |
| 15. Save money rather than spend it                              | YES | NO | 15 |
| 16. Seldom (infrequently) analyze your thoughts or motives       | YES | NO | 16 |
| 17. Indulge in reverie (day-dream) or thought                    | YES | NO | 17 |
| 18. Have people watch you do things that you do very well        | YES | NO | 18 |
| 19. Let yourself go when angry                                   | YES | NO | 19 |
| 20. Work better when people praise you                           | YES | NO | 20 |

Sims Score Card  
Form C



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# SIMS SCORE CARD FOR SOCIO-ECONOMIC STATUS

## Form C

Score.....

1. Name.....
2. Age..... Years and..... Months
3. Grade..... Date.....
4. Have you spent two years in any grade?..... If so, what grades?.....
5. Have you skipped any grades?..... If so, what grades?.....
6. Home address: City..... State.....
7. How many years have you lived in this town?.....
8. Have you attended schools in any other towns?..... If so, name  
them.....
9. Name of your School.....

Don't answer any of the questions below until you are told what to do.  
If you have brothers or sisters in this school, write their names and  
grades on these lines:

Name..... Grade.....

Name..... Grade.....

In the Following Questions Underline the Correct Answer:

- Are you a Boy? a Girl? (Underline correct answer)
- Are you living at home with your parents?..... Yes No
- Are you living in the home of someone else, such as a rela-  
tive, adopted parent, guardian, etc.?..... Yes No
- Are you living in an institution, such as an orphan asylum  
or a home for children?..... Yes No

Underline the Right Answer

- 1. Have you a telephone in your home?.....Yes No
- 2. Is your home heated by a furnace in the basement?.....Yes No
- 3. Do you have a bathroom that is used by your family alone?.....Yes No
- 4. Do you have a bank account in your own name?.....Yes No
- 5. Did your father go to college?.....Yes No
- 6. Did your mother go to college?.....Yes No
- 7. Did your father go to high school?.....Yes No
- 8. Did your mother go to high school?.....Yes No
- 9. Does your mother (or the lady of the home in which you live) regularly attend any lecture courses of which you know?.....Yes No
- 10. Do you have your own room in which to study?.....Yes No
- 11. Do you take private lessons in music?.....Yes No
- 12. Do you take private lessons in dancing?.....Yes No
- 13. Does your mother belong to any clubs or organizations of which you know?.....Yes No  
If you know of any, write the name of one of them on this line (.....)
- 14. Do you belong to any organizations or clubs where you have to pay dues?.....Yes No  
If you do, write the names of the organizations that you belong to on these lines (.....  
.....  
.....)
- 15. Does your family attend concerts?  
Never      Occasionally      Frequently
- 16. Where do you regularly spend your summers?  
At Home      Away from Home
- 17. How often do you have dental work done? (Underline only one)  
Never      When Needed      Once a Year      Oftener

- 18. How many servants, such as a cook, a housekeeper, a chauffeur, or a maid, do you have in your home?  
None      One Part Time      One or More All the Time
- 19. Does your family own an auto which is not a truck?  
None      One      Two or More  
If your family does own an auto, write the make of the auto on this line (.....)
- 20. How many magazines are regularly taken in your home?  
None      One      Two      Three or More  
If any are taken, write the names of three of them—or as many as are taken—on these lines (.....  
.....)
- 21. About how many books are in your home? (Be very careful with this one. A row of books three feet long would not have more than twenty-five books in it.)  
None      1 to 25      26 to 125      126 to 500      More
- 22. How many rooms does your family occupy?  
2    3    4    5    6    7    8    9    10    11    12    More  
How many persons occupy these rooms?  
2    3    4    5    6    7    8    9    10    11    12    More
- 23. Write your father's occupation on this line (.....)  
Does he own Part All None of his business? (Underline)  
Does he have any title, such as president, manager, fore-  
man, boss, etc.?.....Yes No  
If he does have such a title, write it on this line (.....)  
How many persons work for him? (Underline the right number)  
None      1 to 5      5 to 10      More than 10

Total Credits..... ÷ No. Answered..... = Score.....

# Army Group Examination Alpha

By

H. E. Schrammel, Ph. D., Director, Bureau of Educational Measurements

and

Christine V. Brannan, M. S.

Published and Distributed by Bureau of Educational Measurements

Kansas State Teachers College, Emporia

FORM A

Name ..... Date .....

Date of birth ..... Age last birthday .....

Month

Day

Year

School ..... City ..... State .....

Sex ..... Occupation .....

Grade in school, or highest grade reached in school .....

**GENERAL DIRECTIONS:** This is a test to see how well you can answer various types of questions. There are eight parts to the test. Each part begins with easy questions and becomes more difficult toward the end. You are not expected to answer all of the items correctly, but do the best you can.

You will have exactly 40 minutes for the whole test. Read the directions for each part as you come to it, and answer the items as directed. The examiner will give you a signal at the end of each five-minute period; and if you have not already done so, you should then go to the next part. You may go to the next part, however, as quickly as you care to and return later to any unfinished or omitted items. **Each item answered correctly counts one point.** If you are not sure an answer is correct, you may **guess** without being penalized.

**Do you all understand?** Do not ask questions after the test begins.

Test	Possible Score	Score
1	16	
2	20	
3	40	
4	24	
5	20	
6	40	
7	40	
8	20	
Total	220	

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**PART I**

**DIRECTIONS:** On the line at the left of each test item write the correct answer for that item. Note the examples, which have been correctly marked.

**Examples:** ....3.... 1. In figure 1, what is the number in the first circle?  
 .. 1C.. 2. In figure 1, write the number and the letter which are in the fourth circle.



Fig. 1

- ..... 1. Write the number which, in figure 1, is in the fifth circle and the letter which is in the second circle.
- ..... 2. Write the sum of the numbers which, in figure 1, are in the second and in the fourth circles.
- ..... 3. Write the difference between the numbers in the second circle and in the first circle, and also write the letter which is in the fifth circle.
- ..... 4. In figure 2, what number is in the triangle, but not in the square?
- ..... 5. What is the sum of the number which is in the triangle but not in the square, and the number which is in the square but not in the triangle?
- ..... 6. In figure 3, what number is in the triangle, but not in the circle or square?
- ..... 7. In figure 3, what number is in the square and circle, but not in the triangle?
- ..... 8. In figure 3, what is the difference between the number which is in the circle but not in the triangle or square, and the number which is in the triangle and square but not in the circle?
- ..... 9. Print the last letter of the word which is the opposite of **wet**.
- ..... 10. If 5 is more than 3, write the number 4, unless 4 is more than 6, in which case, write the number 5.
- ..... 11. Print the letter which appears in each of the following words: **triangle, number, brain, country, sound**.
- ..... 12. Print the letter which appears in only one of the following words: **song, square, triangle, oblique, gentle**.
- ..... 13. In figure 4, what number is in the triangle and circle but not in the square?
- ..... 14. What number is in the same pair of geometrical figures as the number 4?
- ..... 15. How many spaces are there that are in two and only two geometrical figures?
- ..... 16. In a foreign language, **lani dola** means **big trees**; and **reti dola** means **big women**. Print the first letter of the foreign word for **women**.

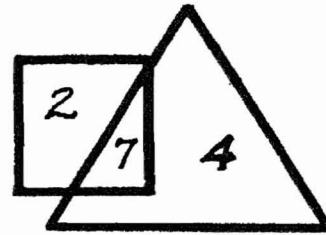


Fig. 2

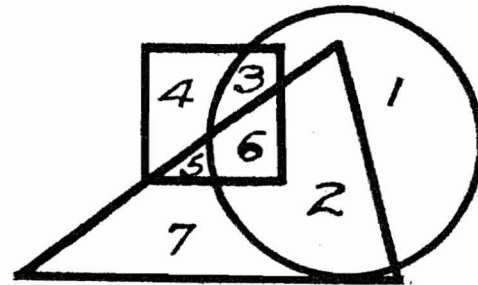


Fig. 3

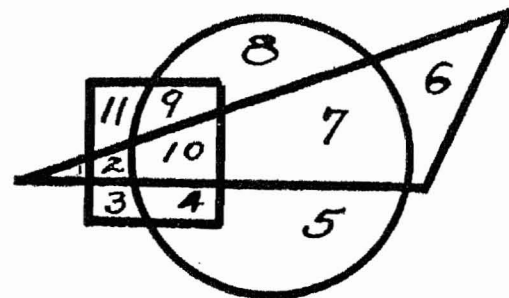


Fig. 4

**PART II**

**DIRECTIONS:** For each question in this part select the best one of the three answers, and write its number in the parenthesis at the left.

**Example:** ( 2 ) Stoves are used because: 1. they look well. 2. they furnish heat. 3. they are black.

In the sample, answer No. 2 is the best; therefore, 2 is written in the parenthesis.

- ( ) 1. The main reason that stone is used for building purposes is that: 1. it makes a good appearance. 2. it is strong and lasting. 3. it is heavy.
- ( ) 2. If one is held up and robbed in a strange city, he should: 1. apply to the police for help. 2. ask the first man he meets for money to get home. 3. borrow some money at a bank.
- ( ) 3. Cotton fibre is much used for making cloth because: 1. it grows all over the South. 2. it can be spun and woven. 3. it is a vegetable product.
- ( ) 4. A grocer should own an automobile because: 1. it is useful in his business. 2. it uses rubber tires. 3. it saves railroad fare.
- ( ) 5. It is wiser to put some money aside and not spend it all, so that one may: 1. prepare for old age and sickness. 2. collect all the different kinds of money. 3. gamble when he wishes.
- ( ) 6. All traffic going one way keeps to the same side of the street because: 1. most people are right-handed. 2. the traffic policeman insists on it. 3. it avoids confusion and collisions.
- ( ) 7. The cause of echoes is: 1. the reflection of sound waves. 2. the presence of electricity in the air. 3. the presence of moisture in the air.
- ( ) 8. A man should be judged by what he does rather than by what he says because: 1. what a man does shows what he really is. 2. it is wrong to tell a lie. 3. a deaf man cannot hear what is said.
- ( ) 9. If one does not get a letter from home, which he knows was written, it may be because: 1. it was lost in the mails. 2. he forget to tell his people to write. 3. the postal service has been discontinued.
- ( ) 10. Warships are painted gray because gray paint: 1. is cheaper than other colors. 2. is more durable than other colors. 3. makes the ships harder to see.
- ( ) 11. The feathers on a bird's wing help him to fly because they: 1. make a wide, light surface. 2. keep the air off his body. 3. keep the wings from cooling off too fast.
- ( ) 12. A country should have many railroads, because railroads: 1. decrease the price of food materials. 2. make it easy to travel and carry goods. 3. are good for the steel business.
- ( ) 13. A married man should have his life insured because: 1. death may come at any time. 2. insurance companies are usually honest. 3. his family will not then suffer if he dies.
- ( ) 14. Inventors patent their inventions because: 1. a patent gives inventors control of their inventions. 2. securing patents creates a greater demand. 3. it is the custom to get patents.
- ( ) 15. Wheat is better food than corn because: 1. it is more nutritious. 2. it is more expensive. 3. it can be ground finer.
- ( ) 16. Electrical engineers are highly paid because: 1. their ability is much in demand. 2. they have a college education. 3. they work long hours.
- ( ) 17. Winter is colder than summer because: 1. the sun shines obliquely in winter. 2. January is a cold month. 3. there is much snow in winter.
- ( ) 18. It is impossible to see stars at noon because: 1. they have moved around to the other side of the earth. 2. they are so much fainter than the sun. 3. they are hidden behind the sky.
- ( ) 19. Some men who could afford to own a house live in a rented one because: 1. they do not have to pay taxes. 2. they do not have to buy a rented house. 3. they can make more by investing the money the house would cost.
- ( ) 20. Glass insulators are used to fasten telegraph wires because: 1. the glass keeps the pole from being burned. 2. the glass keeps the current from escaping. 3. the glass is cheap and attractive.

