

A STUDY OF THE PERSONALITY ADJUSTMENT
OF COLLEGE FRESHMAN WOMEN

A THESIS

A THESIS

Submitted to the Faculty of
Carnegie Mellon State University
in Partial Fulfillment of the Requirements for the Degree of
Approved:

For

By

Committee

The Satterthwaite School

Pittsburgh, Pa.

Approved:

June 1, 1945

Chairman, Graduate Council

A STUDY OF THE PERSONALITY ADJUSTMENT

OF COLLEGE FRESHMAN WOMEN

The writer wishes to
who have contributed to the

To Dr. T. S. Montgomery,
deeply grateful. His wise

this study a most
are due Dr. Minnie S.

Submitted to the Faculty of
to Miss Jessie Sam Houston State Teachers College

throughout the in Partial Fulfillment of the Requirements
Alton Griffin, for his

for the Degree
ing the making of the study.

MASTER OF ARTS

By

Reba Satterwhite Griffin, B. B. A.

Huntsville, Texas

August, 1945

ACKNOWLEDGMENT

The writer wishes to express appreciation to the many individuals who have contributed to the making of this study.

To Dr. T. S. Montgomery, chairman of the committee, the writer is deeply grateful. His wise counsel both as teacher and friend has made this study a most pleasant and profitable experience. Sincere thanks are due Dr. Minnie S. Behrens and Dr. R. B. Melton for their constructive criticism and for reading the manuscript. The writer is grateful to Miss Jessie Newell and Mr. Marshal Rix for their kind cooperation throughout the study. Finally, the writer wishes to thank her husband, Alton Griffin, for his patience, understanding, and encouragement during the making of the study.

R. S. G.

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
ACKNOWLEDGMENT	iii
I. INTRODUCTION	1
Need for the Study	1
Statement of the Problem	4
Method of Procedure	5
Limitations of the Study	11
Organization of the Study	11
II. THE PERSONALITY ADJUSTMENT OF THE SUBJECTS	12
Home Adjustment	12
Health Adjustment	14
Social Adjustment	15
Emotional Adjustment	17
Total Adjustment	18
The Interrelation of Adjustment in the Four Categories	20
Summary	22
III. THE RELATION OF PERSONALITY ADJUSTMENT TO INTELLIGENCE	24
The Relation of Home Adjustment and Intelligence	26
The Relation of Health Adjustment and Intelligence	28
The Relation of Social Adjustment and Intelligence	31
The Relation of Emotional Adjustment and Intelligence	33
The Relation of Total Adjustment and Intelligence	35
Summary	38
IV. THE FACTORS THAT DISTINGUISH WELL ADJUSTED AND POORLY ADJUSTED FRESHMAN WOMEN	39
The Cases	39
General Information on the Two Groups	61
Ratings by Teachers of the Subjects on Personality Traits	66
Summary	68
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	71
General Summary	71
Conclusions	73
Recommendations	73
BIBLIOGRAPHY	74

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Descriptive Ratings for Score Ranges in Home Adjustment	13
II. Distribution of Scores in Home Adjustment	13
III. Descriptive Ratings for Score Ranges in Health Adjustment	14
IV. Distribution of Scores in Health Adjustment	15
V. Descriptive Ratings for Score Ranges in Social Adjustment	16
VI. Distribution of Scores in Social Adjustment	16
VII. Descriptive Ratings for Score Ranges in Emotional Adjustment	17
VIII. Distribution of Scores in Emotional Adjustment	18
IX. Descriptive Ratings for Score Ranges in Total Adjustment	19
X. Distribution of Scores in Total Adjustment	19
XI. Coefficients of Intercorrelation of the Four Categories of Adjustment Measured by Bell's Adjustment Inventory on 182 Freshman Women	20
XII. Reliability of the Coefficients of Intercorrelation Found in the Four Areas of Adjustment	21
XIII. The Relation of Home Adjustment and Intelligence	27
XIV. The Relation of Health Adjustment and Intelligence	29
XV. The Relation of Social Adjustment and Intelligence	32
XVI. The Relation of Emotional Adjustment and Intelligence	34
XVII. The Relation of Total Adjustment and Intelligence	36
XVIII. Ages of Subjects	62
XIX. Parental Relationship of Subjects	62
XX. Number of Siblings of Subjects	63
XXI. Occupations of Fathers of Subjects	64

<u>Table</u>	<u>Page</u>
XXII. Occupations of Mothers of Subjects	64
XXIII. Major Fields of Study of Subjects	65
XXIV. Favorite Leisure Time Activities of Subjects	65
XXV. Vocational Choices of Subjects	66
XXVI. Distribution of Teacher Ratings on Personality Traits of Subjects	67

CHAPTER I

INTRODUCTION

In a democratic culture there is no concept more worthy of appreciation and attention than the basic one of the value of human personality. A social order can be only what its people are, and only by conserving and developing to the greatest possible degree all human resources can a society achieve democracy. For democracy is an achievement--the result of intelligent effort, cooperation, and compromise. Through the wholesome development of personality, democracy may be achieved, not as an end in itself but as a means to the end of more and more individuals finding rich, satisfying experiences in the good life.

Need for the Study

The problem of personality adjustment or the degree of harmony between the individual and his environment is one of increasing significance for education. Lindeman says that the one supreme and constant goal which may be appropriately joined to the word education is the harmonious development of personality, the nurture of the spirit.¹ When it is recognized that "one of the tenets of democratic doctrine is that stability can be achieved only when the basic needs of all the people constituting that society are expanding and are finding increased satisfactions,"² it follows that education, democracy, and human

1 Eduard C. Lindeman, "The Goal of American Education," Democracy's Challenge to Education, p. 19.

2 Ibid., p. 20.

In writing of the need for adjustments to be made in the school, the home, civic and vocational life, and in the use of leisure, Helen D. Bragdon says:

"In the schools and colleges such necessary adjustments should be recognized as of educational significance, and therefore demanding, in greater measure than has yet been given, attention to and research in the best means of guidance in these problems."⁷

Society's growing consciousness of the need for guidance in matters of personality adjustment is evidenced in the following statement by Tiegs:

"Thinking people have pretty well accepted the importance of personal and social adjustment; unless the individual has learned to manage his own affairs with discretion and effectiveness and is able to contribute significantly in some manner to his fellows, nothing else that we can do for him will make much difference in his personality adjustment."⁸

Because of personal contacts the average college senior, the parent, and the experienced, observing college professor are all sensitive to the need of guidance for college students, especially during their first year.⁹

Sullivan contends that not only is the school responsible for the physically and mentally handicapped, but for the large and growing group hardly recognized among us--children physically and mentally well endowed who, because of an unfavorable environment, either too harsh or too considerate, are developing personal characteristics of

7 Helen D. Bragdon, Counseling the College Student, p. 4.

8 E. W. Tiegs, "Measuring Personality Status and Social Adjustment," Education, vol. LXIII, (June, 1943), p. 631.

9 Charles L. Major, "A Program of Guidance for Freshmen in a Small College," School and Society, vol. XLIX, (January, 1939), p. 25.

a serious nature.¹⁰ McKinney maintains that the educator can aid in the prevention and alleviation of emotional maladjustments by providing wholesome conditions through which the youth may satisfy his basic motives by his own efforts.¹¹

It has been well said that only when a college realizes that for many of its students carefree college days are a myth, and that the adjustment of adolescent students to the demands of the academic environment inevitably involves some of them in emotional difficulties, has it begun to appreciate the scope of its relationship to and of its responsibility for the emotional health of its students.¹²

Statement of the Problem

The purpose of this study is to determine the nature and extent of maladjustment among freshman women in Sam Houston State Teachers College for the 1944-1945 school year, and to make suggestions for the improvement of personnel services available to freshman women. The specific phases of the study are as follows:

- A. A study of the nature and extent of personality maladjustment of freshman women
- B. A study of the relation of personality adjustment to intelligence

10 Elizabeth T. Sullivan, "Personality and Personal-Social Adjustment," Education, vol. LXIII, (June, 1943), p. 609.

11 Fred McKinney, "Developing Personalities in High School and College," Education, vol. LXIII, (June, 1943), p. 591.

12 Clements C. Fry and Edna G. Rostow, "The Problem of College Mental Hygiene," Mental Hygiene, vol. XXV, (October, 1941), p. 566.

- C. A study of the factors that distinguish well adjusted and poorly adjusted freshman women.

Method of Procedure

A. A Study of the Nature and Extent of Personality Maladjustment of Freshman Women

The Adjustment Inventory (student form) by Hugh M. Bell was selected to gather data on the personality adjustment of freshman women. This inventory is designed to provide measures of home, health, social and emotional adjustment. It attempts to tap these four areas by 140 yes--no--? questions. The questions for all four fields are presented together in random order and the scoring key enables the selection of the responses relevant to each area. The total score may be used to indicate the general adjustment status of the subject.¹³

Although many individuals believe that personality tests such as The Bell Adjustment Inventory are not useful because of their definite limitations, experience and observation have shown that there are numerous values in pencil-and-paper personality tests. Average teachers do not as yet know the fundamentals of personality measurement; yet it is more important that they aid pupils in this respect than in the solution of academic problems.¹⁴ Another reason for opposition to the use of personality tests is that many teachers are confused regarding

13 H. H. Remmers and N. L. Gage, Educational Measurement and Evaluation, p. 359.

14 E. W. Tiegs, "Measuring Personality Status and Social Adjustment," Education, vol. LXIII, (June, 1943), p. 631.

the basic nature and purpose of the personality test, which is not primarily a fact-finding inventory on matters of common knowledge, but rather an instrument for discovering how the individual feels and thinks about himself and others.¹⁵

Some writers seem rather doubtful about personality tests, but the trend is toward recognition that they have some values. Fenton says that the so-called personality tests and adjustment inventories offer valuable data and are useful as a preface to the personal interview.¹⁶ Another source states, "Personality-rating techniques can be used to supplement the personal evaluation of an individual and are of value to those advisers who are unable to meet the individual for sufficiently long periods of time to allow for personal observation."¹⁷

Definite limitations of these instruments should be recognized, and certainly, there is no single test that can be substituted for an intimate knowledge of the whole individual.¹⁸ Not as much time and effort have been spent in this field of testing as in others, and available tests are not yet good enough to diagnose problems of adjustment as adequately as other standardized tests can indicate difficulties in the learning of school subjects.¹⁹

Another limitation is that the subject's motives may color his

15 Ibid.

16 Norman Fenton, Mental Hygiene in School Practice, p. 39.

17 Lester D. Crow and Alice Crow, Mental Hygiene in School and Home Life, p. 262.

18 Paul A. Witty and Charles E. Skinner, Mental Hygiene in Modern Education, p. 489.

19 Ibid.

responses, since the student may try to give the answer which he thinks acceptable.²⁰ The emotional factor, the deliberate intention to falsify, and the inability to recall past experiences and attitudes may invalidate the results of personality measurement.²¹

In the interpretation of personality tests, the following statement might well serve as a guide:

"Personality is not something separate and apart from ability or achievement but includes them; it refers rather to the manner and effectiveness with which the individual meets his personal and social problems, and indirectly the manner in which he impresses his fellows. The individual's ability and past achievement all along are an inevitable part of his current attempts to deal with his problem intelligently.

"The personality test, analyzed and interpreted for use by teachers, is a valuable instrument for revealing specific experiences that have caused an individual to feel, to think, and to act as he does."²²

Although it is recognized that the limitations of all pencil-and-paper personality tests are applicable to The Bell Adjustment Inventory, a number of studies give reports indicating that The Adjustment Inventory is a reliable, objective instrument for measuring personality adjustment. After using the Inventory as one of a battery of tests, Greene and Staton believed it to be more reliable in diagnosing extreme cases than average cases.²³ A study by Traxler offers rather convincing evidence that the

20 Paul A. Witty and Charles E. Skinner, op. cit., p. 500.

21 Lester D. Crow and Alice Crow, op. cit., p. 262.

22 L. P. Thorpe, W. W. Clark and E. W. Tiegs, Manual of Directions, California Test of Personality, p. 1 as quoted by Elizabeth T. Sullivan, "Personality and Personal-Social Adjustment," Education, vol. LXIII, (June, 1943), p. 614.

