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Adjustment and Interests of Fourth Year Minor Seminarians Studying for the Diocesan Priesthood

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**ADJUSTMENT AND INTERESTS OF FOURTH YEAR
MINOR SEMINARIANS STUDYING FOR
THE DIOCESAN PRIESTHOOD**

by :

John Robert Gorman

**A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts**

June

1961

LIFE

John Robert Gorman was born in Chicago, Illinois, December 11, 1925.

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CHAPTER I

INTRODUCTION

The training of a young man for the priesthood is an extremely important work. The candidate must have certain qualities of soul, body, personality and intellect. The program of formation must be geared to bring out the finest traits of these young men.

In order that the candidate might better know himself, in order that the seminary program might know and test their candidates, many say that psychology has a great deal to contribute.

In this study some modern psychological instruments to describe the adjustment and interest patterns of a fourth year group of minor seminarians were used. These were The Minnesota Multiphasic Personality Inventory (MMPI), the Kuder Preference Record and the Mooney Problem Check List.

This study is being done as a companion thesis with Andrew McDonagh who is doing a similar investigation with the

first year college group from this same seminary.

We divided the "Review of Literature." This study will be mainly concerned with the MMPI: McDonagh's study will review the Kuder Preference Record and the Mooney Problem Check List.

Specifically, the author tested the following hypotheses:

1. That a group of fourth year minor seminarians, studying for the diocesan priesthood, is a normally adjusted population with its own characteristic interest patterns.
2. The judgment of their superiors will confirm the above statement.
3. Within this group there is a small number of students who show tendencies towards poorer adjustment. An empirically chosen "cutting-point" can be used to distinguish this group from the total sample of that year.
4. This fourth year group of minor seminarians will prove to be essentially the same population as the fifth year group from the same seminary in personality adjustment and interests.

This study is mainly descriptive. It is the first of a projected series of personality inventories planned for this seminary population. The investigator hopes eventually, through these studies, to set up localized norms for a seminary testing

program.

From the very beginning, as St. Paul (I Tim. iii.2-7; Titus i.5-9) testified, it was the practice of the Church to investigate the human qualities of the candidates for the priesthood. The official legal code of the Church has been very explicit about physical qualifications. Canon 984 instructs superiors to watch for corporeal defects, epilepsy and deprivation of reason in the men who aspire to the priesthood. The recent pontiffs each have made very pointed references to the care and solicitude superiors are to have in the examination of seminarians. Pius XI (1936) has written "Popes and congregations insist that bishops should not be content with mere absence of grave defects, but also seek positive signs of aptitude for candidates for the priesthood." Pius XII (1951, p.28) points out:

achievement in the erection and management of seminaries for the education of future priests deserves all praise. But it would be of little avail were there any lack in the selecting and approving of the candidate. They /superiors/ must indeed foster and strengthen vocations with sedulous care, but with no less zeal they must discourage unsuitable candidates, and in good time send them away from a path not meant for them.

The Holy Father continues and explains what He means by the

word "unsuitable." "Such are all youths who show a lack of necessary fitness, and who are therefore, unlikely to persevere in the priestly ministry both worthily and becomingly." One further quotation from the writings of Pius XII serves to strengthen the position the Holy See has taken recently in this matter: (1951,p.35)

We deem it useful and exhort you to continue to examine with your knowledge prudence and with care whether those who wish to receive Holy Orders are physically fit, all the more so because the recent war has not infrequently left deadly traces on the rising generation, and has disturbed them in many ways. For this reason, the candidates should be carefully examined and where necessary, the judgment of a good physician should be sought.

It is obviously the mind of the Church that before a man be accepted for the priesthood, his "fitness" must be proven. His physical fitness is certainly required. There is no superior who would hesitate to call in a reputable medical doctor to examine the candidate and furnish the superior with his medical estimation of the physical status of an individual.

Benko and Nuttin (1956) take this position in light of the above quotations:

Pius XII draws attention to the possible necessity of consulting a physician, a layman.... Let us go one step further and ask the question: if one trusts the

physician when there is a question of an examination of the body, of physical health, if one judges that his advice constitutes in some fashion a criterion of the fitness of the candidate for the priesthood; for what reason would not one trust the examination of intelligence, of intention, to a psychologist.

Benko and Nuttin throughout their writings have made a very important distinction between the psychological examination of the vocation and the psychological examination of the individual who is presenting himself as a candidate for the priesthood.