..... **Score for Part II.**

..... **Score for Part I.**



**PART III**

**DIRECTIONS:** If the two words of a pair mean the same, or nearly the same, place a plus (+) in the parenthesis. If they mean the opposite, or nearly the opposite, place a minus (-) in the parenthesis.

Examples: (-) 1. good—bad  
(+) 2. little—small

- ( ) 1. cold—hot
- ( ) 2. minus—plus
- ( ) 3. day—night
- ( ) 4. cry—laugh
- ( ) 5. similar—different
- ( ) 6. class—group
- ( ) 7. shy—timid
- ( ) 8. defective—normal
- ( ) 9. accept—take
- ( ) 10. complex—simple
- ( ) 11. credit—debit
- ( ) 12. flat—level
- ( ) 13. concave—convex
- ( ) 14. lax—strict
- ( ) 15. toward—from
- ( ) 16. careless—anxious
- ( ) 17. accumulate—dissipate
- ( ) 18. dissension—harmony
- ( ) 19. superfluous—essential
- ( ) 20. cheerful—melancholy
- ( ) 21. concede—deny
- ( ) 22. furtive—sly
- ( ) 23. commend—approve
- ( ) 24. censure—praise
- ( ) 25. adversary—colleague
- ( ) 26. tease—plague
- ( ) 27. decadence—decline
- ( ) 28. indict—arraign
- ( ) 29. knave—villain
- ( ) 30. impecunious—opulent
- ( ) 31. champion—advocate
- ( ) 32. plenary—complete
- ( ) 33. benign—genial
- ( ) 34. avarice—cupidity
- ( ) 35. wax—wane
- ( ) 36. perfunctory—meticulous
- ( ) 37. recant—disavow
- ( ) 38. lugubrious—maudlin
- ( ) 39. aggrandize—belittle
- ( ) 40. agglomerate—scatter

..... Score for Part III.

**PART IV**

**DIRECTIONS:** The words A EATS COW GRASS, in that order, are mixed up and do not make a sentence; but they would be a sentence if put in the right order: A COW EATS GRASS. This statement is true.

The words HORSES FEATHERS HAVE ALL would make a sentence if put in the order ALL HORSES HAVE FEATHERS, but this statement is false.

Look at each of the mixed-up sentences below, and think what it would say if the words were put in the right order. Then if what the sentence would say is true, place a plus (+) in the parenthesis; if what it would say is false, place a minus (-) in the parenthesis.

Examples: (+) 1. a eats cow grass  
(-) 2. horses feathers have all

- ( ) 1. lions strong are
- ( ) 2. leg flies one have only
- ( ) 3. months warmest are summer the
- ( ) 4. known elephant animal the is smallest the
- ( ) 5. leaves the trees in lose their fall
- ( ) 6. sides every has four triangle
- ( ) 7. seldom forever good lasts luck
- ( ) 8. many toes fingers as men as have
- ( ) 9. happiness source of always a crime is
- ( ) 10. money marry always for men
- ( ) 11. flag the English same the as is the American
- ( ) 12. usually judge can one actions man his by a
- ( ) 13. are clothes all made cotton of
- ( ) 14. see are with to eyes
- ( ) 15. water and made are butter from cheese
- ( ) 16. size now of guns use are great in
- ( ) 17. battleships on seldom sails used are
- ( ) 18. a ocean cross minutes few can boat the in a
- ( ) 19. inflict men pain needless cruel sometimes
- ( ) 20. as sheets are napkins used never
- ( ) 21. employ debaters irony never
- ( ) 22. always sleeplessness clear causes a conscience
- ( ) 23. external deceptive never appearances are
- ( ) 24. forget trifling friends grievances never

..... Score for Part IV.

**PART V**

**DIRECTIONS:** Look at each row of numbers below, and on the lines write the two numbers that should come next.

Examples:

2	4	6	8	10	12	..14..	..16..
9	8	7	6	5	4	..3..	..2..
2	2	3	3	4	4	..5..	..5..
1	7	2	7	3	7	..4..	..7..

---

( 1.)	3	4	5	6	7	8	.....	.....
( 2.)	10	15	20	25	30	35	.....	.....
( 3.)	8	7	6	5	4	3	.....	.....
( 4.)	3	6	9	12	15	18	.....	.....
( 5.)	8	1	6	1	4	1	.....	.....
( 6.)	3	7	11	15	19	23	.....	.....
( 7.)	9	9	7	7	5	5	.....	.....
( 8.)	1	2	4	8	16	32	.....	.....
( 9.)	27	27	23	23	19	19	.....	.....
(10.)	15	16	14	17	13	18	.....	.....
(11.)	8	9	12	13	16	17	.....	.....
(12.)	16	12	15	11	14	10	.....	.....
(13.)	12	14	13	15	14	16	.....	.....
(14.)	29	28	26	23	19	14	.....	.....
(15.)	81	27	9	3	1	1/3	.....	.....
(16.)	21	18	16	13	11	8	.....	.....
(17.)	2	3	5	8	12	17	.....	.....
(18.)	20	17	15	14	11	9	.....	.....
(19.)	4	8	10	20	22	44	.....	.....
(20.)	1	4	9	16	25	36	.....	.....

Score for Part V .....

**PART VI**

**DIRECTIONS:** In each item of this part, the first two words are related to each other in some way. See what the relation is between the first two words; then select the numbered word which is related in the same way to the third word, and write its number in the parenthesis.

- Examples:** ( 2 ) 1. sky—blue::grass—  
 1. table. 2. green. 3. warm. 4. big.  
 ( 3 ) 2. fish—swims::man—  
 1. paper. 2. time. 3. walks. 4. girl.  
 ( 2 ) 3. day—night::white—  
 1. red. 2. black. 3. clear. 4. pure.

- |                                                                                                      |                                                                                       |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| ( ) 1. dog—bark::cat—<br>1. chair. 2. mew. 3. fire. 4. house                                         | ( ) 21. chew-teeth::smell—<br>1. sweet. 2. stink. 3. odor. 4. nose.                   |
| ( ) 2. father—son::mother—<br>1. aunt. 2. nephew. 3. daughter<br>4. sister.                          | ( ) 22. order—confusion::peace— 1. part.<br>2. treaty. 3. war. 4. enemy.              |
| ( ) 3. dog—puppy::cat—<br>1. kitten. 2. dog. 3. tiger. 4. horse.                                     | ( ) 23. eye—head::window—<br>1. key. 2. floor. 3. room. 4. door.                      |
| ( ) 4. angels—heaven::men—<br>1. earth. 2. women. 3. boys.<br>4. Paradise.                           | ( ) 24. floor—ceiling::ground—<br>1. earth. 2. sky. 3. hill. 4. grass.                |
| ( ) 5. heehaw—donkey::bow-wow—<br>1. hen. 2. cat. 3. speech. 4. dog.                                 | ( ) 25. hunter—gun::fisherman—<br>1. fish. 2. net. 3. bold. 4. wet.                   |
| ( ) 6. boy—man::lamb—<br>1. sheep. 2. dog. 3. shepherd.<br>4. wool.                                  | ( ) 26. revolver—man::sting—<br>1. gun. 2. hurt. 3. bee. 4. hand.                     |
| ( ) 7. legs—frog::wings—<br>1. eat. 2. swim. 3. bird. 4. nest.                                       | ( ) 27. pan—tin::table— 1. chair.<br>2. wood. 3. legs. 4. dishes.                     |
| ( ) 8. white—black::good— 1. time.<br>2. clothes. 3. mother. 4. bad.                                 | ( ) 28. diamond—rare::iron—<br>1. common. 2. silver. 3. ore.<br>4. steel.             |
| ( ) 9. add—subtract::multiply—<br>1. add. 2. divide. 3. arithmetic.<br>4. increase.                  | ( ) 29. devil—angel::bad—<br>1. mean. 2. disobedient. 3. de-<br>famed. 4. good.       |
| ( ) 10. go—come::sell—<br>1. leave. 2. buy. 3. money.<br>4. papers.                                  | ( ) 30. food—man::fuel—<br>1. engine. 2. burn. 3. coal.<br>4. wood.                   |
| ( ) 11. sweet—sugar::sour—<br>1. sweet. 2. bread. 3. man.<br>4. vinegar.                             | ( ) 31. winter—season::January—<br>1. February. 2. day. 3. month.<br>4. Christmas.    |
| ( ) 12. peninsula—land::bay—<br>1. boats. 2. pay. 3. ocean.<br>4. Massachusetts.                     | ( ) 32. historian—facts::novelist—<br>1. fiction. 2. Dickens. 3. writer.<br>4. book.  |
| ( ) 13. December—Christmas::Novem-<br>ber—<br>1. month. 2. Thanksgiving. 3. De-<br>cember. 4. early. | ( ) 33. tears—laughter::sorrow—<br>1. joy. 2. distress. 3. funeral.<br>4. sad.        |
| ( ) 14. establish—begin::abolish—<br>1. slavery. 2. wrong. 3. abolition.<br>4. end.                  | ( ) 34. quarrel—enemy::agree—<br>1. friend. 2. disagree. 3. agreeable.<br>4. foe.     |
| ( ) 15. light—dark::noise—<br>1. report. 2. ring. 3. silence.<br>4. sound.                           | ( ) 35. imitate—invent::copy—<br>1. write. 2. pencil. 3. originate.<br>4. draw.       |
| ( ) 16. man—arm::tree— 1. shrub.<br>2. limb. 3. flower. 4. bark.                                     | ( ) 36. hour—day::day—<br>1. night. 2. week. 3. hour.<br>4. moon.                     |
| ( ) 17. winter—summer::cold—<br>1. freeze. 2. warm. 3. wet.<br>4. January.                           | ( ) 37. tolerate—pain::welcome—<br>1. pleasure. 2. unwelcome.<br>3. friends. 4. give. |
| ( ) 18. bird—song::man—<br>1. speech. 2. woman. 3. boy.<br>4. work.                                  | ( ) 38. engineer—chauffeur::locomotive—<br>1. iron. 2. stack. 3. engine. 4. auto.     |
| ( ) 19. hospital—patient::prison—<br>1. cell. 2. criminal. 3. bar. 4. jail.                          | ( ) 39. draw—picture::make—<br>1. destroy. 2. table. 3. break.<br>4. hard.            |
| ( ) 20. abundant—scarce::cheap—<br>1. buy. 2. costly. 3. bargain.<br>4. nasty.                       | ( ) 40. advice—command::persuasion—<br>1. help. 2. aid. 3. urging.<br>4. compulsion.  |

..... Score for Part VI.