23 J. E. Greene and Thomas F. Staton, "Predictive Value of Various Tests of Emotionality and Adjustment in a Guidance Program for Prospective Teachers," Journal of Educational Research, vol. XXXII, (May, 1939), p. 653.

Bell Adjustment Inventories have satisfactory reliability.²⁴

The manual of directions for The Adjustment Inventory lists the following coefficients of reliability:

a. Home Adjustment89
b. Health Adjustment80
c. Social Adjustment89
d. Emotional Adjustment85
e. Total Score93

The following methods of validation are reported by the manual:

"First, the items for each of the sections in the Inventory were selected in terms of the degree to which they differentiated between the upper and lower fifteen per cent of the individuals in a distribution of scores. Only those items which clearly differentiated between these extreme groups are included in the present form of the Inventory.

"Second, the results of the various sections of the Inventory were checked during interviews with four hundred college students over a period of two years.

"Third, the Social Adjustment section, the Emotional Adjustment section, and the total score of the Inventory were validated by correlating the Social Adjustment section with the Allport Ascendancy-Submission test and the Bernreuter Personality Inventory, B4-D, and by correlating the Emotional Adjustment section and the total similarly with the Thurstone Personality Schedule.

"Fourth, the Inventory has also been validated through the selection of 'Very well' and 'Very poorly' adjusted groups of students by counselors and school administrators in California and New Jersey and a determination of the degree to which the Inventory differentiates among them."²⁵

In January, 1945, the writer met with the freshman women in Sam Houston State Teachers College to invite them to check The Adjustment Inventory. Since the establishment of rapport is highly desirable if

24 Arthur E. Traxler, "The Reliability of the Bell Adjustment Inventories and Their Correlation with Teacher Judgment," Journal of Applied Psychology, vol. XXV, (December, 1941), p. 672.

25 Hugh M. Bell, Manual for The Adjustment Inventory, p. 3.

responses are to be valid, the students were assured that checking the Inventory was voluntary, that scores would be held in strict confidence, and that the writer would welcome the opportunity for an interview with any student to discuss the score made on the Inventory. A few days before the date set for the administration of the test, written reminders of time and place were sent to all freshman women.

On January 12, 1945, the Adjustment Inventory was administered to 149 students, and on February 23, 1945, thirty-three students who had been unable to attend the first meeting checked the Inventory. At this time there were 229 freshman women enrolled in Sam Houston State Teachers College. One hundred and eighty-two, or seventy-four per cent of the freshman women, checked the Inventory. From the data thus obtained, an analysis of the personality adjustment of the freshman women was made.

B. A Study of the Relation of Personality
Adjustment to Intelligence

In order to study the relationship of personality adjustment to intelligence, data obtained from The Bell Adjustment Inventory and data from The American Council on Education Psychological Examination were compared. The data on intelligence of the freshman women were obtained from the office of the dean. The American Council on Education Psychological Examination is administered annually to all freshmen and the scores are turned into percentile ranks. The ranks are recorded in the registrar's office.

C. A Study of the Factors that Distinguish Well Adjusted
and Poorly Adjusted Freshman Women

The procedure used in studying the factors that distinguish well adjusted and poorly adjusted freshman women was to select the five most satisfactory scores and the five least satisfactory scores and to make case studies of the ten freshman women thus selected. Low numerical scores are considered satisfactory while high numerical scores are considered unsatisfactory.

For obvious reasons the names of the subjects will not be used. The well adjusted subjects will be classified as Group S; the individuals will be designated as S-1, S-2, S-3, S-4, and S-5. Group U will be the classification of the maladjusted subjects with U-1, U-2, U-3, U-4, and U-5 used for individual identification.

As used in the present study, the term "case study" will mean a technique or method of bringing together all pertinent information about a student in forming a unified background for interpreting his needs and treating his difficulties.²⁶ Since the primary purpose of this phase of the study is to determine possible factors which make for wholesome and unwholesome adjustment, the analysis of the case study data is for this purpose rather than for interpreting and treating difficulties. In the newer practices of counseling, it is believed that the therapeutic contact in the interview is itself a growth experience;²⁷ otherwise, counseling is not the purpose of this study.

The chief sources of information were:

1. Data from The Bell Adjustment Inventory

26 D. Welty Lefever, Archie M. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance, p. 240.

27 Carl R. Rogers, Counseling and Psychotherapy, p. 30.

2. Data from the American Council on Education Psychological Examination
3. Data from personnel folders obtained from the office of the dean
4. Interviews with the subjects
5. A rating scale of five groups of character traits checked by teachers of the subjects.

Limitations of the Study

The fact that only one personality test was used tends to limit this study. A more reliable procedure would include the administering of several similar instruments. The limitations of all pencil-and-paper personality tests are recognized as applicable to the data obtained from the Bell Adjustment Inventory.

The study is limited in that only 182 freshman women enrolled in Sam Houston State Teachers College during the school year 1944-1945 checked the Inventory.

Organization of the Study

In Chapter II data on the nature and extent of the personality maladjustment of the subjects as determined by The Adjustment Inventory are presented. The relationship of personality adjustment of the subjects to intelligence is presented in Chapter III. In Chapter IV the case studies of five freshman women with the most satisfactory adjustments of the group and of five with the least satisfactory adjustments of the group are presented with the view of determining possible factors differentiating satisfactorily and unsatisfactorily adjusted personalities. The study is summarized and recommendations for improving the personnel services available to freshmen are made in Chapter V.

CHAPTER II

THE PERSONALITY ADJUSTMENT OF THE SUBJECTS

It is the purpose of this chapter to determine the nature and extent of personality maladjustment of 182 freshman women of Sam Houston State Teachers College who are the subjects of this study. Data were obtained by means of The Bell Adjustment Inventory. The Inventory provides measures of four separate aspects of personal and social adjustment: home, health, social, and emotional adjustment. The total score indicates adjustment in general.

Within each category, certain descriptive ratings are assigned to certain score ranges. For home, health, emotional, and total adjustment the descriptive ratings used are: excellent, good, average, unsatisfactory, and very unsatisfactory. For social adjustment the ratings used are: very aggressive, aggressive, average, retiring, and very retiring.

Home Adjustment

Individuals scoring high in home adjustment tend to be unsatisfactorily adjusted to their home surroundings. Low scores indicate satisfactory home adjustment.¹ The descriptive ratings for score ranges in the area of home adjustment are shown in Table I.

Scores ranging from zero to one indicate excellent adjustment.

1 Hugh M. Bell, Manual for The Adjustment Inventory, p. 1.

TABLE I
DESCRIPTIVE RATINGS FOR SCORE RANGES
IN HOME ADJUSTMENT²

Descriptive Rating	Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory
Score Range	0--1	2--4	5--9	10--15	Above 15

Scores which indicate good adjustment are those ranging from two to four, while scores which indicate average adjustment range from five to nine. Unsatisfactory adjustment is indicated by scores ranging from ten to fifteen. A score higher than fifteen indicates very unsatisfactory adjustment.

Data on home adjustment of the 182 freshman women are presented in Table II. In the area of home adjustment, forty-nine subjects, or 26.9

TABLE II
DISTRIBUTION OF SCORES IN HOME ADJUSTMENT

Above Average						Average		Below Average					
Excellent		Good		Total				Unsat.		Very Unsat.		Total	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
49	26.9	62	34.1	111	61.0	32	17.6	29	15.9	10	5.5	39	21.4

per cent, had scores which indicate excellent adjustment. Sixty-two, or 34.1 per cent, had good adjustment, while thirty-two, or 17.6 per

² Adapted from Manual for The Adjustment Inventory by Hugh M. Bell, p. 2.

cent, were average. Twenty-nine, or 15.9 per cent, of the subjects were rated unsatisfactory and ten, or 5.5 per cent, had very unsatisfactory adjustment. Sixty-one per cent of the subjects had above average adjustment and twenty-one per cent had below average adjustment in the home adjustment area.

Health Adjustment

Unsatisfactory adjustment is indicated by high scores in the area of health adjustment. Low scores indicate satisfactory adjustment.³ The descriptive ratings for score ranges in the area of health adjustment are shown in Table III.

TABLE III
DESCRIPTIVE RATINGS FOR SCORE RANGES
IN HEALTH ADJUSTMENT⁴

Descriptive Rating	Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory
Score Range	0--1	2--4	5--9	10--15	Above 15

Scores ranging from zero to one indicate excellent adjustment. Scores which indicate good adjustment are those ranging from two to four, while scores which indicate average adjustment range from five to nine. Unsatisfactory adjustment is indicated by scores ranging

³ Hugh M. Bell, op. cit., p. 1.

⁴ Adapted from Manual for The Adjustment Inventory by Hugh M. Bell, p. 2.

from ten to fifteen. A score higher than fifteen indicates very unsatisfactory adjustment.

Data on health adjustment of the 182 freshman women are presented in Table IV. In the area of health adjustment, six, or 3.3 per cent,

TABLE IV
DISTRIBUTION OF SCORES IN HEALTH ADJUSTMENT

Above Average						Average		Below Average					
Excellent		Good		Total				Unsatis.		Very Unsat.		Total	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
6	3.3	37	20.3	43	23.6	74	40.7	50	27.5	15	8.2	65	35.7

had scores which indicate excellent adjustment. There were thirty-seven, or 20.3 per cent, of the subjects who had scores which indicate good adjustment. Seventy-four, or 40.7 per cent, were average; fifty, or 27.5 per cent, were unsatisfactory; and fifteen, or 8.2 per cent, were very unsatisfactory. Twenty-four per cent of the subjects had scores which indicate above average adjustment in the area of health adjustment, while thirty-six per cent had scores which indicate below average adjustment.

Social Adjustment

Individuals scoring high in social adjustment tend to be submissive and retiring in social contacts, while those with low scores are aggressive in social contacts.⁵ The descriptive ratings for score ranges in

⁵ Hugh M. Bell, op. cit., p. 1.

the area of social adjustment are shown in Table V.

TABLE V
DESCRIPTIVE RATINGS FOR SCORE RANGES
IN SOCIAL ADJUSTMENT⁶

Descriptive Rating	Very Aggressive	Aggressive	Average	Retiring	Very Retiring
Score Range	0--3	4--8	9--19	20--28	Above 28

Scores ranging from zero to three indicate very aggressive adjustment. Scores which indicate aggressive adjustment are those ranging from four to eight, while scores which indicate average adjustment range from nine to nineteen. Adjustment described as retiring is indicated by scores ranging from twenty to twenty-eight. A score higher than twenty-eight indicates very retiring adjustment.

Data on social adjustment of the 182 freshman women are presented in Table VI. In the area of social adjustment, the ratings were as

TABLE VI
DISTRIBUTION OF SCORES IN SOCIAL ADJUSTMENT

Above Average						Average		Below Average					
Very Aggressive		Aggressive		Total				Retiring		Very Retiring		Total	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
16	8.8	38	20.9	54	29.7	90	49.5	34	18.7	4	2.2	38	20.9

follows: sixteen, or 8.8 per cent, very aggressive; thirty-eight, or

⁶ Adapted from Manual for The Adjustment Inventory by Hugh M. Bell, p. 2.

20.9 per cent, aggressive; ninety, or 49.5 per cent, average; thirty-four, or 18.7 per cent, retiring; and four, or 2.2 per cent, very retiring. Thirty per cent of the subjects had scores which indicate above average adjustment and twenty-one per cent had scores which indicate below average adjustment in social adjustment.