They go on to say:

certainly one might ask in what measure psychological equilibrium constitutes, for religious or priestly life, a condicio quo non. The practice of genuine virtue, and even great achievement therein, are possible in the man who is unbalanced and even in one who is deceived about his fundamental motives. Nevertheless it is wise to note two things: Disequilibrium is accompanied by constructive qualities only in the "rich" personality, in whom psychic trouble consist less in a lack of maturity than in unequal development and disproportion in certain traits. That is the essential distinction. Psychological equilibrium does mean the total absence of certain "excesses;" it is not a question of the state of the soul which characterizes a type of man who is completely at rest. Psychological equilibrium is a question of maturity and of integration. Furthermore, in the case of a priest, who fulfills in the midst of men one or more apostolic functions--certain forms of psychological disequilibrium could be harmful, not only to the dignity of his functions, but even more to the well-being of the persons towards whom he directs his apostolate. Even if one admits that the man who is psychologically unbalanced can attain, eventually in

the religious life a high degree of sanctity and personal perfection, the priest in contact with the world of men will not normally be able to shoulder the responsibilities of the apostolate unless a constellation of human qualities sustains his supernatural life. This is what is important, it seems to us, to neglect nothing which could improve the methods of psychological diagnosis of the candidate for the priesthood. (Benko & Nuttin, 1956, pp.vii-ix)

Most of the writing in this field seems to be in Europe, especially France. Benko and Nuttin (1956, p.15) refer to works of Biot-Galimard, Cahen-Salabelle, Cossa, Couly, Bok and Larere, Brnst, Geraud, Nabais and Sinety. These evidently are efforts to bring the superiors to an awareness of some growing problems, and possibly of some solutions.

Couly draws a strong argument for the training of professional advisers for the superiors of religious communities and seminaries. "...it is the manias, the singularities, the minor traits which have no meaning to most men which are, on the contrary, for an experienced doctor, the certain index of an extremely dangerous mental illness." (1927, p.118)

Moore (1936a, 1936b) was the real pioneer in the United States in this field. As early as 1936 he published the results of an extensive scientific survey on the subject of insanity in priests and religious. He was impressed by the disproportion-

ately high frequency of functional mental disorders found among both secular and order priests and among the members of the religious sisters and brothers. He argued strongly for some type of psychological screening of candidates for religious life and the priesthood.

In a recent article by McAllister and Vanderveldt (1961, p.51) some interesting confirmation of Moore's study is offered. They found that priests who have suffered emotional disorders after ordination admit having the roots of these problems early in their seminary training. The predominant diagnosis of emotional disorders for the priest seems to be some form of a schizophrenic reaction. For the lay person the diagnosis seems to be more towards the affective and involutional psychoses. The fact that these disorders seemed to be present early in the man's life argues strongly for a testing program in the seminary. The fact that the predominant diagnosis is some sort of schizophrenic reaction suggests the superiors might re-examine the seclusion of seminary life.

In 1957 The American Catholic Psychological Association conducted a symposium on psychological assessment in religious vocation. The following is a summary of their ideas.

Traditionally the means of deciding on the fitness of a candidate for the religious life was the personal judgment of the superior. Of course, this decision was based on many factors: intellectual achievement, behavior and opinions of other teachers and directors.

William C. Bier (1959b) suggested that in addition to the traditional judgment about a candidate, further information concerning his psychological suitability for such a way of life might be measured.

Psychological suitability is a broad concept and can be broken down into three component parts:

1. Psychological Maturity.
2. Mental Health.
3. Psychological Adjustment.

1. Psychological Maturity involves the ability to function as an adult psychologically. It includes emotional maturity, social participation and the capacity for responsibility, to mention but a few of the more obvious characteristics. It is the end product of a growth. It takes time, requires definite experiences, and is not necessarily connected with mere chronological age.

Borrowing the description of psychological maturity from Landis and Bolles (1950,p.43) it comprises:

1. a satisfactory capacity for work.
2. freedom from prolonged emotional conflicts.
3. ability to make decisions without undue stress or delay, plus the ability to accept responsibility for the decisions which one makes.
4. the capacity for pleasure in ordinary contacts.
5. the ability to understand the emotional needs of others and a capacity to respond to them.