**PART VII**

**DIRECTIONS:** In each of the sentences below you have four choices for the last word. Choose the one which makes the truest sentence, and write the number of that word in the parenthesis.

- Example:** ( 2 ) People hear with the:  
 1. eyes. 2. ears. 3. nose. 4. mouth.  
 The correct answer is ears; therefore, 2 is written in the parenthesis.

- |                                                                                                                  |                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| ( ) 1. Alfalfa is a kind of:<br>1. hay. 2. corn. 3. fruit. 4. rice.                                              | ( ) 23. Darwin was most famous in:<br>1. literature. 2. science. 3. war.<br>4. politics.                            |
| ( ) 2. The most prominent industry of De-<br>troit is:<br>1. automobiles. 2. brewing. 3. flour.<br>4. packing.   | ( ) 24. The rutabaga is a: 1. lizard.<br>2. vegetable. 3. fish. 4. snake.                                           |
| ( ) 3. The Percheron is a kind of:<br>1. goat. 2. horse. 3. cow. 4. sheep.                                       | ( ) 25. Bile is made in the: 1. spleen.<br>2. kidneys. 3. stomach. 4. liver.                                        |
| ( ) 4. Diamonds are obtained from:<br>1. mines. 2. reefs. 3. elephants.<br>4. oysters.                           | ( ) 26. Chard is a:<br>1. fish. 2. lizard. 3. vegetable.<br>4. snake.                                               |
| ( ) 5. "Habeas corpus" is a term used in:<br>1. medicine. 2. law. 3. theology.<br>4. pedagogy.                   | ( ) 27. An irregular four-sided figure is<br>called a:<br>1. scholium. 2. triangle. 3. trape-<br>zium. 4. pentagon. |
| ( ) 6. The mimeograph is a kind of:<br>1. typewriter. 2. copying machine.<br>3. phonograph. 4. pencil.           | ( ) 28. Becky Sharp appears in:<br>1. Vanity Fair. 2. Romola. 3. The<br>Christmas Carol. 4. Henry IV.               |
| ( ) 7. The clarinet is used in:<br>1. music. 2. stenography. 3. book-<br>binding. 4. lithography.                | ( ) 29. The United States Naval Academy<br>is at:<br>1. West Point. 2. Annapolis.<br>3. New Haven. 4. Ithaca.       |
| ( ) 8. Denim is a: 1. dance.<br>2. food. 3. fabric. 4. drink.                                                    | ( ) 30. Rio de Janeiro is a city of:<br>1. Spain. 2. Argentina. 3. Portu-<br>gal. 4. Brazil.                        |
| ( ) 9. Air and gasoline are mixed in the:<br>1. accelerator. 2. carburetor.<br>3. transmission. 4. differential. | ( ) 31. The number of a Korean's legs is:<br>1. eight. 2. two. 3. six. 4. four.                                     |
| ( ) 10. Marie Curie was a:<br>1. singer. 2. writer. 3. actress.<br>4. scientist.                                 | ( ) 32. The ohm is used in measuring:<br>1. rainfall. 2. wind power.<br>3. electricity. 4. water power.             |
| ( ) 11. The Wyandotte is a kind of:<br>1. horse. 2. fowl. 3. cattle.<br>4. granite.                              | ( ) 33. Slice is a term used in:<br>1. bowling. 2. golf. 3. tennis.<br>4. football.                                 |
| ( ) 12. Pinochle is played with: 1. rackets.<br>2. cards. 3. pins. 4. dice.                                      | ( ) 34. Cerise is a:<br>1. color. 2. drink. 3. fabric.<br>4. food.                                                  |
| ( ) 13. The penguin is a: 1. bird. 2. fish.<br>3. reptile. 4. insect.                                            | ( ) 35. Yale University is at:<br>1. New Haven. 2. Annapolis.<br>3. Ithaca. 4. Cambridge.                           |
| ( ) 14. Newton was most famous in:<br>1. science. 2. politics. 3. literature.<br>4. war.                         | ( ) 36. The author of "The Scarlet Letter"<br>is:<br>1. Hawthorne. 2. Poe. 3. Steven-<br>son. 4. Kipling.           |
| ( ) 15. An aspen is a: 1. machine<br>2. fabric. 3. tree. 4. drink.                                               | ( ) 37. Rosa Bonheur is famous as a:<br>1. poet. 2. painter. 3. composer.<br>4. sculptor.                           |
| ( ) 16. Calcutta is a city in: 1. Egypt.<br>2. China. 3. India. 4. Japan.                                        | ( ) 38. A tedder is used in:<br>1. farming. 2. fishing. 3. hunting.<br>4. athletics.                                |
| ( ) 17. The saber is a kind of: 1. musket.<br>2. sword. 3. cannon. 4. pistol.                                    | ( ) 39. Falstaff appears in:<br>1. Romola. 2. Vanity Fair.<br>3. Oliver Twist. 4. Henry IV.                         |
| ( ) 18. Artichoke is a kind of: 1. hay.<br>2. corn. 3. vegetable. 4. fodder.                                     | ( ) 40. Napoleon defeated the Austrians at:<br>1. Friedland. 2. Wagram.<br>3. Waterloo. 4. Leipzig.                 |
| ( ) 19. The clavicle is in the: 1. shoulder.<br>2. head. 3. abdomen. 4. neck.                                    |                                                                                                                     |
| ( ) 20. John Wesley was most famous in:<br>1. literature. 2. science. 3. war.<br>4. religion.                    |                                                                                                                     |
| ( ) 21. Emeralds are usually:<br>1. red. 2. green. 3. blue. 4. yellow.                                           |                                                                                                                     |
| ( ) 22. The Battle of Lexington was fought<br>in: (1) 1620. (2) 1775. (3) 1812.<br>(4) 1864.                     |                                                                                                                     |

..... Score for Part VII.

## PART VIII

**DIRECTIONS:** Write the answer for each problem on the line at the left. The samples have been correctly marked. You may do your figuring on the side of the page.

### Examples:

- ....15.... 1. How many are 5 men and 10 men?  
....12.... 2. If a man walks 4 miles an hour for 3 hours, how far does he walk?

- 
- ..... 1. How many are 50 tents and 8 tents?  
..... 2. If one saves \$5 a month for 7 months, how much will he save?  
..... 3. A truck drove forward 8 miles and backed 2 miles. How far was it then from its first position?  
..... 4. Mike had 12 cigars. He bought 3 more, and then smoked 6. How many cigars did he have left?  
..... 5. How many hours will it take a truck to go 48 miles at the rate of 4 miles an hour?  
..... 6. If 64 men are divided into teams of 8, how many teams will there be?  
..... 7. How many pencils can be bought for 30 cents at the rate of 2 for 5 cents?  
..... 8. A dealer bought some mules for \$1000. He sold them for \$1200, making \$20 on each mule. How many mules were there?  
..... 9. A regiment marched 40 miles in five days. The first day they marched 9 miles, the second day 6 miles, the third 10 miles, and the fourth 11 miles. How many miles did they march the last day?  
..... 10. If 341 squads of men are to dig 6,138 yards of trench, how many yards must be dug by each squad?  
..... 11. A submarine goes 10 miles an hour under water and 20 miles an hour on the surface. How long will it take to cross a 100-mile channel if it has to go one-fifth of the way under water?  
..... 12. If it takes 8 men 2 days to dig a 160-foot drain, how many men are needed to dig it in half a day?  
..... 13. A rectangular bin holds 600 cubic feet of lime. If the bin is 10 feet wide and 5 feet deep, how long is it?  
..... 14. If  $4\frac{1}{2}$  tons of clover cost \$36, what will  $2\frac{1}{2}$  tons cost?  
..... 15. If one buys 2 packages of tobacco at 8 cents each and a pipe for 65 cents, how much change should he get from a two-dollar bill?  
..... 16. A commission house which had already supplied 1897 barrels of apples to a cantonment delivered the remainder of its stock to 28 mess halls. Of this remainder each mess hall received 47 barrels. What was the total number of barrels supplied?  
..... 17. A ship has provisions to last her crew of 500 men 6 months. How long would it last 1200 men?  
..... 18. If an airplane goes 250 yards in 10 seconds, how many feet does it go in a fifth of a second?  
..... 19. A recruit spent one-eighth of his spare change for post cards and four times as much for a box of letter paper. He then had 30 cents left. How much money did he have at first?  
..... 20. A certain division contains 2000 artillery, 15,000 infantry, and 1000 cavalry. If each branch is expanded proportionately until there are in all 19,800 men, how many will be added to the artillery?

..... Score for Part VIII.

## CHARACTER SKETCHES

Form A Part I

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# CHARACTER SKETCHES

## PART I

### Directions

This booklet is called **Character Sketches** because it contains short descriptions of the characters of some people. Each sentence in this booklet tells about the habit of some person, how that person acts or feels. Now, what you are to do is to read each sentence carefully, and then think whether you are that way yourself, or whether you are different. If you are the same you write the letter **S** in front of the statement. **S** is for **same**. If you are different you write the letter **D** in front of the statement. **D** is for **different**. Look at the following three examples:

..... 1. *This person likes to be well and healthy.*

Mark this first example **S**, because you probably feel the same way.