Emotional Adjustment

Individuals who score high in emotional adjustment tend to be unstable emotionally. Persons with low scores tend to be emotionally stable.⁷ The descriptive ratings for score ranges in the area of emotional adjustment are shown in Table VII.

TABLE VII
DESCRIPTIVE RATINGS FOR SCORE RANGES
IN EMOTIONAL ADJUSTMENT⁸

Descriptive Rating	Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory
Score Range	0--3	4--7	8--15	16--21	Above 21

Scores ranging from zero to three indicate excellent adjustment. Scores which indicate good adjustment are those ranging from four to seven, while scores which indicate average adjustment range from eight to fifteen. Unsatisfactory adjustment is indicated by scores ranging from sixteen to twenty-one. A score higher than twenty-one indicates very unsatisfactory adjustment.

⁷ Hugh M. Bell, op. cit., p. 1.

⁸ Adapted from Manual for The Adjustment Inventory by Hugh M. Bell, p. 2.

Data on emotional adjustment of the 182 freshman women are presented in Table VIII. Descriptive ratings of adjustment in the area of emotional adjustment were distributed as follows: nine, or 4.9 per cent,

TABLE VIII
DISTRIBUTION OF SCORES IN EMOTIONAL ADJUSTMENT

Above Average						Average		Below Average					
Excellent		Good		Total				Unsatis.		Very Unsat.		Total	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
9	4.9	28	15.4	37	20.3	83	45.6	39	21.4	23	12.6	62	34.0

excellent; twenty-eight, or 15.4 per cent, good; eighty-three, or 45.6 per cent, average; thirty-nine, or 21.4 per cent, unsatisfactory; and twenty-three, or 12.6 per cent, very unsatisfactory. Twenty per cent of the subjects had scores which indicate above average adjustment in emotional adjustment and thirty-four per cent had scores which indicate below average adjustment.

Total Adjustment

The total adjustment score, or the sum of the scores in home, health, social, and emotional adjustment, is a measure of general personality adjustment. Individuals with low scores tend to be well adjusted and those with high scores tend to be poorly adjusted.⁹ The descriptive ratings for score ranges in the area of total adjustment are shown in Table IX.

⁹ Hugh M. Bell, op. cit., p. 1.

TABLE IX
DESCRIPTIVE RATINGS FOR SCORE RANGES
IN TOTAL ADJUSTMENT¹⁰

Descriptive Rating	Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory
Score Range	0--12	13--24	25--47	48--65	Above 65

Scores ranging from zero to twelve indicate excellent adjustment. Scores which indicate good adjustment are those ranging from thirteen to twenty-four, while scores which indicate average adjustment range from twenty-five to forty-seven. Unsatisfactory adjustment is indicated by scores ranging from forty-eight to sixty-five. A score higher than sixty-five indicates very unsatisfactory adjustment.

Data on total adjustment of the 182 freshman women are presented in Table X. In the area of total adjustment, two subjects, or 1.1 per

TABLE X
DISTRIBUTION OF SCORES IN TOTAL ADJUSTMENT

Above Average						Average		Below Average					
Excellent		Good		Total				Unsatis.		Very Unsatis.		Total	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
2	1.1	30	16.5	32	17.6	95	52.2	45	24.7	10	5.5	55	30.2

cent, had scores which indicate excellent adjustment. There were thirty subjects, or 16.5 per cent, who had scores which indicate good adjustment.

¹⁰ Adapted from Manual for The Adjustment Inventory by Hugh M. Bell, p. 2.

Ninety-five, or 52.2 per cent, had scores indicating average adjustment. Forty-five, or 24.7 per cent, had scores which indicate unsatisfactory adjustment, and ten, or 5.5 per cent, had scores which indicate very unsatisfactory adjustment. In the total adjustment area, eighteen per cent of the subjects had scores which indicate above average adjustment and thirty per cent had scores which indicate below average adjustment.

The Interrelation of Adjustment in the Four Categories

In order to determine the relationship of adjustment in the four categories the product-moment method of correlation was used. In Table XI are presented the coefficients of correlation which measure the interrelationship of adjustment of the four types used in this study,

TABLE XI

COEFFICIENTS OF INTERCORRELATIONS OF THE FOUR CATEGORIES
OF ADJUSTMENT MEASURED BY BELL'S ADJUSTMENT INVENTORY, ON
182 FRESHMAN WOMEN

	Home	Health	Social	Emotional
Home		$\begin{smallmatrix} .25 \\ \pm .047 \end{smallmatrix}$	$\begin{smallmatrix} .13 \\ \pm .049 \end{smallmatrix}$	$\begin{smallmatrix} .33 \\ \pm .045 \end{smallmatrix}$
Health	$\begin{smallmatrix} .25 \\ \pm .047 \end{smallmatrix}$		$\begin{smallmatrix} .07 \\ \pm .05 \end{smallmatrix}$	$\begin{smallmatrix} .33 \\ \pm .044 \end{smallmatrix}$
Social	$\begin{smallmatrix} .13 \\ \pm .049 \end{smallmatrix}$	$\begin{smallmatrix} .07 \\ \pm .05 \end{smallmatrix}$		$\begin{smallmatrix} .35 \\ \pm .044 \end{smallmatrix}$
Emotional	$\begin{smallmatrix} .33 \\ \pm .045 \end{smallmatrix}$	$\begin{smallmatrix} .33 \\ \pm .044 \end{smallmatrix}$	$\begin{smallmatrix} .35 \\ \pm .044 \end{smallmatrix}$	

together with their probable errors. The highest coefficient of correlation found was $\pm .35$, between the scores on the social adjustment

section and the scores on the emotional adjustment section. The coefficient of correlation between the scores on the home and emotional adjustment sections and the health and emotional adjustment sections, in each case, was $+.33$. The lowest coefficient of correlation was $+.07$, between the scores on the health adjustment section and the social adjustment section. The next to lowest was $+.13$, between the scores on on the home and social adjustment sections. In an intermediary position is the coefficient of correlation of $+.25$, between the scores on the home and health adjustment sections.

The ratio of the coefficient of correlation to its probable error was determined and then from these ratios were determined the chances in one hundred that some degree of correlation greater than zero between any two types of adjustment is present. These ratios together with the chances in one hundred that some degree of relationship is present are given in Table XII. When a coefficient of correlation is four times its

TABLE XII

RELIABILITY OF THE COEFFICIENTS OF INTERCORRELATION FOUND
IN THE FOUR AREAS OF ADJUSTMENT

	Home and Health	Home and Social	Home and Emotional	Health and Social	Health and Emotional	Social and Emotional
r/PE_r	5.32	2.65	7.33	1.4	7.5	7.96
Chances	100 in 100	96 in 100	100 in 100	83 in 100	100 in 100	100 in 100

probable error, the chances are one hundred in one hundred that the

true r is greater than zero.¹¹ In four instances the ratio is greater than four and the chances are one hundred in one hundred that some relationship exists between the scores of the two corresponding areas of adjustment. Between the scores on the home and health adjustment sections, the home and emotional adjustment sections, the health and emotional adjustment sections, and the social and emotional adjustment sections, it is evident that some positive relationship exists. So far as the relation between the scores on the home and social adjustment sections is concerned, the chances are ninety-six in one hundred that a positive relationship exists. Between the scores on the health and social adjustment sections, chances are only eighty-three in one hundred that a positive relationship exists.

Although it is evident that there is positive relationship in four out of six instances of intercorrelation and ninety-six chances in one hundred and eighty-three chances in one hundred in the other two cases, respectively, yet in no instance is the coefficient of correlation sufficiently high to indicate what a person's adjustment in one category would be by knowing his adjustment in the other category.

Summary

In the area of home adjustment, sixty-one per cent of the subjects had above average adjustment and twenty-one per cent had below average adjustment.

In the area of health adjustment, twenty-four per cent of the

11 Henry E. Garrett, Statistics in Psychology and Education, p. 281.

CHAPTER III

THE RELATION OF PERSONALITY ADJUSTMENT TO INTELLIGENCE

It is the purpose of this chapter to study the relation of personality adjustment to intelligence. Scores in each area of adjustment measured by The Bell Adjustment Inventory were compared to percentile rankings of intelligence as determined by the American Council on Education Psychological Examination in order to discover the relationship between personality adjustment and intelligence.

That intelligence is a factor in personality adjustment is the belief of a number of writers. Hollingworth raises the problem of the relationship of personality and intelligence in the following statement:

Personality has been variously defined, but throughout these definitions a certain amount of uniformity is noticeable. In the first place, there is the idea of a totality of elements, and in the second place, there is the idea of primary significance of the interaction of this totality in relationships between the person and other persons. Our question here is: How does intelligence characteristically affect the pattern of this totality, of which it is one element?¹

Gaskill contends that both general and specific aspects of intelligence should be included in a consideration of personality.² That intelligence is a factor in personality adjustment is recognized by Leary, as shown by the following statement:

Intelligence or intelligent behavior is but one aspect

1 Leta S. Hollingworth, "Intelligence as an Element in Personality," The Thirty-Ninth Yearbook of the National Society for the Study of Education, p. 271.

2 Harold V. Gaskill, Personality, p. 3.

of human behavior as seen in its totality, and even then is but a tool, a mechanism, a means whereby the drives may be consummated and the adjustment of the animal made in terms of its fundamental and inevitable needs.³

Another writer maintains that if personality is conceived as the adjustment that individuals make to their biological, psychological, and social environment, then intelligence will play a role in such adjustment.⁴

The function of intelligence in personality adjustment is shown by Menninger when he says:

Intelligence is more than memories properly received, recorded, and reproduced. It is the capacity to use them in facilitating the adjustment of the whole personality to the requirements of a situation.⁵

The educational implications of the relationship of personality and intelligence are emphasized by Lorge, as follows:

While it may be statistically desirable to obtain scores on traits independent of intelligence, psychologically it is more important to get meaningful scores that will enable the educator to recognize and consider the interaction of intelligence with behavior, values, and interests in our culture.⁶

The data showing the relation of personality and intelligence of the 182 freshman women of this study are presented in Tables XIII, XIV, XV, XVI, and XVII, which are discussed in turn. Data on personality adjustment are in terms of the descriptive ratings in the

3 Daniel Bell Leary, Modern Psychology, p. 183.

4 Irving Lorge, "Intelligence and Personality as Revealed in Questionnaires and Inventories," The Thirty-Ninth Yearbook of the National Society for the Study of Education, p. 280.

5 Karl A. Menninger, The Human Mind, p. 182.

6 Irving Lorge, op. cit., p. 281.

various categories of The Bell Adjustment Inventory, while data on intelligence are in terms of the percentile rankings on the American Council on Education Psychological Examination.

The Relation of Home Adjustment and Intelligence

In Table XIII are presented data on the relation of home adjustment and intelligence. Data on home adjustment are in terms of descriptive ratings of adjustment, while the percentile rankings of intelligence are grouped in deciles.

Of the twenty-three subjects in the first decile, three, or 13.0 per cent, received a rating of excellent home adjustment; while of the eighteen subjects in the tenth decile, four, or 22.2 per cent, were rated excellent in home adjustment. The rating of good adjustment was received by eleven, or 47.7 per cent, of the subjects in the first decile and by six, or 33.3 per cent, of the subjects in the tenth decile. Seven, or 30.4 per cent, in the first decile had average adjustment, while three, or 16.6 per cent, of the subjects in the tenth decile had average adjustment. Two, or 8.7 per cent, of the subjects in the first decile had unsatisfactory home adjustment, while four, or 22.2 per cent, of the subjects in the tenth decile had unsatisfactory adjustment. No subjects in the first decile had very unsatisfactory home adjustment, and only one subject, or 5.5 per cent, in the tenth decile had very unsatisfactory adjustment.