2. Mental Health. The concept of health, whether it be physical or mental health, means the ability to function in a sound and adequate manner. The opposite of health is disease. If you break that word down, you find di-ease, the lack of ease. Whether it is called uneasiness, or pain, or distress, or trouble, or discomfort or any other name, it is clear that there is an over-all lack of ease which is characteristic of unhealthy functioning. The mentally healthy person, therefore, is one who is psychologically at ease.

3. Psychological Adjustment. This term, like the first two, is just a shade off the general concept of psychological suitability. Its overtone brings in the idea of adaptability. Adaptability is necessary for every living organism, it is the law of survival, the formula for harmony and the necessary

condition for happiness. The tree that cannot bend with the wind breaks and dies. Rigid personalities who simply cannot adjust to circumstances are people for whom life is always difficult and sometimes intolerable.

Therefore, the psychological suitable candidate for religious life is an individual who is emotionally mature, mentally healthy and psychologically well-adjusted.

But, can this maturity, this health, this adjustment always be measured accurately by the traditionally accepted method of observation and interview? Could not a more scientific procedure of measurement aid in this decision?

I. Religious Justification of Testing Procedures

This is the area, probably, where most of the opposition to testing is seen. Many objectors would say a vocation is a supernatural thing. It is not to be measured by some natural instrument. This statement is most certainly correct. Nor is it the object of a testing program to test the presence or absence of this supernatural gift. The testing program is aimed at human personality of the candidate. Its sole aim is to test whether this candidate is psychologically suitable or not.

Canon 538 of the Code of Canon Law makes it very clear that "not everyone is fit to bear the burdens of the religious state."

Convincing evidence of the compatibility of the psychological evaluation of the candidates and the concept of the vocation comes from a recent decree of the Sacred Congregation of Religious of July 7, 1956, implementing the Apostolic Constitution, "Sedes Sapientiae," of the late Pope Pius XII given on May 31, 1956. Article 33 of this decree of the Sacred Congregation of Religious reads as follows:

The particular signs and motives of genuine vocation must be attentively weighed in those to be admitted to the novitiate according to the age and condition of the candidate. Both the moral and the intellectual qualities of the candidate must be accurately and thoroughly examined. Moreover, their physical and psychological fitness must also be examined, relying in this on the medical history and diagnostic judgment of an experienced doctor, either in relation to strongly hereditary diseases, especially mental ones; the judgment of the doctor must be recorded in the report of each candidate.

It seems, from this quotation, that the Sacred Congregation of Religious, speaking in the name of the Holy Father, sees no interference between the psychological evaluation of applicants and the supernatural character of a religious vocation.

Masters of the spiritual life have always recognized the possibility of self-deception in the service of God, and modern psychology tends to reinforce their warnings by supplying instances where the supernatural motivations of a given individual may be quite superficial.

Bier (1959b,p.99) pointed out:

fear of contact with the world, or fear of competition of life in the world, can easily appear as perfectly orthodox religious motives of contempt for the world and a desire for perfection, just as the inability to tolerate even the idea of sexual activity can be interpreted by the individual as a love of chastity. In such cases, the individual is only superficially properly motivated; basically he is not. The supernatural motives of the individual are no more than rationalizations, and it is important in terms of the proper assessment of vocation that they should be recognized as such. This recognition is seldom easy, and this is why, in cases of this kind, the psychological expert may have an invaluable contribution to make.

Obviously, what Bier said is that in such a case the sincerity of the applicant is not being questioned, but the genuineness of the vocation is.

The main contribution that psychology has to offer in this regard is the help it can offer in evaluating the psychological fitness of the candidate. These qualifications constitute the natural side of the vocation. In no way does psychology trans-

gress the boundaries of the supernatural. We say that if a candidate does not have the physical requisites, then he does not have a vocation. Psychology is trying to say if a candidate does not have the psychological requisites he does not have a vocation.

Cardinal Tisserant said that the mere fact that recent developments in the social and psychological sciences are entirely new to the thinking of priests does not give the right to neglect these developments outright. (Curran, 1952, p.viii)

Aubrey A. Zeliner (1960, pp.96-105) states that he "has examined practically all recent pronouncements of the Holy See on psychological testing, and has listened to discussions of these pronouncements by conscientious and competent authorities and has found that there is no evidence on which to base disapproval of such testing."