..... 2. *This person is altogether blind.*

Mark this second example **D**, because you are different, you are not blind.

..... 3. *He is the youngest child in the family.*

Mark the third example **S**, if you are the same, the youngest child in your family; mark it **D** if you are different, not the youngest child in your family.

You will have just enough time to finish all parts of this booklet but work fast and don't stop to think long about each sentence. In this booklet the word **he** means **he** or **she**.

Remember that the idea of this test is to see **how well you know yourself**. Each sentence tells how a certain person of your age feels or acts. Read each sentence and mark it **S** if you feel or act the same way. Mark it **D** if you feel or act differently. Where you are not certain answer the best you can, but be sure to mark each one of the statements.

When the examiner says "go," turn to next page and begin.

- ..... 1. This person is always wide awake; does not mislay or misplace things.
- ..... 2. This person is never on time; always late.
- ..... 3. Insists on having his way and likes to command and rule everybody.
- ..... 4. Very slow in making up his mind.
- ..... 5. Makes his fingers sore by biting his nails.
- ..... 6. Looks people straight in the eye when talking to them.
- ..... 7. Never cranky or fussy about food; eats anything.
- ..... 8. Exaggerates and fusses about ordinary things and happenings.
- ..... 9. Always puts off work as long as possible.
- ..... 10. Cross, hard to get along with, loses temper easily.
- ..... 11. Speaks in well-thought-out language, and thinks clearly.
- ..... 12. Finds work whether assigned or not.
- ..... 13. Tells the truth even when it hurts.
- ..... 14. A slouch; never puts things away.
- ..... 15. Quarrels over games; thinks only of self.
- ..... 16. Courteous; thoughtful of the welfare of others.
- ..... 17. Always honest; can be trusted anywhere.
- ..... 18. Eats only good food; never too much rich food or sweets.
- ..... 19. Thrifty; spends money only for what is useful and helpful.
- ..... 20. Cruel to playmates and pets.



- ..... 21. Never does things against his own will. If he makes up his mind not to do a thing, he won't do it.
- ..... 22. Wishes to do the right thing, but sometimes can't get himself to do it.
- ..... 23. Has no will power.
- ..... 24. Very impatient; can't wait for his turn.
- ..... 25. Can't stick to a decision; often goes back on it.
- ..... 26. Has perfect self-control.
- ..... 27. Does not get tired quickly of work in which he is interested.
- ..... 28. Can't keep a secret; must tell it to someone.
- ..... 29. Easily swayed by what other people say, particularly if told in a strong and commanding manner.
- ..... 30. Depends upon other people in deciding on important things.
- ..... 31. Never giggles or laughs without being able to stop.
- ..... 32. Is not easily discouraged; very persistent.
- ..... 33. In a contest, this person keeps cool and does not "go to pieces."
- ..... 34. Has no self-confidence.
- ..... 35. Changes hobbies and interests quickly.
- ..... 36. Has a lot of courage and spunk.
- ..... 37. Does not become upset easily.
- ..... 38. Does not do or say things on the spur of the moment which he later regrets.
- ..... 39. Is never talked into buying things he does not need.
- ..... 40. Becomes excited and wrought up before taking an examination and is unable to prepare for it because of excitement.

- ..... 41. Is liked by classmates and teachers and gets along well at school.
- ..... 42. Feels shy and awkward when walking through a room and being observed by many people.
- ..... 43. Is never the leader in arranging parties.
- ..... 44. Finds books always more interesting than people.
- ..... 45. Feels self-conscious in the presence of teachers or elders.
- ..... 46. Does not have the habit of daydreaming.
- ..... 47. Makes friends easily and holds his friends for many years.
- ..... 48. Finds it very difficult to talk to strangers; can't find anything to say.
- ..... 49. Does not take part in group discussions but thinks afterwards of something clever which he should have said.
- ..... 50. Hates to go to parties.
- ..... 51. Prefers to work with other people rather than work alone.
- ..... 52. Is very active at a party; does not care about what other people do.
- ..... 53. Is not annoyed by people who speak very fast.
- ..... 54. Avoids being introduced to important guests at a party or a reception.
- ..... 55. Dislikes people who speak very slowly.
- ..... 56. Never feels lonely when in the company of people.
- ..... 57. Is considered a friendly and a cheerful person.
- ..... 58. Is very popular at a party; the life of the party.
- ..... 59. Is considered by his friends a happy and jolly fellow.
- ..... 60. Becomes flustered when called upon to say something in the class or at a group meeting.

**Underline the Right Answer**

1. Have you a telephone in your home?.....Yes No
2. Is your home heated by a furnace in the basement?.....Yes No
3. Do you have a bathroom that is used by your family  
alone?.....Yes No
4. Do you have a bank account in your own name?.....Yes No
5. Did your father go to college?.....Yes No
6. Did your mother go to college?.....Yes No
7. Did your father go to high school?.....Yes No
8. Did your mother go to high school?.....Yes No
9. Does your mother (or the lady of the home in which you  
live) regularly attend any lecture courses of which you  
know?.....Yes No
10. Do you have your own room in which to study?.....Yes No
11. Do you take private lessons in music?.....Yes No
12. Do you take private lessons in dancing?.....Yes No
13. Does your mother belong to any clubs or organizations  
of which you know?.....Yes No  
If you know of any, write the name of one of them on  
this line (.....)
14. Do you belong to any organizations or clubs where you  
have to pay dues?.....Yes No  
If you do, write the names of the organizations that you  
belong to on these lines (.....  
.....  
.....)
15. Does your family attend concerts?  
Never Occasionally Frequently
16. Where do you regularly spend your summers?  
At Home Away from Home
17. How often do you have dental work done? (Underline only one)  
Never When Needed Once a Year Oftener

18. How many servants, such as a cook, a housekeeper, a chauffeur,  
or a maid, do you have in your home?  
None One Part Time One or More All the Time
19. Does your family own an auto which is not a truck?  
None One Two or More  
If your family does own an auto, write the make of the auto on  
this line (.....)
20. How many magazines are regularly taken in your home?  
None One Two Three or More  
If any are taken, write the names of three of them—or as many  
as are taken—on these lines (.....  
.....)
21. About how many books are in your home? (Be very careful with  
this one. A row of books three feet long would not have more  
than twenty-five books in it.)  
None 1 to 25 26 to 125 126 to 500 More
22. How many rooms does your family occupy?  
2 3 4 5 6 7 8 9 10 11 12 More  
How many persons occupy these rooms?  
2 3 4 5 6 7 8 9 10 11 12 More
23. Write your father's occupation on this line (.....)  
Does he own Part All None of his business? (Underline)  
Does he have any title, such as president, manager, fore-  
man, boss, etc.?.....Yes No  
If he does have such a title, write it on this line (.....)  
How many persons work for him? (Underline the right number)  
None 1 to 5 5 to 10 More than 10

---

Total Credits..... ÷ No. Answered..... = Score.....

# Army Group Examination Alpha

By

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and

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Published and Distributed by Bureau of Educational Measurements

Kansas State Teachers College, Emporia

FORM A

Name ..... Date .....

Date of birth ..... Age last birthday .....

Month

Day

Year

School ..... City ..... State .....

Sex ..... Occupation .....

Grade in school, or highest grade reached in school .....

**GENERAL DIRECTIONS:** This is a test to see how well you can answer various types of questions. There are eight parts to the test. Each part begins with easy questions and becomes more difficult toward the end. You are not expected to answer all of the items correctly, but do the best you can.

You will have exactly 40 minutes for the whole test. Read the directions for each part as you come to it, and answer the items as directed. The examiner will give you a signal at the end of each five-minute period; and if you have not already done so, you should then go to the next part. You may go to the next part, however, as quickly as you care to and return later to any unfinished or omitted items. **Each item answered correctly counts one point.** If you are not sure an answer is correct, you may **guess** without being penalized.

**Do you all understand?** Do not ask questions after the test begins.

Test	Possible Score	Score
1	16	
2	20	
3	40	
4	24	
5	20	
6	40	
7	40	
8	20	
Total	220	

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PART I

**DIRECTIONS:** On the line at the left of each test item write the correct answer for that item. Note the examples, which have been correctly marked.

**Examples:** ....3.... 1. In figure 1, what is the number in the first circle?  
 .. 1C.. 2. In figure 1, write the number and the letter which are in the fourth circle.



Fig. 1

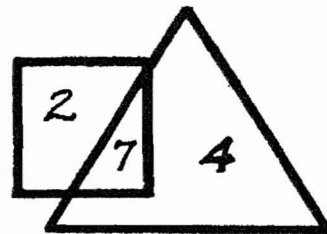


Fig. 2

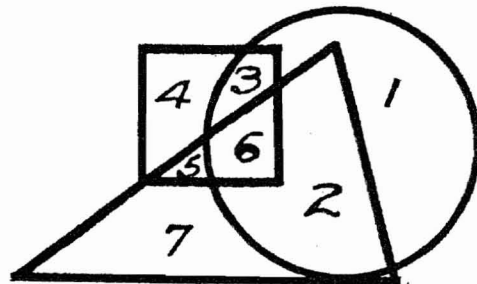


Fig. 3

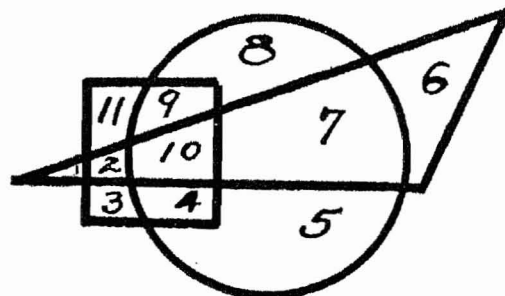


Fig. 4

- ..... 1. Write the number which, in figure 1, is in the fifth circle and the letter which is in the second circle.
- ..... 2. Write the sum of the numbers which, in figure 1, are in the second and in the fourth circles.
- ..... 3. Write the difference between the numbers in the second circle and in the first circle, and also write the letter which is in the fifth circle.
- ..... 4. In figure 2, what number is in the triangle, but not in the square?
- ..... 5. What is the sum of the number which is in the triangle but not in the square, and the number which is in the square but not in the triangle?
- ..... 6. In figure 3, what number is in the triangle, but not in the circle or square?
- ..... 7. In figure 3, what number is in the square and circle, but not in the triangle?
- ..... 8. In figure 3, what is the difference between the number which is in the circle but not in the triangle or square, and the number which is in the triangle and square but not in the circle?
- ..... 9. Print the last letter of the word which is the opposite of **wet**.
- ..... 10. If 5 is more than 3, write the number 4, unless 4 is more than 6, in which case, write the number 5.
- ..... 11. Print the letter which appears in each of the following words: **triangle, number, brain, country, sound**.
- ..... 12. Print the letter which appears in only one of the following words: **song, square, triangle, oblique, gentle**.
- ..... 13. In figure 4, what number is in the triangle and circle but not in the square?
- ..... 14. What number is in the same pair of geometrical figures as the number 4?
- ..... 15. How many spaces are there that are in two and only two geometrical figures?
- ..... 16. In a foreign language, **lani dola** means **big trees**; and **reti dola** means **big women**. Print the first letter of the foreign word for **women**.