When the freshman women falling within the first and tenth deciles in intelligence are compared, no significant differences are found in the percentages of well adjusted and poorly adjusted in these deciles.

In deciles one, two, three, four, and five, combined, twenty-seven

TABLE XIII
THE RELATION OF HOME ADJUSTMENT AND INTELLIGENCE (177 FRESHMAN WOMEN)

Ratings	Deciles																	
	1		2		3		4		5		6		7		8		9	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Excellent	3	13.0	8	40.0	2	15.4	7	35.0	7	41.2	6	27.2	2	22.2	5	35.7	4	19.0
Good	11	47.7	6	30.0	4	30.8	8	40.0	5	29.4	5	22.7	3	33.3	4	28.6	8	38.1
Average	7	30.4	4	20.0	3	23.1	2	10.0	1	5.9	2	9.1	1	11.1	3	21.4	6	28.6
Unsatisfactory	2	8.7	2	10.0	1	7.7	2	10.0	4	23.5	7	31.8	1	11.1	2	14.3	2	9.5
Very Unsatisfactory	0	0.0	0	0.0	3	23.1	1	5.0	0	0.0	2	9.1	2	22.2	0	0.0	1	4.8
Total	23	99.8	20	100.0	13	100.0	20	100.0	17	100.0	22	99.9	9	99.9	14	100.0	21	100.0
																	18	99.8
																	177	100.0

* Five scores not available.

subjects had excellent home adjustment, while in deciles six, seven, eight, nine, and ten, combined, twenty-one subjects had excellent home adjustment. Thirty-four subjects in the lower five deciles had good home adjustment, while twenty-six subjects in the upper five deciles had good home adjustment. Seventeen subjects in the lower five deciles had average home adjustment, and fifteen subjects in the upper five deciles had average home adjustment. In the lower five deciles, eleven subjects had unsatisfactory home adjustment, while in the upper five deciles sixteen subjects had unsatisfactory home adjustment. Four of the subjects who had very unsatisfactory home adjustment ranked in the lower five deciles, while six who had very unsatisfactory home adjustment ranked in the upper five deciles.

As measured by the instruments used in this study, there seems to be little relationship between home adjustment and intelligence.

The Relation of Health Adjustment and Intelligence

In Table XIV are presented data on the relation of health adjustment and intelligence. Data on health adjustment are in terms of descriptive ratings of adjustment, while the percentile rankings of intelligence are grouped in deciles.

Of the twenty-three subjects in the first decile and the eighteen subjects in the tenth decile, none received a rating of excellent health adjustment. The rating of good adjustment was received by two, or 8.7 per cent, of the subjects in the first decile and by four, or 22.2 per cent, of the subjects in the tenth decile. Fourteen, or 60.8 per cent, in the first decile had average adjustment, while six, or 33.3 per cent, of the subjects in the tenth decile had average adjustment. Six, or

TABLE XIV
THE RELATION OF HEALTH ADJUSTMENT AND INTELLIGENCE (177 FRESHMAN WOMEN)

Ratings	Deciles																					
	1		2		3		4		5		6		7		8		9		10		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Excellent	0	0.0	0	0.0	1	7.7	0	0.0	3	17.6	2	9.1	1	11.1	0	0.0	0	0.0	0	0.0	7	4.0
Good	2	9.7	7	35.0	3	23.1	5	25.0	4	23.5	3	13.6	2	22.2	2	14.3	4	19.0	4	22.2	36	20.3
Average	14	60.8	8	40.0	4	30.8	4	20.0	5	29.4	10	45.4	2	22.2	6	42.8	13	61.9	6	33.3	72	40.7
Unsatisfactory	6	26.0	5	25.0	2	15.4	8	40.0	3	17.6	5	22.7	2	22.2	5	35.7	4	19.0	7	38.9	47	26.6
Very Unsatisfactory	1	4.3	0	0.0	3	23.1	3	15.0	2	11.8	2	9.1	2	22.2	1	7.1	0	0.0	1	5.6	15	8.5
Total	23	99.8	20	100.0	13	100.1	20	100.0	17	99.9	22	99.9	9	99.9	14	99.9	21	99.9	18	100.0	177	100.1

* Five scores not available.

26.0 per cent, of the subjects in the first decile had unsatisfactory adjustment, while seven, or 38.9 per cent, of the subjects in the tenth decile had unsatisfactory health adjustment. In the first decile one, or 4.3 per cent, had very unsatisfactory health adjustment and in the tenth decile one, or 5.6 per cent, had very unsatisfactory health adjustment.

When the freshman women falling within the first and tenth deciles in intelligence are compared, no significant differences are found in the percentages of well adjusted and poorly adjusted in these deciles.

In deciles one, two, three, four, and five, combined, four subjects had excellent health adjustment, while in deciles six, seven, eight, nine, and ten, three subjects had excellent adjustment. Twenty-one subjects in the lower five deciles had good health adjustment, while fifteen subjects in the upper five deciles had good health adjustment. Thirty-five subjects in the lower five deciles were average in health adjustment and thirty-seven in the upper five deciles were average. In the lower five deciles, twenty-four subjects had unsatisfactory adjustment, while in the upper five deciles twenty-three subjects were unsatisfactory in health adjustment. Nine of the subjects who had very unsatisfactory health adjustment ranked in the lower five deciles, while six of the subjects who had very unsatisfactory adjustment ranked in the upper five deciles.

As measured by the instruments used in this study, there seems to be little relationship between health adjustment and intelligence.

The Relation of Social Adjustment and Intelligence

In Table XV are presented data on the relation of social adjustment and intelligence. Data on social adjustment are in terms of descriptive ratings of adjustment, while the percentile rankings of intelligence are grouped in deciles.

Of the twenty-three subjects in the first decile, none received a rating of very aggressive in social adjustment, while of the eighteen subjects in the tenth decile, two, or 11.1 per cent, were rated very aggressive. The rating of aggressive adjustment was received by five, or 21.7 per cent, of the subjects in the first decile and by two, or 11.1 per cent, of the subjects in the tenth decile. Thirteen, or 56.4 per cent, of the subjects in the first decile had average adjustment, while eleven, or 61.1 per cent, of the subjects in the tenth decile had average adjustment. Four, or 17.4 per cent, of the subjects in the first decile were retiring, while two, or 11.1 per cent, of the subjects in the tenth decile were retiring. Only one subject, or 4.3 per cent, in the first decile was very retiring and only one subject, or 5.5 per cent, in the tenth decile was very retiring.

When the freshman women falling within the first and tenth deciles in intelligence are compared, no significant differences are found in the percentages of well adjusted and poorly adjusted in these deciles.

In deciles one, two, three, four, and five, combined, four subjects had very aggressive social adjustment, while in deciles six, seven, eight, nine, and ten, combined, eleven subjects had very aggressive social adjustment. Nineteen subjects in the lower five deciles had aggressive social adjustment, while seventeen subjects in the upper five deciles had

TABLE XV
THE RELATION OF SOCIAL ADJUSTMENT AND INTELLIGENCE (177 FRESHMAN WOMEN)

Ratings	Deciles																					
	1		2		3		4		5		6		7		8		9		10		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Very Ag- gressive	0	0.0	1	5.0	0	0.0	2	10.0	1	5.9	4	18.2	0	0.0	2	14.3	3	14.3	2	11.1	15	8.5
Aggres- sive	5	21.8	6	30.0	2	15.4	5	25.0	1	5.9	6	27.2	2	22.2	1	7.1	6	28.6	2	11.1	36	20.3
Average	13	56.4	7	35.0	7	53.8	8	40.0	10	58.8	10	45.4	6	66.6	6	42.8	9	42.8	11	61.1	87	49.3
Retiring	4	17.4	6	30.0	4	30.8	3	15.0	5	29.4	2	9.1	1	11.1	5	35.7	3	14.3	2	11.1	35	19.8
Very Retiring	1	4.3	0	0.0	0	0.0	2	10.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.5	4	2.3
Total	23	99.9	20	100.0	13	100.0	20	100.0	17	100.0	22	99.9	9	99.9	14	99.9	21	100.0	18	99.9	177	100.2

* Five scores not available.

aggressive social adjustment. Forty-five subjects in the lower five deciles had average adjustment, while forty-two subjects in the upper five deciles had average adjustment. Twenty-two subjects in the lower five deciles had retiring social adjustment, while thirteen subjects in the upper five deciles had retiring social adjustment. Three subjects in the lower five deciles had very retiring social adjustment, while one subject in the upper five deciles had very retiring social adjustment.

As measured by the instruments used in this study, there seems to be little relationship between social adjustment and intelligence.

The Relation of Emotional Adjustment and Intelligence

In Table XVI are presented data on the relation of emotional adjustment and intelligence. Data on emotional adjustment are in terms of descriptive ratings of adjustment, while the percentile rankings of intelligence are grouped in deciles.

Of the twenty-three subjects in the first decile, one subject, or 4.3 per cent, had excellent emotional adjustment, and of the eighteen subjects in the tenth decile, one subject, or 5.5 per cent, had excellent emotional adjustment. The rating of good adjustment was received by one subject, or 4.3 per cent, in the first decile and by two subjects, or 11.1 per cent, in the tenth decile. Eleven, or 47.7 per cent, of the subjects in the first decile had average emotional adjustment, while seven subjects, or 38.9 per cent, in the tenth decile had average adjustment. Seven, or 30.4 per cent, of the subjects in the first decile had unsatisfactory emotional adjustment, while four, or 22.2 per cent, of the subjects in the tenth decile had unsatisfactory adjustment.

TABLE XVI

THE RELATION OF EMOTIONAL ADJUSTMENT AND INTELLIGENCE (177 FRESHMAN WOMEN)

Ratings	Deciles																					
	1		2		3		4		5		6		7		8		9		10		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Excellent	1	4.3	0	0.0	0	0.0	0	0.0	3	17.6	2	9.2	1	11.1	0	0.0	0	0.0	1	5.5	8	4.5
Good	1	4.3	8	40.0	1	7.7	6	30.0	2	11.8	3	13.6	0	0.0	3	21.4	2	9.5	2	11.1	28	15.8
Average	11	47.7	8	40.0	3	23.1	10	50.0	9	53.0	8	36.3	4	44.4	6	42.8	15	71.4	7	38.9	81	45.8
Unsatisfactory	7	30.4	1	5.0	4	30.8	2	10.0	3	17.6	6	27.2	4	44.4	3	21.4	3	14.3	4	22.2	37	20.8
Very Unsatisfactory	3	13.1	3	15.0	5	38.4	2	10.0	0	0.0	3	13.6	0	0.0	2	14.3	1	4.8	4	22.2	23	13.0
Total	23	99.8	20	100.0	13	100.0	20	100.0	17	100.0	22	99.9	9	99.9	14	99.9	21	100.0	18	99.9	177	99.9

* Five scores not available.

Three, or 13.1 per cent, of the subjects in the first decile had very unsatisfactory emotional adjustment, and four, or 22.2 per cent, of the subjects in the tenth decile had very unsatisfactory emotional adjustment.

When the freshman women falling within the first and tenth deciles in intelligence are compared, no significant differences are found in the percentages of well adjusted and poorly adjusted in these deciles.

In deciles one, two, three, four, and five, combined, four subjects had excellent emotional adjustment, and in deciles six, seven, eight, nine, and ten, combined, four subjects had excellent adjustment. Eighteen subjects in the lower five deciles had good emotional adjustment, while ten subjects in the upper five deciles had good emotional adjustment. Forty-one subjects in the lower five deciles had average adjustment, while forty subjects in the upper five deciles had average adjustment. Seventeen subjects in the lower five deciles had unsatisfactory adjustment, while twenty subjects in the upper five deciles had unsatisfactory adjustment. Thirteen subjects in the lower five deciles had very unsatisfactory adjustment, while ten subjects in the upper five deciles had very unsatisfactory adjustment.