II. Psychological Justification of Testing Procedures

A. Psychological Problems Characteristic of Our Age. It seems to be admitted by all men who are in a position to judge that our age is one of obvious stress, strain and anxiety. Two wars, the advent of highly destructive weapons, the cold wars, the national and international tensions, all contribute to a

very precarious balance in the emotional health of the world. These pressures make their mark on families; insecurity in the cradle of personality produces anxious children. About twenty per cent, or one out of every five, of the inductees into the armed forces during the last war had to be rejected for psychiatric reasons. In our country we have currently about 650,000 mental hospital patients, and this number is equal to the patients in all other hospitals combined. It is estimated that at the present rate of psychological difficulty one out of every twelve children born in a given year will need to go to a mental hospital some time during his or her lifetime. (Bier, 1959d, p.11)

Reviewing these statistics, it seems unrealistic to assume or hope that those who present themselves as candidates for religious life will be any different than a general cross section of the population.

The traditional ways of screening candidates are not sufficient. Bier (1959e, p.270) said:

The fact that our traditional sources of information are inadequate to detect these psychological problems is sufficiently proven, I think, by the number of psychological breakdowns in religious life in recent years. In terms of the work that I have been doing for the past ten years, I can assure you that a certain number of these psychological

breakdowns occur because the people who are admitted to religious life in the first place are psychologically unstable and unable to bear the burdens of that way of life.

B. Psychologically Ill People Are Attracted to Religion.

Verner Moore (1936a) received a grant from the Carnegie Foundation to investigate insanity among priests and religious in this country. He wanted to find out the percentage of priests, nuns and brothers who had been hospitalized for some mental disorder. He published his projected findings in the American Ecclesiastical Review.

Kelly (1958) has done a similar study more recently and her findings substantiate Moore's.

In both these studies the authors point out that men and women in religious life have a lower rate of insanity as compared with the population in general. However, there seems to be a greater incidence of certain types of mental disorders in religious life. There is a definite increase in the number of schizophrenic, compulsive, involuntional and depressive types among men and women in religious life.

These studies emphasize it is imperative that the psychological suitability of candidates for the religious life be tested by the best possible means.

C. Psychological Demands of Religious Life. Since the religious life is not a "natural" life, greater balance and psychological maturity is demanded here than in ordinary adult life. The person in religious life does not have the natural supports of human love and support. He must freely give up the satisfaction of three of the most basic and powerful drives in human nature: the sex drive (chastity), the drive for power through self-assertion (obedience) and the drive for power through acquisition of material goods (poverty). So powerful are these motive forces that some would deny the very possibility of leading an emotionally balanced life while committing oneself to such an ideal.

Joseph Nuttin (1953), in response to this objection, has made a profoundly apt statement and exposition of the psychological principles involved. It is the person who must be satisfied, not the individual need. This being true, William Bier (1953b) has come to the conclusion that candidates to the religious life and the priesthood should have stronger emotional resources than the average person in order to successfully cope with the psychological demands of this unique vocation.

Some of the concrete indications that the authors have

mentioned as reasons for eliminating candidates might be: Moore (1936b) "shut-in type, unsociable, irritable, violent and uncontrollable in their temper;" Vaughan (1957) "paranoid suspiciousness and definite deviant sexuality tendencies;" and Zellner (1960) "the hypochondriac who has a very abnormal concern for his health, the obsessive compulsive type whose problem shows up in scrupulosity and indecisiveness."

III. Description of Testing Procedures

A. The Director of the Testing. All the men writing on this subject are extremely careful to point out the absolute necessity of having a properly trained psychologist in charge of this program. The tests used are always secondary in importance. Their function is to supply data. The crucial part of the whole program is the judgment made from these data as to the psychological fitness or unfitness of the candidate. This demands a well-equipped and experienced psychologist. Bier (1954c), McCarthy (1942), Zellner (1960), Wauck (1959b), Vaughan (1957) and Kinnane and Tageson (1961) agree that he should have a doctorate in clinical psychology.

Beyond this requirement, the authors suggest, as the best possible arrangement, that the director of the testing program

also be a member of the religious community he is serving. This would be desirable for two reasons: it is easier for the religious to secure the confidence and cooperation of the applicant in responding to the test material; the responses of the applicant are to be evaluated in terms of suitability for religious life, and no one understands the religious life of this community as well as one of its members.

B. Tests to be Used. The tests are not the primary part of this program. There are many different tests, and it is perfectly conceivable that two different institutions might use slightly different tests in their screening. The judgment of the clinician is the important thing to be weighed. To obtain the information he needs to make this decision, he may choose several tests from the wide field of intellectual and personality testing.