..... Score for Part I.

PART II

**DIRECTIONS:** For each question in this part select the best one of the three answers, and write its number in the parenthesis at the left.

**Example:** ( 2 ) Stoves are used because: 1. they look well. 2. they furnish heat. 3. they are black.

In the sample, answer No. 2 is the best; therefore, 2 is written in the parenthesis.

- |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ( ) 1. The main reason that stone is used for building purposes is that: 1. it makes a good appearance. 2. it is strong and lasting. 3. it is heavy.                                                              | ( ) 12. A country should have many railroads, because railroads: 1. decrease the price of food materials. 2. make it easy to travel and carry goods. 3. are good for the steel business.                                       |
| ( ) 2. If one is held up and robbed in a strange city, he should: 1. apply to the police for help. 2. ask the first man he meets for money to get home. 3. borrow some money at a bank.                           | ( ) 13. A married man should have his life insured because: 1. death may come at any time. 2. insurance companies are usually honest. 3. his family will not then suffer if he dies.                                           |
| ( ) 3. Cotton fibre is much used for making cloth because: 1. it grows all over the South. 2. it can be spun and woven. 3. it is a vegetable product.                                                             | ( ) 14. Inventors patent their inventions because: 1. a patent gives inventors control of their inventions. 2. securing patents creates a greater demand. 3. it is the custom to get patents.                                  |
| ( ) 4. A grocer should own an automobile because: 1. it is useful in his business. 2. it uses rubber tires. 3. it saves railroad fare.                                                                            | ( ) 15. Wheat is better food than corn because: 1. it is more nutritious. 2. it is more expensive. 3. it can be ground finer.                                                                                                  |
| ( ) 5. It is wiser to put some money aside and not spend it all, so that one may: 1. prepare for old age and sickness. 2. collect all the different kinds of money. 3. gamble when he wishes.                     | ( ) 16. Electrical engineers are highly paid because: 1. their ability is much in demand. 2. they have a college education. 3. they work long hours.                                                                           |
| ( ) 6. All traffic going one way keeps to the same side of the street because: 1. most people are right-handed. 2. the traffic policeman insists on it. 3. it avoids confusion and collisions.                    | ( ) 17. Winter is colder than summer because: 1. the sun shines obliquely in winter. 2. January is a cold month. 3. there is much snow in winter.                                                                              |
| ( ) 7. The cause of echoes is: 1. the reflection of sound waves. 2. the presence of electricity in the air. 3. the presence of moisture in the air.                                                               | ( ) 18. It is impossible to see stars at noon because: 1. they have moved around to the other side of the earth. 2. they are so much fainter than the sun. 3. they are hidden behind the sky.                                  |
| ( ) 8. A man should be judged by what he does rather than by what he says because: 1. what a man does shows what he really is. 2. it is wrong to tell a lie. 3. a deaf man cannot hear what is said.              | ( ) 19. Some men who could afford to own a house live in a rented one because: 1. they do not have to pay taxes. 2. they do not have to buy a rented house. 3. they can make more by investing the money the house would cost. |
| ( ) 9. If one does not get a letter from home, which he knows was written, it may be because: 1. it was lost in the mails. 2. he forget to tell his people to write. 3. the postal service has been discontinued. | ( ) 20. Glass insulators are used to fasten telegraph wires because: 1. the glass keeps the pole from being burned. 2. the glass keeps the current from escaping. 3. the glass is cheap and attractive.                        |
| ( ) 10. Warships are painted gray because gray paint: 1. is cheaper than other colors. 2. is more durable than other colors. 3. makes the ships harder to see.                                                    |                                                                                                                                                                                                                                |
| ( ) 11. The feathers on a bird's wing help him to fly because they: 1. make a wide, light surface. 2. keep the air off his body. 3. keep the wings from cooling off too fast.                                     |                                                                                                                                                                                                                                |

..... Score for Part II.



**PART III**

**DIRECTIONS:** If the two words of a pair mean the same, or nearly the same, place a plus (+) in the parenthesis. If they mean the opposite, or nearly the opposite, place a minus (-) in the parenthesis.

Examples: (-) 1. good—bad  
(+) 2. little—small

- ( ) 1. cold—hot
- ( ) 2. minus—plus
- ( ) 3. day—night
- ( ) 4. cry—laugh
- ( ) 5. similar—different
- ( ) 6. class—group
- ( ) 7. shy—timid
- ( ) 8. defective—normal
- ( ) 9. accept—take
- ( ) 10. complex—simple
- ( ) 11. credit—debit
- ( ) 12. flat—level
- ( ) 13. concave—convex
- ( ) 14. lax—strict
- ( ) 15. toward—from
- ( ) 16. careless—anxious
- ( ) 17. accumulate—dissipate
- ( ) 18. dissension—harmony
- ( ) 19. superfluous—essential
- ( ) 20. cheerful—melancholy
- ( ) 21. concede—deny
- ( ) 22. furtive—sly
- ( ) 23. commend—approve
- ( ) 24. censure—praise
- ( ) 25. adversary—colleague
- ( ) 26. tease—plague
- ( ) 27. decadence—decline
- ( ) 28. indict—arraign
- ( ) 29. knave—villain
- ( ) 30. impecunious—opulent
- ( ) 31. champion—advocate
- ( ) 32. plenary—complete
- ( ) 33. benign—genial
- ( ) 34. avarice—cupidity
- ( ) 35. wax—wane
- ( ) 36. perfunctory—meticulous
- ( ) 37. recant—disavow
- ( ) 38. lugubrious—maudlin
- ( ) 39. aggrandize—belittle
- ( ) 40. agglomerate—scatter

..... Score for Part III.

**PART IV**

**DIRECTIONS:** The words A EATS COW GRASS, in that order, are mixed up and do not make a sentence; but they would be a sentence if put in the right order: A COW EATS GRASS. This statement is true.

The words HORSES FEATHERS HAVE ALL would make a sentence if put in the order ALL HORSES HAVE FEATHERS, but this statement is false.

Look at each of the mixed-up sentences below, and think what it would say if the words were put in the right order. Then if what the sentence would say is true, place a plus (+) in the parenthesis; if what it would say is false, place a minus (-) in the parenthesis.

Examples: (+) 1. a eats cow grass  
(-) 2. horses feathers have all

- ( ) 1. lions strong are
- ( ) 2. leg flies one have only
- ( ) 3. months warmest are summer the
- ( ) 4. known elephant animal the is smallest the
- ( ) 5. leaves the trees in lose their fall
- ( ) 6. sides every has four triangle
- ( ) 7. seldom forever good lasts luck
- ( ) 8. many toes fingers as men as have
- ( ) 9. happiness source of always a crime is
- ( ) 10. money marry always for men
- ( ) 11. flag the English same the as is the American
- ( ) 12. usually judge can one actions man his by a
- ( ) 13. are clothes all made cotton of
- ( ) 14. see are with to eyes
- ( ) 15. water and made are butter from cheese
- ( ) 16. size now of guns use are great in
- ( ) 17. battleships on seldom sails used are
- ( ) 18. a ocean cross minutes few can boat the in a
- ( ) 19. inflict men pain needless cruel sometimes
- ( ) 20. as sheets are napkins used never
- ( ) 21. employ debaters irony never
- ( ) 22. always sleeplessness clear causes a conscience
- ( ) 23. external deceptive never appearances are
- ( ) 24. forget trifling friends grievances never

..... Score for Part IV.

**PART V**

**DIRECTIONS:** Look at each row of numbers below, and on the lines write the two numbers that should come next.

Examples:

2	4	6	8	10	12	..14..	..16..
9	8	7	6	5	4	..3..	..2..
2	2	3	3	4	4	..5..	..5..
1	7	2	7	3	7	..4..	..7..

---

( 1.)	3	4	5	6	7	8	.....	.....
( 2.)	10	15	20	25	30	35	.....	.....
( 3.)	8	7	6	5	4	3	.....	.....
( 4.)	3	6	9	12	15	18	.....	.....
( 5.)	8	1	6	1	4	1	.....	.....
( 6.)	3	7	11	15	19	23	.....	.....
( 7.)	9	9	7	7	5	5	.....	.....
( 8.)	1	2	4	8	16	32	.....	.....
( 9.)	27	27	23	23	19	19	.....	.....
(10.)	15	16	14	17	13	18	.....	.....
(11.)	8	9	12	13	16	17	.....	.....
(12.)	16	12	15	11	14	10	.....	.....
(13.)	12	14	13	15	14	16	.....	.....
(14.)	29	28	26	23	19	14	.....	.....
(15.)	81	27	9	3	1	1/3	.....	.....
(16.)	21	18	16	13	11	8	.....	.....
(17.)	2	3	5	8	12	17	.....	.....
(18.)	20	17	15	14	11	9	.....	.....
(19.)	4	8	10	20	22	44	.....	.....
(20.)	1	4	9	16	25	36	.....	.....

Score for Part V .....

**PART VI**

**DIRECTIONS:** In each item of this part, the first two words are related to each other in some way. See what the relation is between the first two words; then select the numbered word which is related in the same way to the third word, and write its number in the parenthesis.

- Examples:** ( 2 ) 1. sky—blue::grass—  
 1. table. 2. green. 3. warm. 4. big.  
 ( 3 ) 2. fish—swims::man—  
 1. paper. 2. time. 3. walks. 4. girl.  
 ( 2 ) 3. day—night::white—  
 1. red. 2. black. 3. clear. 4. pure.