As measured by the instruments used in this study, there seems to be little relationship between emotional adjustment and intelligence.

The Relation of Total Personality Adjustment and Intelligence

In Table XVII are presented data on the relation of total personality adjustment and intelligence. Data on personality adjustment are in terms of descriptive ratings of adjustment, while the percentile rankings of

intelligence are grouped in deciles.

Of the twenty-three subjects in the first decile and the eighteen subjects in the tenth decile, none had a rating of excellent adjustment. The rating of good adjustment was received by two, or 8.7 per cent, of the subjects in the first decile and by three, or 16.7 per cent, of the subjects in the tenth decile. Fourteen, or 60.9 per cent, of the subjects in the first decile had average adjustment, while eight, or 44.5 per cent, of the subjects in the tenth decile had average adjustment. Seven, or 30.4 per cent, of the subjects in the first decile had unsatisfactory adjustment, while six, or 33.4 per cent, of the subjects in the tenth decile had unsatisfactory adjustment. None of the subjects in the first decile had very unsatisfactory adjustment and one subject, or 5.6 per cent, in the tenth decile had very unsatisfactory adjustment.

When the freshman women falling within the first and tenth deciles in intelligence are compared, no significant differences are found in the percentages of well adjusted and poorly adjusted in these deciles.

In deciles one, two, three, four, and five, combined, none of the subjects had excellent adjustment, while in deciles six, seven, eight, nine, and ten, combined, one subject had excellent adjustment. Fifteen subjects in the lower five deciles had good adjustment, and fifteen subjects in the upper five deciles had good adjustment. Forty-nine subjects in the lower five deciles had average adjustment, while forty-four subjects in the upper five deciles had average adjustment. In the lower five deciles, twenty-seven subjects had unsatisfactory adjustment, while in the upper five deciles, twenty subjects had unsatisfactory

adjustment. Two of the subjects who had very unsatisfactory adjustment ranked in the lower five deciles, while four who had very unsatisfactory adjustment ranked in the upper five deciles.

As measured by the instruments used in this study, there seems to be little relation between personality adjustment and intelligence.

Summary

As measured by the instruments used in this study, there seems to be little relation between the various aspects of personality adjustment and intelligence. Satisfactory adjustment in each category of personality is as likely to be made by students of low ranking in intelligence as by those of high ranking; and students of high ranking in intelligence are as likely to make scores indicating unsatisfactory adjustment in each category as students of low ranking in intelligence.

CHAPTER IV

THE FACTORS THAT DISTINGUISH WELL ADJUSTED AND POORLY ADJUSTED FRESHMAN WOMEN

It is the purpose of this chapter to study the factors that distinguish well adjusted and poorly adjusted freshman women. Case studies of five subjects with the most satisfactory adjustment and of five with the least satisfactory adjustment were made and are compared to determine what factors, if any, distinguish well adjusted and poorly adjusted freshman women. The well adjusted subjects are classified as Group S, the individuals being designated as S-1, S-2, S-3, S-4, and S-5. Group U is the classification of the maladjusted subjects, with U-1, U-2, U-3, U-4, and U-5 used for identifying individuals. The case studies are first presented and then the two groups are compared to note distinguishing factors.

The Cases

S-1

According to the Bell Adjustment Inventory, S-1 has excellent personality adjustment. She is a young woman eighteen years old, five feet six inches tall. Her weight is 115 pounds. In appearance, she is above average. Her hair is dark brown and her blue eyes are unusually large and attractive.

On the American Council on Education Psychological Examination, S-1 ranked in the fifty-fifth percentile. On the Cooperative English Mechanics of Expression test, she ranked in the eighty-first percentile;

while on the Cooperative English Reading Comprehension test, she ranked in the eightieth percentile.

The home adjustment of S-1 is excellent. Her relations with her father, mother, and younger sister are wholesome and satisfying to her. Evidently she is more intimate with her father than with her mother, although she feels secure in her relations with her mother.

Her health adjustment as measured by the Bell Adjustment Inventory is good. During childhood, she had measles, mumps, whooping cough, and chicken pox. In an interview, she expressed no concern about the fact that she is slightly underweight. In fact, she seemed proud of her slenderness.

The social adjustment of S-1 is described as very aggressive. She likes people and feels free to take the initiative in social situations. She gets along well with classmates and teachers.

School work is no problem to S-1. She made regular progress through public school and has done good work during her freshman year at college. Her grades for the fall semester were three A's and two B's, and for the spring semester four A's and one B. Business Administration, her major field of study, was selected because she plans to do bookkeeping for her father who owns a garage. That she is interested in her college work and expects a great deal from it is shown in a statement made when she registered for the fall semester.

"I attended business school two months, and during this time found the line of work I want to follow. Business school proved to be just more or less play and no work, so I came to college hoping it will be thorough."

S-1 has excellent emotional adjustment. Her life is orderly and unflurried. She is not timid or moody.

S-1 was rated by nine teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, S-1 was rated above average by seven teachers and average by two. On energy, enterprise, industry, and initiative, she was rated above average by all the teachers. On earnestness, perseverance, and seriousness of purpose, she was rated above average by eight teachers and average by one teacher. On personal appearance, neatness, care of person and dress, she was rated above average by eight teachers and average by one teacher. On disposition, courtesy, tact, and respectfulness, she was rated above average by all the teachers.

S-1 feels that she has no problems other than the ordinary responsibility of doing her school work. She is rather mature and evidently is capable of meeting most situations to her own satisfaction. Her poise and easy friendliness make her very likeable.

S-2

According to the Bell Adjustment Inventory, S-2 has good personality adjustment. She is seventeen years old, five feet four inches tall, and weighs 110 pounds. She is average in appearance, but she is not well groomed. Her features are good, but her choice of make-up and clothes is poor.

On the American Council on Education Psychological Examination, S-2 ranked in the fifty-sixth percentile. On the Cooperative English Mechanics of Expression test, she ranked in the sixtieth percentile and on the Cooperative English Reading Comprehension test, she ranked in

the thirty-eighth percentile.

The parents of S-2 are living and she has one sister and one brother, both younger than she. S-2 and her mother are very close and she feels free to discuss her activities with her mother. In speaking of her brother and sister, S-2 said, "We squabble, but we have fun." S-2 seems to feel secure in her family relationships.

Her health adjustment is excellent. As a child she had measles and her tonsils were removed when she was nine years old. In an interview, S-2 said that she never got enough sleep, but that as long as there was anything to do, she would not go to bed.

In social adjustment she is very aggressive. She enjoys directing the activities of others and she does not avoid attention. Her heterosexual adjustment is satisfactory and she dates frequently.

S-2 is not particularly interested in her school work except for courses in art, her major. Her ambition is to be a commercial artist. She enjoys being in college, but she dislikes studying and classwork. Her grades for the fall semester were one B and four C's. For the spring semester her grades were one A, three B's, and one C.

Her emotional adjustment is average. She is somewhat moody and is not really happy unless she has some definite thing to do. She likes action, parties, and excitement.

S-2 was rated by ten teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, she was rated above average by three teachers, average by five teachers, and below average by two teachers. On energy, enterprise, industry, and

initiative, she was rated above average by one teacher, average by six teachers, and below average by three teachers. On earnestness, perseverance, and seriousness of purpose, she was rated above average by two teachers, average by three, and below average by five teachers. On personal appearance, neatness, care of person and dress, she was rated above average by four teachers and average by six. On disposition, courtesy, tact, and respectfulness, she was rated above average by six teachers and average by four teachers.

S-2 is gay and carefree. She has no problems and quite frankly says that she "just wants to have fun". Although she is not unfriendly, she has a definite air of independence.

S-3

According to the Bell Adjustment Inventory, S-3 has good personality adjustment. She is seventeen years old, is five feet six inches tall and weighs 125 pounds. She is above average in appearance. Her hair and eyes are dark brown and her features are regular. Her voice is unusually soft and clear.

On the American Council on Education Psychological Examination, S-3 ranked in the forty-seventh percentile. On the Cooperative English Mechanics of Expression test and the Cooperative English Reading Comprehension test, she ranked in the fifty-sixth and sixty-eighth percentiles, respectively.

The satisfactions derived from her home relationships are very significant in the personality adjustment of S-3. She is the second of eight children and has had quite a responsibility in helping to

take care of the younger children. In an interview she said that her mother and father had grown up with the rest of the family. She feels very close to her mother and admires her very much. She wants to "have a big, planned family just like ours".

The health adjustment of S-3 is average. She is troubled some by colds and tonsilitis in the winter. As a child, she had mumps, measles, and chicken pox, but no unusual illness.

Her social adjustment is described as very aggressive. She has confidence in her own abilities and is neither shy nor self-conscious. Social gatherings interest her, but she likes some privacy, too.

S-3 likes college, but she misses her family. She does well in her school work. Her grades for the fall semester were four A's and one B and for the spring semester they were three A's and two B's. Her major field of study is home economics. She plans to be a home demonstration agent. However, she had "rather be just a housewife than anything".

Her emotional adjustment is excellent. Although she day-dreams frequently, she recognizes it and laughs a little at herself for doing it. She does not worry about daily problems or misfortunes.

S-3 was rated by ten teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, she was rated above average by seven teachers and average by three teachers. On energy, enterprise, industry, and initiative, she was rated above average by five teachers and average by five teachers. On earnestness, perseverance, and seriousness of purpose, she was rated above average

by seven teachers and average by three teachers. On personal appearance, neatness, care of person and dress, she was rated above average by four teachers and average by six teachers. On disposition, courtesy, tact, and respectfulness, she was rated above average by six teachers and average by four teachers.

S-3 is a charming girl with a friendly, gentle manner. She gives the impression of being at peace with herself and the world.

S-4

According to the Bell Adjustment Inventory, S-4 has good personality adjustment. She is seventeen years old, five feet six inches tall, and weighs 108 pounds. She is average in personal appearance. Her hair is light brown and her eyes are blue. She is not well groomed.

On the American Council on Education Psychological Examination, S-4 ranked in the ninety-second percentile. On the Cooperative English Mechanics of Expression test and the Cooperative English Reading Comprehension test, she ranked in the ninety-seventh and ninety-first percentiles, respectively.

The home adjustment of S-4 is excellent. She has two sisters--one older and one younger. Her mother is the confidant of S-4, who said in an interview, "Mother usually has pretty good ideas on my problems".

Her health adjustment is good. As a child, S-4 had mumps and measles. At the age of ten, she had pneumonia.

She has aggressive social adjustment. She enjoys parties and social gatherings. She does not avoid attention, although she does not seek it.

S-4 has made regular progress in school. Her grades for the fall semester were three B's and two C's. For the spring semester her grades were one A, one B, and three C's. According to the American Council on Education Psychological Examination, she has the ability to do much better work than that indicated by her grades. Probably one reason why she has not received higher marks is that she has no definite goal. She has no vocational plans, feels rather vague as to why she is going to college at all, and is following a general course of study that does not particularly interest her. She likes mathematics, but her other subjects do not appeal to her.

Her emotional adjustment is excellent. She never worries and seems to enjoy life a great deal.

S-4 was rated by ten teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, she was rated above average by three teachers and average by seven teachers. On energy, enterprise, industry, and initiative, she was rated above average by one teacher and average by nine teachers. On earnestness, perseverance, and seriousness of purpose, she was rated above average by three teachers and average by seven teachers. On personal appearance, neatness, care of person and dress, she was rated above average by four teachers and average by six. On disposition, courtesy, tact, and respectfulness, she was rated above average by five teachers and average by five.