Some of the testing programs suggested by the authors are as follows: Bier (1954c) suggests that it is desirable for his purposes to test the candidate in two major areas: intellectual and personality. For the intellectual area he uses a speed test and a power test. He feels these give a good estimate of the person's intellectual ability. An achievement test is also

administered, thus rounding out the testing of the intellectual side of the candidate. In order to test the personality of the individual, Bier suggests an effort be made to inquire into the conscious evaluation the subject has of himself. There are several standard forms for this type of inquiry. In addition, by the use of some of the projective techniques, he obtains a picture of the conscious aspirations of the candidate as well as his unconscious tendencies. The Rorschach test and/or a sentence-completion-type test serves this aim well.

Le Roy Wauck (1957a, p.67) feels that this type of testing should be conducted during the senior year of high school. He, like the other authors, would see these tests forming merely a part of the general information gathered about each candidate. A study of the family and social history, extensive individual interviewing plus the data gathered from a testing program would form the backdrop against which the final judgment about an individual's psychological suitability would be formulated:

If one desires no more than a rough estimate of mental brightness or scholastic aptitude, then one of the standard group of intelligence tests, or such tests as the ACE or the Ohio State Psychological Examination may prove satisfactory. However, if one wishes to obtain a more detailed and specific analysis of the actual functioning of the person's mental processes

and their integration, then an individual clinical analysis employing tests such as the WAIS and the Rorschach would appear to be necessary. (Wauck, 1959b, p.21)

Aubrey A. Zellner (1960) submits the following outline

"1. Intelligence Tests; 2. Achievement Tests (National norms, individual, local norms); 3. Interest Tests (Kuder, Strong); 4. Personality Tests." Among others he suggests the MMPI as he says:

it will bring out hypochondriasis, depression, feelings of uneasiness, nervous tensions, hostilities, aggression, effeminacy-masculinity, suspiciousness, compulsiveness, indecisiveness, grasp of reality, extremely bizarre thinking, hypomania or exaggerated drives, and finally sociability."

IV. Ethical Aspects of the Testing Program

It seems obvious that the superior has the obligation, as far as he is able, to see that he does not admit candidates who are either mentally ill, or likely to fall prey to mental disease, and thus become a scandal to the laity and a hindrance to the work of the Church. Further, the superior has the obligation to his own community to accept only those who will be able to lead this type of religious life.

Richard P. Vaughan (1958, p.28) reviewing the various obligations incumbent upon the superior, and also realizing the

fact that a well-conducted screening program can help to execute his responsibility, concludes "a superior would have the right to demand that a candidate submit to testing and interview under the threat of exclusion from the Congregation if he or she refused to comply."

As far as privacy and confidence are concerned, there is usually no problem about the results of aptitude or interest tests. Most candidates will submit freely to these tests. But even this material must be treated with the same secrecy as the information gathered from personality testing. The superior is bound by the same professional secrecy as the examining psychologist as far as the matter discovered about a candidate. No one else has a right to the information received. The superior has a right to inquire into certain areas if he thinks that such information is necessary for him to make a correct decision as to the fitness of the candidate.

This information cannot be revealed to anyone else without the express consent of the applicant. The only exception to this rule would be the general moral principle of considerable harm coming to this applicant or an innocent third person, i.e., another religious community.

V. Evaluation of the Present Scientific Status of Screening for Religious Vocations

In recent years there has been the birth of this program for the psychological evaluation of religious life. Many studies have been completed, mainly from Catholic University and Fordham University. In general, these studies agree in giving a consistent picture of the typical religious-in-training:

He is a person somewhat more submissive, dependent, introspective, and self-conscious than the average American. Compared with college students and students preparing for the profession of law, medicine, and dentistry, all of whom deviate in the direction of greater neuroticism, the seminarian is most deviant. (Bier, 1950a)

If these studies are correct, we might ask ourselves how accurate are the tests used currently for this type of testing?