- |                                                                                                      |                                                                                       |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| ( ) 1. dog—bark::cat—<br>1. chair. 2. mew. 3. fire. 4. house                                         | ( ) 21. chew-teeth::smell—<br>1. sweet. 2. stink. 3. odor. 4. nose.                   |
| ( ) 2. father—son::mother—<br>1. aunt. 2. nephew. 3. daughter<br>4. sister.                          | ( ) 22. order—confusion::peace— 1. part.<br>2. treaty. 3. war. 4. enemy.              |
| ( ) 3. dog—puppy::cat—<br>1. kitten. 2. dog. 3. tiger. 4. horse.                                     | ( ) 23. eye—head::window—<br>1. key. 2. floor. 3. room. 4. door.                      |
| ( ) 4. angels—heaven::men—<br>1. earth. 2. women. 3. boys.<br>4. Paradise.                           | ( ) 24. floor—ceiling::ground—<br>1. earth. 2. sky. 3. hill. 4. grass.                |
| ( ) 5. heehaw—donkey::bow-wow—<br>1. hen. 2. cat. 3. speech. 4. dog.                                 | ( ) 25. hunter—gun::fisherman—<br>1. fish. 2. net. 3. bold. 4. wet.                   |
| ( ) 6. boy—man::lamb—<br>1. sheep. 2. dog. 3. shepherd.<br>4. wool.                                  | ( ) 26. revolver—man::sting—<br>1. gun. 2. hurt. 3. bee. 4. hand.                     |
| ( ) 7. legs—frog::wings—<br>1. eat. 2. swim. 3. bird. 4. nest.                                       | ( ) 27. pan—tin::table— 1. chair.<br>2. wood. 3. legs. 4. dishes.                     |
| ( ) 8. white—black::good— 1. time.<br>2. clothes. 3. mother. 4. bad.                                 | ( ) 28. diamond—rare::iron—<br>1. common. 2. silver. 3. ore.<br>4. steel.             |
| ( ) 9. add—subtract::multiply—<br>1. add. 2. divide. 3. arithmetic.<br>4. increase.                  | ( ) 29. devil—angel::bad—<br>1. mean. 2. disobedient. 3. de-<br>famed. 4. good.       |
| ( ) 10. go—come::sell—<br>1. leave. 2. buy. 3. money.<br>4. papers.                                  | ( ) 30. food—man::fuel—<br>1. engine. 2. burn. 3. coal.<br>4. wood.                   |
| ( ) 11. sweet—sugar::sour—<br>1. sweet. 2. bread. 3. man.<br>4. vinegar.                             | ( ) 31. winter—season::January—<br>1. February. 2. day. 3. month.<br>4. Christmas.    |
| ( ) 12. peninsula—land::bay—<br>1. boats. 2. pay. 3. ocean.<br>4. Massachusetts.                     | ( ) 32. historian—facts::novelist—<br>1. fiction. 2. Dickens. 3. writer.<br>4. book.  |
| ( ) 13. December—Christmas::Novem-<br>ber—<br>1. month. 2. Thanksgiving. 3. De-<br>cember. 4. early. | ( ) 33. tears—laughter::sorrow—<br>1. joy. 2. distress. 3. funeral.<br>4. sad.        |
| ( ) 14. establish—begin::abolish—<br>1. slavery. 2. wrong. 3. abolition.<br>4. end.                  | ( ) 34. quarrel—enemy::agree—<br>1. friend. 2. disagree. 3. agreeable.<br>4. foe.     |
| ( ) 15. light—dark::noise—<br>1. report. 2. ring. 3. silence.<br>4. sound.                           | ( ) 35. imitate—invent::copy—<br>1. write. 2. pencil. 3. originate.<br>4. draw.       |
| ( ) 16. man—arm::tree— 1. shrub.<br>2. limb. 3. flower. 4. bark.                                     | ( ) 36. hour—day::day—<br>1. night. 2. week. 3. hour.<br>4. moon.                     |
| ( ) 17. winter—summer::cold—<br>1. freeze. 2. warm. 3. wet.<br>4. January.                           | ( ) 37. tolerate—pain::welcome—<br>1. pleasure. 2. unwelcome.<br>3. friends. 4. give. |
| ( ) 18. bird—song::man—<br>1. speech. 2. woman. 3. boy.<br>4. work.                                  | ( ) 38. engineer—chauffeur::locomotive—<br>1. iron. 2. stack. 3. engine. 4. auto.     |
| ( ) 19. hospital—patient::prison—<br>1. cell. 2. criminal. 3. bar. 4. jail.                          | ( ) 39. draw—picture::make—<br>1. destroy. 2. table. 3. break.<br>4. hard.            |
| ( ) 20. abundant—scarce::cheap—<br>1. buy. 2. costly. 3. bargain.<br>4. nasty.                       | ( ) 40. advice—command::persuasion—<br>1. help. 2. aid. 3. urging.<br>4. compulsion.  |

..... Score for Part VI.

**PART VII**

**DIRECTIONS:** In each of the sentences below you have four choices for the last word. Choose the one which makes the truest sentence, and write the number of that word in the parenthesis.

- Example:** ( 2 ) People hear with the:  
 1. eyes. 2. ears. 3. nose. 4. mouth.

The correct answer is ears; therefore, 2 is written in the parenthesis.

- |                                                                                                                  |                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| ( ) 1. Alfalfa is a kind of:<br>1. hay. 2. corn. 3. fruit. 4. rice.                                              | ( ) 23. Darwin was most famous in:<br>1. literature. 2. science. 3. war.<br>4. politics.                            |
| ( ) 2. The most prominent industry of De-<br>troit is:<br>1. automobiles. 2. brewing. 3. flour.<br>4. packing.   | ( ) 24. The rutabaga is a: 1. lizard.<br>2. vegetable. 3. fish. 4. snake.                                           |
| ( ) 3. The Percheron is a kind of:<br>1. goat. 2. horse. 3. cow. 4. sheep.                                       | ( ) 25. Bile is made in the: 1. spleen.<br>2. kidneys. 3. stomach. 4. liver.                                        |
| ( ) 4. Diamonds are obtained from:<br>1. mines. 2. reefs. 3. elephants.<br>4. oysters.                           | ( ) 26. Chard is a:<br>1. fish. 2. lizard. 3. vegetable.<br>4. snake.                                               |
| ( ) 5. "Habeas corpus" is a term used in:<br>1. medicine. 2. law. 3. theology.<br>4. pedagogy.                   | ( ) 27. An irregular four-sided figure is<br>called a:<br>1. scholium. 2. triangle. 3. trape-<br>zium. 4. pentagon. |
| ( ) 6. The mimeograph is a kind of:<br>1. typewriter. 2. copying machine.<br>3. phonograph. 4. pencil.           | ( ) 28. Becky Sharp appears in:<br>1. Vanity Fair. 2. Romola. 3. The<br>Christmas Carol. 4. Henry IV.               |
| ( ) 7. The clarinet is used in:<br>1. music. 2. stenography. 3. book-<br>binding. 4. lithography.                | ( ) 29. The United States Naval Academy<br>is at:<br>1. West Point. 2. Annapolis.<br>3. New Haven. 4. Ithaca.       |
| ( ) 8. Denim is a: 1. dance.<br>2. food. 3. fabric. 4. drink.                                                    | ( ) 30. Rio de Janeiro is a city of:<br>1. Spain. 2. Argentina. 3. Portu-<br>gal. 4. Brazil.                        |
| ( ) 9. Air and gasoline are mixed in the:<br>1. accelerator. 2. carburetor.<br>3. transmission. 4. differential. | ( ) 31. The number of a Korean's legs is:<br>1. eight. 2. two. 3. six. 4. four.                                     |
| ( ) 10. Marie Curie was a:<br>1. singer. 2. writer. 3. actress.<br>4. scientist.                                 | ( ) 32. The ohm is used in measuring:<br>1. rainfall. 2. wind power.<br>3. electricity. 4. water power.             |
| ( ) 11. The Wyandotte is a kind of:<br>1. horse. 2. fowl. 3. cattle.<br>4. granite.                              | ( ) 33. Slice is a term used in:<br>1. bowling. 2. golf. 3. tennis.<br>4. football.                                 |
| ( ) 12. Pinochle is played with: 1. rackets.<br>2. cards. 3. pins. 4. dice.                                      | ( ) 34. Cerise is a:<br>1. color. 2. drink. 3. fabric.<br>4. food.                                                  |
| ( ) 13. The penguin is a: 1. bird. 2. fish.<br>3. reptile. 4. insect.                                            | ( ) 35. Yale University is at:<br>1. New Haven. 2. Annapolis.<br>3. Ithaca. 4. Cambridge.                           |
| ( ) 14. Newton was most famous in:<br>1. science. 2. politics. 3. literature.<br>4. war.                         | ( ) 36. The author of "The Scarlet Letter"<br>is:<br>1. Hawthorne. 2. Poe. 3. Steven-<br>son. 4. Kipling.           |
| ( ) 15. An aspen is a: 1. machine<br>2. fabric. 3. tree. 4. drink.                                               | ( ) 37. Rosa Bonheur is famous as a:<br>1. poet. 2. painter. 3. composer.<br>4. sculptor.                           |
| ( ) 16. Calcutta is a city in: 1. Egypt.<br>2. China. 3. India. 4. Japan.                                        | ( ) 38. A tedder is used in:<br>1. farming. 2. fishing. 3. hunting.<br>4. athletics.                                |
| ( ) 17. The saber is a kind of: 1. musket.<br>2. sword. 3. cannon. 4. pistol.                                    | ( ) 39. Falstaff appears in:<br>1. Romola. 2. Vanity Fair.<br>3. Oliver Twist. 4. Henry IV.                         |
| ( ) 18. Artichoke is a kind of: 1. hay.<br>2. corn. 3. vegetable. 4. fodder.                                     | ( ) 40. Napoleon defeated the Austrians at:<br>1. Friedland. 2. Wagram.<br>3. Waterloo. 4. Leipzig.                 |
| ( ) 19. The clavicle is in the: 1. shoulder.<br>2. head. 3. abdomen. 4. neck.                                    |                                                                                                                     |
| ( ) 20. John Wesley was most famous in:<br>1. literature. 2. science. 3. war.<br>4. religion.                    |                                                                                                                     |
| ( ) 21. Emeralds are usually:<br>1. red. 2. green. 3. blue. 4. yellow.                                           |                                                                                                                     |
| ( ) 22. The Battle of Lexington was fought<br>in: (1) 1620. (2) 1775. (3) 1812.<br>(4) 1864.                     |                                                                                                                     |

..... Score for Part VII.