S-4 recognizes that choosing a vocation is a problem for her, but she is not at all concerned about it. When asked if she had any real

problems, she replied that the only one she could think of was that she did not like to eat vegetables and that meat was not served often enough at the dormitory. Judging by interviews, S-4 seems rather childish and evidently is not anxious to grow up.

S-5

According to the Bell Adjustment Inventory, S-5 has good personality adjustment. She is eighteen years old, five feet six inches tall, and weighs 118 pounds. She is an attractive brunette, neat, and well groomed.

On the American Council on Education Psychological Examination, S-5 ranked in the sixty-ninth percentile. On the Cooperative English Mechanics of Expression test and the Cooperative English Reading Comprehension test, she ranked in the forty-third and fifty-sixth percentiles, respectively.

In home adjustment S-5 received a rating of excellent. She is the only child. Although she feels secure in her relations with her parents, particularly with her mother, she does feel that they are often disappointed in her school work.

S-5 has excellent health adjustment. As a child she had mumps and measles. She feels well and strong all the time.

In social adjustment, S-5 is average. She enjoys parties and social gatherings, but she is shy in some situations. This is particularly true of the classroom. She remarked that one reason for her hesitancy in classroom discussions was that she did not study enough to feel sure of the right answer. She avoids attracting attention and is not very talkative; nevertheless, she makes friends readily with both boys and

girls. She dates frequently.

Business Administration is S-5's major field of study. Although she says frankly that she is not interested in school, she would like to be a good typist like her mother who is an office worker. In her first term in college, S-5 made one A, one B, two C's and one D. In the second term she made one B, three C's, and one D. She is planning to be a secretary, but her present aim is to have a good time in college.

She has excellent emotional adjustment. She is matter-of-fact and rather calm. She does not worry and is not moody. In speaking of her schoolwork, she laughingly said, "It bothers me some, but not much".

S-5 was rated by ten teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, she was rated above average by four teachers, average by five teachers, and below average by one teacher. On energy, enterprise, industry, and initiative, she was rated above average by four teachers, average by three teachers, and below average by three teachers. On earnestness, perseverance, and seriousness of purpose, she was rated above average by four teachers, average by four teachers, and below average by two teachers. On personal appearance, neatness, care of person and dress, she was rated above average by five teachers, average by four teachers, and below average by one teacher. On disposition, courtesy, tact, and respectfulness, she was rated above average by six teachers, and average by four teachers.

S-5 is an interesting girl. It was evident that she was not so much at ease in the interview situation as the other well adjusted girls, yet she was anxious to be friendly. Her shyness is not an uncomfortable thing, but rather it gives her an attractive dignity.

U-1

According to the Bell Adjustment Inventory, U-1 has very unsatisfactory personality adjustment. She is seventeen, is five feet seven inches tall and weighs 105 pounds. Although she is frail looking, U-1 has a very pretty face. Sleek brown hair, blue eyes and even, white teeth make her quite attractive. In dress and personal care she is neat. Her voice is small, hesitant, and slightly affected.

On the American Council on Education Psychological Examination, U-1 ranked in the fifty-third percentile. On the Cooperative English Mechanics of Expression test she ranked in the fifty-first percentile and on the Cooperative English Reading Comprehension test she ranked in the seventy-third percentile.

U-1 has very unsatisfactory home adjustment. She has two younger sisters, aged ten and fifteen. U-1 and M., her fifteen-year old sister, "disagree about everything". U-1 stated that her parents think M. is perfect. Evidently, U-1 feels that her parents think M. is everything that U-1 should be and is not. For example, M. saves her money, U-1 spends hers; M. makes good grades in school, U-1 makes average and poor grades; M. does not care about dating, U-1 does. The only time U-1's father ever punished her was for "something" she did to M., although U-1 said she did not remember what that "something" was. U-1 thinks her father is too strict. He objects to her dancing, which she enjoys a great deal. He thinks she has too many dates and goes out too much. In spite of these differences, U-1 thinks that she is her father's pet and she loves him very much. She believes he is jealous of her boy friends. Although her mother is more understanding, U-1

said quite frankly that she loved her father more than her mother.

U-1 has very unsatisfactory health adjustment. She is underweight and has influenza every year. Her doctor has told her that her lungs are weak and that she should rest a great deal. She has had operations for the removal of tonsils and appendix. She has frequent headaches, which are the results of eye strain. Glasses have been prescribed, but she does not like to wear them. U-1 worries about her health and feels that her activities are limited because of her physical condition.

In social adjustment, U-1 is aggressive. She has made a satisfactory heterosexual adjustment and likes to attend social gatherings. Dormitory life disturbs her. She is irritated by close contact with so many girls.

U-1 does not enjoy studying and is not interested in school although she feels that she does work hard. She made regular progress through public school. Because her family moved often, she attended four high schools. In college her major field of study is business administration. She plans to be a secretary, but she explained that she chose that occupation because she "just didn't know anything else to be". Her grades for the first term in college were four C's and one B. For the second term they were the same.

U-1 has very unsatisfactory emotional adjustment. She is moody, lonesome, and frequently "just miserable". She considers herself a nervous person, and she blushes and cries readily. The fact that she cannot control her emotions is extremely disturbing to her.

U-1 was rated by nine teachers on five groups of personality traits as to whether she was above average, average, or below average. On

character, sense of honor, reliability, and dependability, she was rated above average by two teachers, average by five teachers, and below average by two teachers. On energy, enterprise, industry, and initiative, she was rated above average by two teachers, average by five, and below average by two. On earnestness, perseverance, and seriousness of purpose, she was rated above average by two teachers, and average by seven teachers. On personal appearance, neatness, care of person and dress, she was rated above average by four teachers and average by five teachers. On disposition, courtesy, tact, and respectfulness, she was rated above average by five teachers and average by four.

U-1 seems to realize that she is poorly adjusted, but she is better satisfied now that she is in college than when she was living at home. She will probably have difficulty in adjusting satisfactorily, although she does recognize her problems to some extent.

U-2

According to the Bell Adjustment Inventory, U-2 has very unsatisfactory personality adjustment. She is sixteen years old, is five feet three inches tall, and weighs 176 pounds. She is blonde and has a pretty face. Her grooming is not good and her clothes should be selected more carefully.

On the American Council on Education Psychological Examination, U-2 ranked in the thirty-first percentile. On the Cooperative English Mechanics of Expression and the Cooperative English Reading Comprehension tests, she ranked in the forty-third and sixty-third percentiles, respectively.

U-2 has very unsatisfactory home adjustment. She is the next to

the youngest child of four children. Her parents are elderly, and as U-2 said, "There's a lot of difference between sixteen and sixty". She gets along with her mother, but does not feel intimate with her. As to her father, she seems to have very little feeling for him. Her statement that he did not seem like a father indicates as much. She loves her sister, R., very deeply. R. is approximately ten years older than U-2, who said that their relationship was almost that of mother and daughter. It was from R. that U-2 received sex instruction. This was not given until U-2 at the age of ten was badly frightened by the initial occurrence of the menarche while she was at school. She went to R. for information rather than to her mother at that time just as she does now. Although U-2 lives at home she is there only at night since she has two jobs and carries a regular course in college. During the day when she is not in class, she works in the library. In the evenings from seven until ten o'clock, she works in a drugstore.

Her health adjustment is unsatisfactory. Although she has an abundance of energy and says she never feels tired, she thinks her excessive weight is due to some physical disturbance. She has not had an examination, however, because "it would cost too much". As a child, she had whooping cough and appendicitis. She has not been ill recently.

U-2's social adjustment is described as retiring. She does not like social gatherings, and when she does attend them, she tries to stay in the background. She is shy, extremely self-conscious, and rarely takes the lead in a social situation. Although she stated that she was definitely not interested in boys, she also said, "I realize that boys look at girls with cute figures even if they are ugly".

U-2 is sincerely interested in college. In describing her attitude toward college, she stated, "A degree is more important than anything". Her major is library science. In her first term in college, she made one B, two C's, and two D's. For the second term, she made two B's, two C's and one D. She explained that she was not disturbed about these marks because grades did not matter much to her. Her vocational plans are rather vague. She thinks she might want to work for an oil company, but she has not made a definite choice.

U-2 has unsatisfactory emotional adjustment. She is easily upset, self-conscious, and moody. In order to overcome moods, she has a special plan which she describes as follows: "I get in bed, have a good cry, and then write about my troubles. Then I burn the paper and usually feel better."

U-2 was rated by ten teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, she was rated above average by five teachers and average by five. On energy, enterprise, industry, and initiative, she was rated above average by two teachers, average by seven, and below average by one. On earnestness, perseverance, and seriousness of purpose, she was rated above average by six teachers, average by three, and below average by one. On personal appearance, neatness, care of person and dress, she was rated above average by six teachers and average by four. On disposition, courtesy, tact, and respectfulness, she was rated above average by six teachers and average by four.

U-2 is seemingly cheerful and gay. Her easy, carefree way of talking

and laughing may be used to disguise her real shyness and feeling of insecurity. U-2 will probably make her adjustments quite satisfactorily in time.

U-3

According to the Bell Adjustment Inventory U-3 has very unsatisfactory personality adjustment. She is eighteen years old, five feet four inches tall, and weighs 110 pounds. Her hair is dark brown and her eyes are blue. There is a guarded look in her eyes which is quite noticeable.

On the American Council on Education Psychological Examination, U-3 ranked in the ninetieth percentile. On the Cooperative English Mechanics of Expression test and the Cooperative English Reading Comprehension test, she ranked in the ninety-first and ninety-sixth percentiles, respectively.

In home adjustment, U-3 has very unsatisfactory adjustment. When U-3 was five years old, her parents were divorced because of her mother's devotion to her church. U-3 feels that her mother is fanatical and blames her unhappy home life on her mother. U-3's activities were strictly limited by her mother. She did not have a date with a boy until after she graduated from high school. Until she was a senior in high school, U-3 had seen only two movies, one of which was a Shirley Temple picture. The books she read were selected by her mother, as were her friends. She was allowed to take part in school activities such as the glee club and homemaking club, but after school hours she was not permitted to take part in social activities. U-3 said frankly that she disobeyed her mother and attended a few social gatherings, but

very few. U-3 has three sisters, two older and one younger. One older sister is an invalid who has to be closely attended and a great deal of U-3's time was spent with this sister when U-3 was living with her mother. Her father has married again and lives with his wife in U-3's home town. According to the divorce agreement, when the children had graduated from high school they were to choose the parent with whom they wished to live. Early on the morning after graduation, U-3 packed a bag and went to her father's home. She told no one in her mother's household that she was leaving. She lived with her father and step-mother until she came to college and at the present time she considers their home hers. Although she visits her mother occasionally and even feels a little sorry for her, she is very bitter toward her mother.

U-3 has unsatisfactory health adjustment. When she was in the second grade she had an accident which displaced two vertebrae. A short time later she fell out of a tree and this aggravated the condition caused by the original accident. She said that her back hurts all the time, but sometimes she forgets about it for a while. She feels that lifting her invalid sister has hurt her back, but she evidently has a tender feeling for D., her sister. In discussing her mother's religion, she said, "Mother could never make me join her church, but if D. can get any happiness out of giving up coffee to help her soul, I'm glad. After all, she doesn't have anything else, so I just didn't say much about it." U-3 feels that the pain in her back makes her nervous and irritable; however, she thinks her back does not bother her since she is in college as much as it did when she was at home.

U-3 has average social adjustment. She stated that she had been lonesome for so long that just being with people and going where others went was very enjoyable. Since she has lived with her father, she has learned to dance and has had dates with boys. She laughingly said, "I have a lot to catch up on."

U-3 likes college life very much. For the first term she made one A and four B's. For the second term she made three A's and two B's. She is an art major. She feels that some social prestige accompanies having a college degree and she definitely wants to complete her college course. U-3 has a very unfortunate attitude toward vocational plans. She made the following statement, "I will never have to work. My father is an attorney and he will send me to a school in the east or let me do anything else I want to." When she was asked what she would do in the event that she should have to work, she replied, "Oh, I don't know, but I'll never have to, anyway."