## PART VIII

**DIRECTIONS:** Write the answer for each problem on the line at the left. The samples have been correctly marked. You may do your figuring on the side of the page.

### Examples:

- ....15.... 1. How many are 5 men and 10 men?  
....12.... 2. If a man walks 4 miles an hour for 3 hours, how far does he walk?

- 
- ..... 1. How many are 50 tents and 8 tents?  
..... 2. If one saves \$5 a month for 7 months, how much will he save?  
..... 3. A truck drove forward 8 miles and backed 2 miles. How far was it then from its first position?  
..... 4. Mike had 12 cigars. He bought 3 more, and then smoked 6. How many cigars did he have left?  
..... 5. How many hours will it take a truck to go 48 miles at the rate of 4 miles an hour?  
..... 6. If 64 men are divided into teams of 8, how many teams will there be?  
..... 7. How many pencils can be bought for 30 cents at the rate of 2 for 5 cents?  
..... 8. A dealer bought some mules for \$1000. He sold them for \$1200, making \$20 on each mule. How many mules were there?  
..... 9. A regiment marched 40 miles in five days. The first day they marched 9 miles, the second day 6 miles, the third 10 miles, and the fourth 11 miles. How many miles did they march the last day?  
..... 10. If 341 squads of men are to dig 6,138 yards of trench, how many yards must be dug by each squad?  
..... 11. A submarine goes 10 miles an hour under water and 20 miles an hour on the surface. How long will it take to cross a 100-mile channel if it has to go one-fifth of the way under water?  
..... 12. If it takes 8 men 2 days to dig a 160-foot drain, how many men are needed to dig it in half a day?  
..... 13. A rectangular bin holds 600 cubic feet of lime. If the bin is 10 feet wide and 5 feet deep, how long is it?  
..... 14. If  $4\frac{1}{2}$  tons of clover cost \$36, what will  $2\frac{1}{2}$  tons cost?  
..... 15. If one buys 2 packages of tobacco at 8 cents each and a pipe for 65 cents, how much change should he get from a two-dollar bill?  
..... 16. A commission house which had already supplied 1897 barrels of apples to a cantonment delivered the remainder of its stock to 28 mess halls. Of this remainder each mess hall received 47 barrels. What was the total number of barrels supplied?  
..... 17. A ship has provisions to last her crew of 500 men 6 months. How long would it last 1200 men?  
..... 18. If an airplane goes 250 yards in 10 seconds, how many feet does it go in a fifth of a second?  
..... 19. A recruit spent one-eighth of his spare change for post cards and four times as much for a box of letter paper. He then had 30 cents left. How much money did he have at first?  
..... 20. A certain division contains 2000 artillery, 15,000 infantry, and 1000 cavalry. If each branch is expanded proportionately until there are in all 19,800 men, how many will be added to the artillery?

..... **Score for Part VIII.**

## CHARACTER SKETCHES

Form A Part I

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BUREAU OF PUBLICATIONS  
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NEW YORK CITY

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# CHARACTER SKETCHES

## PART I

### Directions

This booklet is called **Character Sketches** because it contains short descriptions of the characters of some people. Each sentence in this booklet tells about the habit of some person, how that person acts or feels. Now, what you are to do is to read each sentence carefully, and then think whether you are that way yourself, or whether you are different. If you are the same you write the letter **S** in front of the statement. **S** is for **same**. If you are different you write the letter **D** in front of the statement. **D** is for **different**. Look at the following three examples:

..... 1. *This person likes to be well and healthy.*

Mark this first example **S**, because you probably feel the same way.

..... 2. *This person is altogether blind.*

Mark this second example **D**, because you are different, you are not blind.

..... 3. *He is the youngest child in the family.*

Mark the third example **S**, if you are the same, the youngest child in your family; mark it **D** if you are different, not the youngest child in your family.

You will have just enough time to finish all parts of this booklet but work fast and don't stop to think long about each sentence. In this booklet the word **he** means **he** or **she**.

Remember that the idea of this test is to see **how well you know yourself**. Each sentence tells how a certain person of your age feels or acts. Read each sentence and mark it **S** if you feel or act the same way. Mark it **D** if you feel or act differently. Where you are not certain answer the best you can, but be sure to mark each one of the statements.

When the examiner says "go," turn to next page and begin.

- ..... 1. This person is always wide awake; does not mislay or misplace things.
- ..... 2. This person is never on time; always late.
- ..... 3. Insists on having his way and likes to command and rule everybody.
- ..... 4. Very slow in making up his mind.
- ..... 5. Makes his fingers sore by biting his nails.
- ..... 6. Looks people straight in the eye when talking to them.
- ..... 7. Never cranky or fussy about food; eats anything.
- ..... 8. Exaggerates and fusses about ordinary things and happenings.
- ..... 9. Always puts off work as long as possible.
- ..... 10. Cross, hard to get along with, loses temper easily.
- ..... 11. Speaks in well-thought-out language, and thinks clearly.
- ..... 12. Finds work whether assigned or not.
- ..... 13. Tells the truth even when it hurts.
- ..... 14. A slouch; never puts things away.
- ..... 15. Quarrels over games; thinks only of self.
- ..... 16. Courteous; thoughtful of the welfare of others.
- ..... 17. Always honest; can be trusted anywhere.
- ..... 18. Eats only good food; never too much rich food or sweets.
- ..... 19. Thrifty; spends money only for what is useful and helpful.
- ..... 20. Cruel to playmates and pets.



- ..... 21. Never does things against his own will. If he makes up his mind not to do a thing, he won't do it.
- ..... 22. Wishes to do the right thing, but sometimes can't get himself to do it.
- ..... 23. Has no will power.
- ..... 24. Very impatient; can't wait for his turn.
- ..... 25. Can't stick to a decision; often goes back on it.
- ..... 26. Has perfect self-control.
- ..... 27. Does not get tired quickly of work in which he is interested.
- ..... 28. Can't keep a secret; must tell it to someone.
- ..... 29. Easily swayed by what other people say, particularly if told in a strong and commanding manner.
- ..... 30. Depends upon other people in deciding on important things.
- ..... 31. Never giggles or laughs without being able to stop.
- ..... 32. Is not easily discouraged; very persistent.
- ..... 33. In a contest, this person keeps cool and does not "go to pieces."
- ..... 34. Has no self-confidence.
- ..... 35. Changes hobbies and interests quickly.
- ..... 36. Has a lot of courage and spunk.
- ..... 37. Does not become upset easily.
- ..... 38. Does not do or say things on the spur of the moment which he later regrets.
- ..... 39. Is never talked into buying things he does not need.
- ..... 40. Becomes excited and wrought up before taking an examination and is unable to prepare for it because of excitement.

- ..... 41. Is liked by classmates and teachers and gets along well at school.
- ..... 42. Feels shy and awkward when walking through a room and being observed by many people.
- ..... 43. Is never the leader in arranging parties.
- ..... 44. Finds books always more interesting than people.
- ..... 45. Feels self-conscious in the presence of teachers or elders.
- ..... 46. Does not have the habit of daydreaming.
- ..... 47. Makes friends easily and holds his friends for many years.
- ..... 48. Finds it very difficult to talk to strangers; can't find anything to say.
- ..... 49. Does not take part in group discussions but thinks afterwards of something clever which he should have said.
- ..... 50. Hates to go to parties.
- ..... 51. Prefers to work with other people rather than work alone.
- ..... 52. Is very active at a party; does not care about what other people do.
- ..... 53. Is not annoyed by people who speak very fast.
- ..... 54. Avoids being introduced to important guests at a party or a reception.
- ..... 55. Dislikes people who speak very slowly.
- ..... 56. Never feels lonely when in the company of people.
- ..... 57. Is considered a friendly and a cheerful person.
- ..... 58. Is very popular at a party; the life of the party.
- ..... 59. Is considered by his friends a happy and jolly fellow.
- ..... 60. Becomes flustered when called upon to say something in the class or at a group meeting.

- ..... 61. Gets a square deal at home and is liked by parents.
- ..... 62. Very unhappy and grouchy.
- ..... 63. Has habits of which he feels ashamed.
- ..... 64. Wishes he were older.
- ..... 65. Thinks he was much happier when he was a baby.
- ..... 66. Always in a happy-go-lucky mood; does not take things seriously.
- ..... 67. Doesn't feel ashamed of any sickness or illness.
- ..... 68. Feels annoyed when someone looks at him while he writes or does some other work.
- ..... 69. Considers himself an unlucky person.
- ..... 70. Considered by friends as a nervous person.
- ..... 71. Never wishes he were somebody else.
- ..... 72. Usually satisfied with the results of the first attempt at doing something; does not have to do a thing over and over.
- ..... 73. Never imagines himself to be a great person.
- ..... 74. Worries often about unimportant things that happened.
- ..... 75. Always thinks that he is not as good as his friends.
- ..... 76. Is glad to be alive.
- ..... 77. Never worries about things that are not important.
- ..... 78. Does not become upset when scolded for an error.
- ..... 79. Considers himself a person of strong nerves, not nervous.
- ..... 80. Is excited and can't sleep well, particularly when something important is to happen on the following day.

- ..... 81. Never feels self-conscious because of personal appearance.
- ..... 82. Feels much more at ease with father than with mother.
- ..... 83. Worships the heroes he reads about in books.
- ..... 84. Imagines himself to be the hero of moving pictures which he sees.
- ..... 85. Feels much more at ease in the company of girls than in the presence of boys.
- ..... 86. Never sees black spots "swimming" before his eyes.
- ..... 87. Does not have strong feelings of happiness or sadness without knowing why.
- ..... 88. Often lets mind wander; forgets what he was doing or saying.
- ..... 89. Sometimes has a feeling that things aren't real.
- ..... 90. Finds it difficult to forget unpleasant memories and can't help thinking about them.
- ..... 91. Never has a feeling of being watched with suspicion by other people.
- ..... 92. Does not feel dizzy when looking down from a high place.
- ..... 93. Never has dizzy spells.
- ..... 94. Feels deeply hurt and very much depressed when receiving a low mark at school or when losing a game.
- ..... 95. Sometimes can't fall asleep and keeps on thinking about something that has happened.
- ..... 96. When in trouble the person does not like to suffer in silence. He feels much better after talking it over with somebody.
- ..... 97. When this person suffers he does not try to hide it, but tells his troubles to those interested in his welfare.
- ..... 98. He likes to have people tell him frankly what they think about him even if it hurts, as long as what they tell is true.
- ..... 99. Feels very much annoyed when people have sympathy with him, and when they tell him pleasant things just to cheer him up.
- ..... 100. Feels very much annoyed when people ask him questions about personal feelings, even though he knows that they mean well.