U-3 has unsatisfactory emotional adjustment. She is the victim of many fears. She is afraid of the dark, of snakes, of fire, etc. She blushes and cries readily. Lack of experience in social situations makes her shy and self-conscious.

U-3 was rated by ten teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, she was rated above average by eight teachers and average by two. On energy, enterprise, industry, and initiative, she was rated above average by eight teachers and average by two. On earnestness, perseverance, and seriousness of purpose, she was rated above average by eight teachers

and average by two. On personal appearance, neatness, care of person and dress, she was rated above average by eight teachers and average by two. On disposition, courtesy, tact, and respectfulness, she was rated above average by seven teachers and average by three.

U-3 has recognized that she has many adjustments to make. She is intelligent and realizes that her family relationships have caused her to develop some unwholesome attitudes. It is quite probable that she will make a wholesome adjustment, although it may take some time.

U-4

According to the Bell Adjustment Inventory, U-4 has very unsatisfactory personality adjustment. She is a young married woman eighteen years old. She is small and delicate looking. Her height is five feet two inches and her weight is 112 pounds. She is not physically attractive.

On the American Council on Education Psychological Examination, U-4 ranked in the thirty-third percentile. On the Cooperative English Mechanics of Expression and the Cooperative English Reading Comprehension tests, she ranked in the thirty-ninth and forty-second percentiles, respectively.

U-4 has average home adjustment. She seems to have no strong feeling about her family. She has a younger brother and two younger sisters. Her father was rather strict, but evidently this did not disturb her, for she said, "Sometimes I had to do things my father couldn't understand, so I just did them without telling him."

Her marriage occurred when she and her husband were in high school. They were both sixteen years old at the time. Her parents did not object

to the marriage, and U-4 stated, "I was never happy until after I was married." Since she was not intimate with her mother, she received her sex instruction from her husband. At the present time, U-4's husband is in the United States Army and she lives alone in their apartment. Although her parents live only a few miles from Huntsville, she declared that she would not go home to live "for anything".

U-4's health adjustment is very unsatisfactory. She has kidney trouble and chronic appendicitis. Her eyes are weak, she is always tired, and she does not sleep well.

In social adjustment, U-4 is retiring. She is not interested in other people. "My husband and I don't care much about going out. We just like to be together," she said. She is shy and self-conscious. Her only close friend is her husband's sister.

U-4 does not enjoy going to college, but she feels that it is necessary. When she registered she made the following statement:

I am attending college to be able to help my husband get a start when the war is over, so we can have a home and family. That is my main and only objective in going to college.

Her major is home economics. She plans to teach as soon as possible. Her grades have been very poor. For the first term she made three C's and one D, and for the second term she failed three courses and made one E. She works in the afternoons and evenings at a picture show and usually feels too tired to study.

U-4 has very unsatisfactory emotional adjustment. She is nervous, shy, and ill-at-ease. Her husband's safety worries her a great deal. She worries about financial matters, too. She is moody and blue most of the time. Her explanation for her unhappiness is that she misses

her husband so much.

U-4 was rated by eight teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, U-4 was rated average by six teachers and below average by two teachers. On energy, enterprise, industry, and initiative, she was rated above average by one teacher, average by five, and below average by two teachers. On earnestness, perseverance, and seriousness of purpose, she was rated above average by one teacher, average by six, and below average by one. On personal appearance, neatness, care of person and dress, she was rated above average by one teacher, average by six, and below average by one. On disposition, courtesy, tact, and respectfulness, she was rated above average by one teacher and average by seven teachers.

U-4 has a negative attitude toward her problems. She is bitter because her husband had to go into the service. Her feeling is that when the war is over and he comes home, she will be completely happy.

U-5

According to the Bell Adjustment Inventory, U-5 has very unsatisfactory personality adjustment. She is sixteen years old, five feet six inches tall and weighs 129 pounds. She is average in appearance and looks rather frightened.

On the American Council on Education Psychological Examination, U-5 ranked in the one-hundredth percentile. On the Cooperative English Mechanics of Expression test and the Cooperative English Reading Comprehension test, she ranked in the one-hundredth and ninety-ninth percentiles, respectively.

U-5 has unsatisfactory home adjustment. Her father deserted the family two years before his death, which occurred when U-5 was four years old. There are four sisters older than U-5 and one younger brother. U-5's grandmother does the housekeeping while her mother teaches. U-5's uncle, who is unemployed, lives with them. She complained that she had no privacy at home because of the number in the household. Although her relations with her mother are pleasant, U-5 is not intimate with her mother. She resents the presence of her grandmother and uncle in the home. Evidently, she does not care a great deal about her sisters and brother and is glad to be away from home.

U-5's health adjustment is unsatisfactory. When she was five years old, she was in bed nearly a year because of infected tonsils, which were removed later. She thinks of herself as a weak, delicate person. She wears glasses regularly. Fatigue and lack of appetite trouble her to some extent.

In social adjustment, U-5 is very retiring. She is extremely maladjusted in this area. She avoids all social gatherings and people in general bore her. Dancing and sports do not interest her, and she does not have dates, although she said that she would like to have dates "sometimes". She does not make friends readily and shows no concern because she does not. All of the girls she knows are "silly". She avoids attention and tries to be as inconspicuous as possible.

Her school work is satisfying to U-5. She wants to go to a large school and major in journalism after she has completed two years of general work. Her grades for the first term in college were five A's

and one C. For the second term they were four A's, one B, and one C. Making good grades seems to be her one source of personal satisfaction. She wants very much to be a writer. This is her only vocational aim.

U-5 has very unsatisfactory emotional adjustment. She is a dreamer who has not learned to face the world of reality. Moody, suspicious, self-conscious, and intolerant--all of these things tend to make her emotionally unstable. She realizes that she is "nervous and sensitive". This is the only area of maladjustment about which she shows any concern.

U-5 was rated by nine teachers on five groups of personality traits as to whether she was above average, average, or below average. On character, sense of honor, reliability, and dependability, U-5 was rated above average by two teachers and average by seven. On energy, enterprise, industry, and initiative, she was rated above average by five teachers and average by four teachers. On earnestness, perseverance, and seriousness of purpose, she was rated above average by five teachers and average by four teachers. On personal appearance, neatness, care of person and dress, she was rated above average by one teacher and average by eight teachers. On disposition, courtesy, tact, and respectfulness, she was rated above average by two teachers and average by seven teachers.

U-5 is a very unhappy girl. She realizes that she is different, but she seems to blame other people for her own shortcomings. She makes few efforts to adjust.

General Information on the Two Groups

Certain items of factual nature pertaining to Group S and Group U are presented to aid in determining the factors which distinguish between

well adjusted and poorly adjusted freshman women.

The ages of the subjects are shown in Table XVIII. There are no

TABLE XVIII
AGES OF SUBJECTS

Group	Well Adjusted			Maladjusted		
	16	17	18	16	17	18
Number	0	3	2	2	1	2

subjects sixteen years old in the well adjusted group, while two subjects in the maladjusted group are sixteen. Three subjects in the well adjusted group are seventeen years old, while only one subject in the maladjusted group is seventeen. Two subjects in the well adjusted group and two in the maladjusted group are eighteen years old.

In Table XIX data on the parental relationship of the subjects are shown. The parents of all of the well adjusted subjects are living

TABLE XIX
PARENTAL RELATIONSHIPS OF SUBJECTS

Relationship	Well Adjusted	Maladjusted
Parents living together	5	3
Widowed mother	0	1
Parents divorced	0	1

together, while the parents of three of the poorly adjusted subjects are living together. The father of one subject in Group U is deceased.

The parents of one subject in the maladjusted group are divorced.

In Table XX are presented data on the number of siblings of the subjects in the two groups. In the well adjusted group, one subject

TABLE XX
NUMBER OF SIBLINGS OF SUBJECTS

No. of Siblings	Well Adjusted	Maladjusted
None	1	0
One	1	0
Two	2	1
Three	0	2
Four	0	1
Five	0	1
Seven	1	0

has no siblings, one subject has one sibling, two subjects have two siblings, and one subject has seven siblings. In the poorly adjusted group, one subject has two siblings, two have three siblings, one subject has four siblings and one subject has five siblings.

In Table XXI are presented data on the occupations of the fathers of the subjects. One father in Group S is a mechanic, one is a parts foreman, one is a detective, and two are oil field workers. In Group U, one father is a mail carrier, two are oil field workers, one is a lawyer, and one was a doctor.

Data on the occupations of the mothers of the subjects are shown in Table XXII. Two of the mothers of subjects in Group S have employment

TABLE XXI
OCCUPATIONS OF FATHERS OF SUBJECTS

Occupation	Well Adjusted	Maladjusted
Mechanic	1	0
Parts Foreman	1	0
Detective	1	0
Oil Field Worker	2	2
Lawyer	0	1
Mail Carrier	0	1
Doctor	0	1

other than keeping house. One is a deputy county clerk and one is a journalist. Only one mother in Group U has employment other than keeping house. She is a teacher.

TABLE XXII
OCCUPATIONS OF MOTHERS OF SUBJECTS

Occupation	Well Adjusted	Maladjusted
Housewife	3	4
Teacher	0	1
Deputy County Clerk	1	0
Journalist	1	0

Data on the major fields of study of the subjects are shown in Table XXIII. One well adjusted subject and one maladjusted subject are art majors. Two well adjusted subjects and one maladjusted subject are

majoring in business administration. One subject in each group is a home economics major. One subject in each group is taking a general course before selecting a major. One subject in Group U is majoring in library science.

TABLE XXIII
MAJOR FIELDS OF STUDY OF SUBJECTS

Field	Well Adjusted	Maladjusted
Art	1	1
Business Adm.	2	1
Home Economics	1	1
General	1	1
Library Science	0	1

Data on the favorite leisure time activities of the subjects are shown in Table XXIV. Two subjects in Group S named sports as their

TABLE XXIV
FAVORITE LEISURE TIME ACTIVITIES OF SUBJECTS

Activity	Well Adjusted	Maladjusted
Sports	2	0
Dancing	2	0
Reading	1	2
Drawing	0	1
Keeping Scrapbooks	0	1
Music	0	1

favorite leisure time activity, two named dancing, and one named reading. Two subjects in Group U named reading as their favorite activity, one named drawing, one named keeping scrapbooks, and one named music.

Data on the vocational choices of the subjects are shown in Table XXV.

TABLE XXV
VOCATIONAL CHOICES OF SUBJECTS

Vocation	Well Adjusted	Maladjusted
Writer	0	1
Teacher	0	1
Secretary	2	0
Home Demonstration Agent	1	0
Commercial Artist	1	0
Undecided	1	3

Two subjects in Group S want to be secretaries, one wants to be a home demonstration agent, one wants to be a commercial artist, and one has made no choice. One subject in Group U wants to be a writer, one wants to be a teacher, and three have made no choice.

Ratings by Teachers of the Subjects on Personality Traits

Data taken from the semester reports of instructors who taught the subjects during the 1944-1945 school year and showing ratings of the subjects on five groups of personality traits are presented in Table XXVI. The total number of ratings within each group of traits for the well adjusted subjects is forty-nine. For the maladjusted subjects, the total number of ratings within each group of traits is forty-six.

TABLE XXVI
DISTRIBUTION OF TEACHER RATINGS ON PERSONALITY TRAITS OF THE SUBJECTS

Group	Character, Sense of Honor, Reliability, Dependability												Energy, Enterprise, Industry, Initiative												Earnestness, Perseverance, Seriousness of Purpose																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
	1*				2				3				Total				1				2				3				Total				1				2				3				Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
	Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent		Per		Cent	

Group	Personal Appearance, Neatness, Care of Person and Dress								Disposition, Courtesy, Tact, Respectfulness							
	1		2		3		Total		1		2		3		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
S	25	51	23	46.9	1	2.1	49	100	32	65.3	17	34.7	0	0	49	100
U	20	43.4	25	54.3	1	2.2	46	99.9	21	45.6	25	54.3	0	0	46	99.9

* 1 indicates above average; 2 indicates average; 3 indicates below average.

These totals vary because every student did not take a full load of five courses each semester.

On character, sense of honor, reliability, and dependability, twenty-four, or 49 per cent, of the ratings on the well adjusted subjects were above average, while seventeen, or 36.9 per cent, of the ratings on the maladjusted subjects were above average. There were no significant differences in the number of average and below average ratings assigned to the two groups on the first group of traits.

On energy, enterprise, industry, and initiative, teachers did not distinguish between the two groups in their ratings since there is little difference between the number of above average and below average ratings for each group.

On the third group of traits--earnestness, perseverance, and seriousness of purpose--there were no significant differences between the two groups.

Twenty-five, or 51 per cent, of the ratings on the well adjusted subjects were above average on personal appearance, neatness, care of person and dress, while twenty, or 43.3 per cent, of the ratings on the maladjusted subjects were above average in this area. There were no other significant differences in this area.

On disposition, courtesy, tact, and respectfulness, thirty-two, or 65.3 per cent, of the ratings on the well adjusted group were above average, while twenty-one, or 45.6 per cent, of the ratings on the maladjusted group were above average in this area.

Summary

Group S and Group U differ markedly in home adjustment. The home

adjustment of the subjects in Group S is good or excellent, while the home adjustment of the subjects in Group U ranges from average to very unsatisfactory.

In health adjustment the two groups differ. The subjects in Group S range from average to excellent in health adjustment, while the subjects in Group U range from average to very unsatisfactory.

In social adjustment, the subjects in Group S range from average to very aggressive, while the subjects in Group U range from aggressive to very retiring.

Good emotional adjustment distinguishes the well adjusted group from the poorly adjusted group. Four subjects in Group S have excellent emotional adjustment and one has average emotional adjustment. Two subjects in Group U have unsatisfactory emotional adjustment and three have very unsatisfactory emotional adjustment.

As a group, the maladjusted subjects are younger than the well adjusted subjects.

The parents of all the subjects in Group S are living together, while the parents of two subjects in Group U are permanently separated.

There are no distinct differences between the two groups shown by the number of siblings of the subjects.

Using the occupations of the parents of the subjects as a criterion, it may be said that the subjects in both groups have average socioeconomic backgrounds.

The two groups differ noticeably in favorite leisure time activities. The well adjusted subjects named activities that are social in nature, while the maladjusted subjects named activities that are carried

on independent of others.

Three maladjusted subjects are undecided as to the choice of an occupation, while only one well adjusted subject is undecided.

The subjects in Group S received more above average ratings on personality traits than the subjects in Group U.

the
extent of
relied in San Houston
and to present conclusions
In Chapter II data
rated of the subjects the Bell
were on the
personality
the case studies of
adjustments of the
justments of the
possible factors
adjusted personally
General Summary
According to Adjustment Inventory, of
the per-
had scores
had
of the highest percentage

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to bring together in the form of a summary significant facts of the foregoing study on the nature and extent of personality maladjustment of 182 college freshman women enrolled in Sam Houston State Teachers College for the year 1944-1945, and to present conclusions and recommendations.

In Chapter II data on the nature and extent of the personality maladjustment of the subjects as measured by the Bell Adjustment Inventory were presented. In Chapter III data on the relationship of personality adjustment to intelligence were presented. In Chapter IV the case studies of five freshman women with the most satisfactory adjustments of the group and of five with the least satisfactory adjustments of the group were presented with the view of determining possible factors differentiating satisfactorily and unsatisfactorily adjusted personalities.

General Summary

According to the Bell Adjustment Inventory, eighteen per cent of the 182 freshman women had scores indicating above average total personality adjustment, while thirty per cent of the subjects had scores indicating below average total adjustment. The area of home adjustment had the highest percentage of scores indicating above average adjustment, while the area of health adjustment had the highest percentage of scores indicating below average adjustment, closely followed by

the area of emotional adjustment.

The coefficients of intercorrelation found in the four areas of adjustment indicate some positive relationship, but were not sufficiently high in any instance to indicate what a person's adjustment in one category would be by knowing his adjustment in the other category.

As measured by the instruments used in this study, there seems to be little relation between the various aspects of personality adjustment and intelligence. It is as likely that students of low ranking in intelligence will have satisfactory adjustment in each category of personality as it is likely that students of high ranking in intelligence will have satisfactory adjustment. Also, it is as likely that students of high ranking in intelligence will have unsatisfactory adjustment in each category of personality as it is likely that students of low ranking in intelligence will have unsatisfactory adjustment.

Case studies were made of five well adjusted women and five poorly adjusted women in order that comparisons might be made to find factors that might possibly distinguish well adjusted from poorly adjusted freshman women. The five well adjusted cases compose Group S and the five poorly adjusted cases compose Group U. In home, health, social, and emotional adjustment, the subjects in Group S have scores indicating above average adjustment, while the subjects in Group U have scores indicating below average adjustment. According to the present study, age, parental relationship, leisure time activities, and the choice of an occupation seem to be factors that affect personality adjustment of college freshman women. Group S received more above average ratings on personality traits than Group U, although the teachers who rated the

subjects did not definitely distinguish between the two groups in every instance.

Conclusions

From the findings of this study, the following conclusions are drawn:

1. The present personnel service for freshman at Sam Houston State Teachers College is directed by the Committee on Student Personnel and Guidance. At the beginning of the school year, the freshmen are divided into groups and each group is assigned to a faculty adviser. The students are encouraged to take their problems to their advisers, but most students hesitate to go to a busy teacher who is often a comparative stranger. There is no central personnel office organized and staffed for the purpose of helping students with their problems. The testing service provided is limited to the administration of three tests. The American Council on Education Psychological Examination, the Cooperative English Mechanics of Expression test, and the Cooperative English Reading Comprehension test are administered to all freshmen. There are no personality tests, interest inventories, vocational preference blanks, or similar standardized tests provided by the personnel service. A definite need for an expanded personnel service for freshman women at Sam Houston State Teachers College is indicated by the present study.
2. Intelligence test ratings are not reliable measures of personality adjustment.

Recommendations

The following recommendations based on a consideration of the findings of this study are made:

1. That the present student personnel and guidance program at Sam Houston State Teachers College be expanded to meet the needs of freshman women adequately.
2. That the expanded program of student personnel and guidance afford opportunities for students to make self-analyses using adjustment inventories, vocational interest blanks, aptitude tests, and other standardized tests which might help them to understand their problems.

BIBLIOGRAPHY

- Blake, Mabelle Babcock, Guidance for College Women, D. Appleton and Company, New York, 1926.
- Bragdon, Helen D., Counseling the College Student, Harvard University Press, Cambridge, 1929.
- Broxson, J. A., "Problem Teachers," Educational Administration and Supervision, vol. XXIX (March, 1943)
- Carroll, Herbert A. and Helen M. Jones, "Adjustment Problems of College Students," School and Society, vol. LIX (April 15, 1944)
- Clark, W. A. and L. F. Smith, "Further Evidence on the Validity of Personality Inventories," Journal of Educational Psychology, vol. XXXIII (February, 1942)
- Crow, Lester D. and Alice Crow, Mental Hygiene in School and Home Life, McGraw-Hill Book Company, Inc., New York, 1942.
- Fenton, Norman, Mental Hygiene in School Practice, Stanford University Press, Stanford University, California, 1943.
- Fry, Clements C. and Edna G. Rostow, "The Problem of College Mental Hygiene," Mental Hygiene, vol. XXV (October, 1941)
- Gaskill, Harold V., Personality, Prentice-Hall, Inc., New York, 1936.
- Garrett, Henry E., Statistics in Psychology and Education, Longmans, Green and Company, New York, 1937.
- Good, Carter V., A. S. Barr, and Douglas E. Skates, The Methodology of Educational Research, D. Appleton-Century Company, Inc., New York, 1936.
- Greene, Edward B., Measurement of Human Behavior, The Odyssey Press, New York, 1941.
- Greene, J. E. and Thomas F. Staton, "Predictive Value of Various Tests of Emotionality and Adjustment in a Guidance Program for Prospective Teachers," Journal of Educational Research, vol. XXXII (May, 1939)
- Hollingworth, Leta S., "Intelligence as an Element in Personality," The Thirty-Ninth Yearbook of the National Society for the Study of Education, edited by Guy Montrose Whipple, Public School Publishing Company, Bloomington, Illinois, 1940.

- Keys, Noel and M. S. Guilford, "Validity of Certain Adjustment Inventories in Predicting Problem Behavior," Journal of Educational Psychology, vol. XXVIII (December, 1937)
- Leary, Daniel Bell, Modern Psychology, J. B. Lippincott Company, Philadelphia, 1928.
- Lefever, D. Welty, Archie M. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance, The Ronald Press Company, New York, 1941.
- Lindeman, Eduard C., "The Goal of American Education," Democracy's Challenge to Education, Farrar and Rinehart, Inc., New York, 1940.
- Lorge, Irving, "Intelligence and Personality as Revealed in Questionnaires and Inventories," The Thirty-Ninth Yearbook of the National Society for the Study of Education, edited by Guy Montrose Whipple, Public School Publishing Company, Bloomington, Illinois, 1940.
- McKinney, Fred, "Developing Personalities in High School and College," Education, vol. LXIII (June, 1943)
- Major, Charles L., "A Program of Guidance for Freshmen in a Small College," School and Society, vol. XLIX (January, 1939)
- Menninger, Karl A., The Human Mind, The Literary Guild of America, New York, 1930.
- Remmers, H. H. and N. L. Gage, Educational Measurement and Evaluation, Harper and Brothers, New York, 1943.
- Rivlin, Harry N., Educating for Adjustment, D. Appleton-Century Company, Inc., New York, 1936.
- Rogers, Carl R., Counseling and Psychotherapy, Houghton Mifflin Company, New York, 1942.
- Stagner, Ross, "The Relation of Personality to Academic Aptitude and Achievement," Journal of Educational Research, vol. XXVI (May, 1935)
- Stump, N. Franklin, "What Counseling Services Do College Freshmen Expect to Receive?" School and Society, vol. LVI (July, 1942)
- Sullivan, Elizabeth T., "Personality and Personal-Social Adjustment," Education, vol. LXIII (June, 1943)
- Symonds, Percival M., Diagnosing Personality and Conduct, The Century Company, New York, 1931.
- "Mental Hygiene in Education," Teachers College Record, vol. XLII (May, 1941)

- Thorpe, Louis P., "The Nature and Significance of Good Personality,"
Education, vol. LXI (June, 1941)
- Tiegs, Ernest W., "Measuring Personality Status and Social Adjustment,"
Education, vol. LXIII (June, 1943)
- Traxler, Arthur E., "The Reliability of the Bell Inventories and Their
Correlation with Teacher Judgment," Journal of Applied Psychology,
vol. XXV (December, 1941)
- Turney, Austin H. and Mary Fee, "An Attempt to Use the Bell Adjustment
Inventory for High School Guidance," School Review, vol. XLIV
(March, 1936)
- Wakeham, G., "He Teaches Mostly Freshmen," School and Society, vol. LVI
(October, 1942)
- Whitney, F. L., The Elements of Research, Prentice-Hall, Inc., New York,
1937.
- Witty, Paul A. and Charles E. Skinner, Mental Hygiene in Modern Education,
Farrar and Rinehart, Inc., New York, 1939.