# CHARACTER SKETCHES

## Form A Part II

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NEW YORK CITY

---

### Directions

This booklet is called **Character Sketches** because it contains short descriptions of the characters of some people. Each sentence in this booklet tells about the habit of some person, how that person acts or feels. Now, what you are to do is to read each sentence carefully, and then think whether you are that way yourself, or whether you are different. If you are the same, you write the letter **S** in front of the statement. **S** is for **same**. If you are different, you write the letter **D** in front of the statement. **D** is for **different**. Look at the following three examples:

..... 1. *This person likes to be well and healthy.*

Mark this first example **S**, because you probably feel the same way.

..... 2. *This person is altogether blind.*

Mark this second example **D**, because you are different, you are not blind.

..... 3. *He is the youngest child in the family.*

Mark the third example **S**, if you are the same, the youngest child in your family; mark it **D** if you are different, not the youngest child in your family.

You will have just enough time to finish all parts of this booklet but work fast and don't stop to think long about each sentence. In this booklet the word **he** means **he** or **she**.

Remember that the idea of this test is to see **how well you know yourself**. Each sentence tell how a certain person of your age feels or acts. Read each sentence and mark it **S** if you feel or act the same way. Mark it **D** if you feel or act differently. Where you are not certain answer the best you can, but be sure to mark each one of the statements.

When the examiner says "go" turn the page and begin.

- ..... 101. This person is absent-minded; always forgets and misplaces things.
- ..... 102. This person is always on time; never late.
- ..... 103. Never insists on having his way. Does not like to rule other people.
- ..... 104. Makes up his mind quickly.
- ..... 105. Never makes his fingers sore by biting his nails.
- ..... 106. Can't look people straight in the eye when talking to them.
- ..... 107. Very fussy and cranky about food; refuses to eat certain dishes.
- ..... 108. Does not exaggerate or fuss about ordinary things or events.
- ..... 109. Always prompt to begin work. Does not delay it.
- ..... 110. Cheerful and keeps temper even when things go wrong.
- ..... 111. Speaks in a hazy, confused way, and does not think clearly.
- ..... 112. This person is lazy; gets out of work when possible.
- ..... 113. Tells lies; can't be depended on at all.
- ..... 114. Orderly; always keeps things in proper place.
- ..... 115. Tries to help others enjoy play as well as to enjoy himself.
- ..... 116. Discourteous, noisy, impolite.
- ..... 117. Steals; can't be trusted out of sight.
- ..... 118. Careless; eats too much and too often.
- ..... 119. Wastes money; never tries to save.
- ..... 120. Would rather suffer pain than cause pain to others or to pets.

- ..... 121. Sometimes does things against his will; can't help it.
- ..... 122. Always able to make himself do the right thing.
- ..... 123. Has a strong will.
- ..... 124. Patient; waits for his turn.
- ..... 125. Sticks to a decision and doesn't go back on it.
- ..... 126. Lacks self-control.
- ..... 127. Gets tired of a piece of work quickly even when very much interested in the work.
- ..... 128. Never lets a secret out; is able to keep it to himself.
- ..... 129. Is not easily swayed by what people say even if told in a strong and commanding manner.
- ..... 130. Does not depend upon other people in deciding on important things.
- ..... 131. Often giggles and laughs without being able to stop.
- ..... 132. Is easily discouraged; not persistent.
- ..... 133. "Goes to pieces" in a contest with others. Keeps thinking about the contest instead of the work to be done.
- ..... 134. Has a lot of self-confidence.
- ..... 135. Sticks to hobbies and interests and does not change them quickly.
- ..... 136. Lacks courage and has no spunk.
- ..... 137. Becomes upset easily.
- ..... 138. Does and says things on the spur of the moment and regrets afterwards.
- ..... 139. Is easily talked into buying unnecessary things.
- ..... 140. Does not become excited or wrought up before an examination and prepares for it calmly.



- ..... 141. Disliked by classmates and teachers; doesn't get along well at school.
- ..... 142. Never feels shy or awkward when walking through a room observed by many people.
- ..... 143. Is often the leader in arranging parties.
- ..... 144. Finds people always more interesting than books.
- ..... 145. Feels at ease in the presence of teachers and elders.
- ..... 146. Has a habit of daydreaming.
- ..... 147. Finds it difficult to make friends; can't "hold" a friend for long.
- ..... 148. Finds it easy to talk to strangers; always finds something to say.
- ..... 149. Takes part in group discussions and is not bothered afterwards by thinking of the things he should have said.
- ..... 150. Likes to go to parties.
- ..... 151. Prefers to work alone rather than with others.
- ..... 152. Instead of being active at a party, this person prefers to be watching what other people do and criticizing them.
- ..... 153. Dislikes people who speak very fast.
- ..... 154. Likes to be introduced to the important people at a party or reception.
- ..... 155. Is not annoyed by people who speak very slowly.
- ..... 156. Feels lonely even when in the company of people.
- ..... 157. Is considered an unfriendly and gloomy person.
- ..... 158. Is not popular at a party or at a social gathering.
- ..... 159. Is considered by his friends an unhappy and miserable person.
- ..... 160. Talks freely in the classroom or at a group meeting and usually leads the discussion.

- ..... 161. Does not get a square deal at home and is not liked by parents.
- ..... 162. Always happy and good-natured.
- ..... 163. Has no habits of which he feels ashamed.
- ..... 164. Does not wish he were older; is satisfied with age.
- ..... 165. Does not think he was happier when he was a baby and is glad that he grew up.
- ..... 166. Takes things very seriously; never in a happy-go-lucky mood.
- ..... 167. Feels ashamed because of some sickness or illness.
- ..... 168. Doesn't feel annoyed when someone looks at him while he writes or does some other work.
- ..... 169. Considers himself a lucky person.
- ..... 170. Considered by friends as a person of strong nerves.
- ..... 171. Often wishes he were somebody else.
- ..... 172. Has to do a thing over and over until satisfied, and always feels that the work is not good enough.
- ..... 173. Sometimes imagines himself to be a very great person.
- ..... 174. Does not worry about things that happened.
- ..... 175. Always thinks, "I am as good as any of my friends."
- ..... 176. Often wishes he were dead.
- ..... 177. Full of anxiety even about things that are of little importance.
- ..... 178. Becomes upset when scolded for an error.
- ..... 179. Considers himself a nervous person.
- ..... 180. Is calm and sleeps well even when something very important is to happen the following day.

- ..... 181. Feels self-conscious because of personal appearance.
- ..... 182. Feels just as much at ease with father as with mother.
- ..... 183. Does not worship heroes he reads about in books.
- ..... 184. Does not imagine himself to be the hero of moving pictures which he sees.
- ..... 185. Feels just as much at ease in the company of boys as in the company of girls.
- ..... 186. Often sees black spots before his eyes, and everything looks cloudy and misty.
- ..... 187. Feels sometimes extremely happy and sometimes very sad without knowing why.
- ..... 188. Does not let his mind wander while talking or working.
- ..... 189. Never has a feeling that things aren't real.
- ..... 190. Forgets unpleasant memories quickly.
- ..... 191. Has a feeling of being watched with suspicion by other people.
- ..... 192. Feels dizzy when looking down from the top of a high building or mountain.
- ..... 193. Sometimes has dizzy spells.
- ..... 194. Does not feel hurt and very much depressed when receiving a low mark at school or when losing a game.
- ..... 195. Falls asleep easily and is not troubled by thoughts about something that has happened.
- ..... 196. When in trouble this person suffers in silence. He does not feel better after talking to other people about it.
- ..... 197. No matter how much this person suffers he is too proud to tell anybody about it, and he will try to appear even happier than usual.
- ..... 198. He dislikes people who tell him frankly what they think about him, even when the things they tell are true.
- ..... 199. This person feels pleased when people have sympathy with him, and tell him pleasant things to cheer him up.
- ..... 200. Does not feel annoyed when people ask him questions about personal feelings, as long as they mean well.

## BACKGROUND

Name ..... Age ..... Height ..... Weight .....  
 Grade ..... Father's Occupation ..... Nationality .....  
 How many brothers do you have? ..... How many sisters? ..... How many rooms are there in your home? ..... Do you have a radio in your home? ..... A piano? ..... A library? ..... A telephone? ..... Are you a member of a club? ..... Name of club or clubs? ..... What is your favorite sport? ..... Your favorite form of recreation? ..... How often do you go to movies? ..... What kind of movies do you like best? ..... Give an Example ..... Do you suffer frequently from headaches? ..... Colds? ..... Indigestion? ..... Other illness? ..... What profession or vocation do you intend to follow? ..... What is your racial descent? .....

Which of the following types of plays do you like most? (Underline only one):

1. comedy— 2. tragedy— 3. melodrama— 4. drama— 5. musical comedy— 6. farces.

Which of the following ten types of books do you like most? (Underline only one):

1. mystery— 2. science— 3. biography— 4. travel— 5. fiction— 6. economics— 7. fairy tales— 8. history— 9. adventure— 10. invention— 11. Others.....

Which of the following parts of a newspaper do you like most? (Underline only one):

1. editorials— 2. sport events— 3. economics— 4. politics— 5. divorces— 6. crimes— 7. funny page— 8. science— 9. puzzles— 10. feature articles— 11. society.

Was the discipline in your home— 1. extremely severe— 2. rather strict— 3. mild— 4. extremely mild. (Underline only one.)

If you would be granted *one* wish, which of the following would you choose? (Underline only one): 1. wealth— 2. fame— 3. pleasure— 4. happiness— 5. wisdom— 6. comfort— 7. love— 8. thrills— 9. spirituality— 10. power.

Cross out in the following list *all* items of which you often feel afraid: 1. darkness— 2. being alone— 3. thunder— 4. germs— 5. noise— 6. mice— 7. dogs— 8. snakes— 9. ghosts— 10. thieves— 11. drunkards— 12. deserted houses— 13. cemeteries— 14. automobiles— 15. deep water. (Add other items.)

In the following list cross out all items about which you often worry or brood: 1. dreams— 2. possible accidents— 3. death— 4. growing old— 5. becoming unattractive— 6. death of relatives— 7. contagious diseases— 8. opposite sex— 9. getting married— 10. self support— 11. conscience— 12. sin— 13. God— 14. soul— 15. future. (Add other items.)