Bier contends that the MMPI does give a valid picture of the seminarian's personality. (Bier, 1948) One of his students (Skrincosky, 1953) showed that on the MMPI, when inappropriate items replaced appropriate ones, the test is even more discriminating. [This Bier later said was "of no avail." (Wauck, 1957a, p.3)]

The scientific status of current screening programs gives us this much information:

1. Persons attracted to religious life generally have specific personality characteristics and interests which can be identified through psychometric devices.
2. While it is true that religious tend to possess a few personality traits which characterizes them as a group, on other personality traits there are as wide individual differences as one would expect to find in any occupational group.
3. It is clear that personality is changed by living in religious life. However, the degree and the direction of that change is probably a function of the behavioral demands made upon the individual at certain stages of his life in religion and on the nature of his religious community rather than on years spent on religion. (McCarthy, 1959, p.39)

It is the intention of the author in this study to gather some data on this seminary group through the use of a limited number of these psychometric instruments. He hopes, eventually, to build up a great fund of knowledge about the personalities of this type of seminarian.

In the recent issue of the Homiletic and Pastor Review (1961), Kinnane and Tageson expand this need of some communication between psychology and religious training. They insist that the person who is the psychologist be he a lay person or religious should clearly define his role as science-practitioner. In this office they see three major roles:

A. The Diagnostician. In this role, the psychologists

must use the best available tools and psychological resources in the screening and placement of religious candidates. Negatively, he will specify those who are unfit either because of intellectual or emotional weakness. Positively, he will discover weak spots in the personalities of those accepted and recommend appropriate counseling. As a diagnostician, he merely tests and sends in a report.

B. The Therapeutic Counselor. The essential aspect here, is to make available, wherever possible, psychological counseling services:

1. to help accepted candidates clarify their own motives.
2. to cooperate with the spiritual directors in the emotional life of those who find difficulty in adjusting to the life.
3. to aid in the adjustment of the men who leave the seminary.

C. The Scientist-Practitioner. In this role, the psychologist can be of great value as he applies his knowledge of human dynamics to the area of vocational choice. When we know more about what goes into a vocational choice psychologically,

then we will be better prepared for screening, and also for the improvement of our program of formation, both spiritual and natural.

They conclude by emphasizing the fact that modern religious superiors are doing a wonderful work. Since this work is so vital to the life of the Church and the interests of the individual candidates, the field of psychology, they feel, can serve as a very effective adjunct to the superiors. This additional instrument can serve in the area of screening and also in the area of the positive formation of the candidates.

A point that is stressed repeatedly by all the men who are writing in this field is that the role of the director of the testing program is simply that of an advisor to the major superior who is charged with the responsibility of admissions. The information furnished by him is advisory only, and in receiving it, the superior surrenders none of his liberty of action.

VI. Conclusion

The argument for the use of psychological testing for the screening of candidates for religious life might be summarized in the following manner: It is a fact beyond dispute that

human behavior, motivation, defenses and dynamics are becoming known and scientifically recorded in our day. It is also known that we are living in an age that is fraught with anxiety provoking situations. Our present candidates to religious life have been born in a very turbulent environment. Furthermore, we have an obligation to use all the natural means at our disposal to test the fitness of every candidate to religious life. Therefore, it seems to follow, that one of the adjuncts each superior should use in his final evaluation of each candidate is psychological testing.

Psychology should not be limited to a screening function. Its insights and training can add a great deal to the positive formation of the candidate into a strong religious; strong in a natural manner, the type of strength that is presupposed for supernatural growth.

Once the value of these psychological instruments is admitted, it is an essential corollary that the director be a skilled clinician. His judgment, after all, is the very heart of the program.

CHAPTER II

SIMILAR INVESTIGATIONS

In this study the author restricted himself to a review of similar investigations using the MMPI. A companion thesis (McDonagh, 1961) has reviewed studies done with the Kuder Preference Record and the Mooney Problem Check List.

William C. Bier (1950a) published a "Comparative Study of a Seminary Group and Four Other Groups on the MMPI." He limited his study to the MMPI as the most representative of the paper-pencil personality tests available. He wanted to ask the question to what extent personality measures, standardized on the general population, are applicable to seminary groups, and to what extent changes in norms and content might be necessary when using them with seminarians.

Bier's group was heterogeneous, drawn from the ranks of diocesan seminarians and from three different religious orders in three separate parts of the country. All were major seminarians. He compared the candidates for the priesthood with

four other catholic populations (medical, law and undergraduate college students. N-171).

Bier seemed to accept the essential validity of the MMPI as sufficiently demonstrated on the general population. By comparing the performance of seminarians with that of dental, law and liberal arts groups on the MMPI, he attempted to determine to what extent norms and content of the items might need to be changed for this specialized population. He found that 40 per cent of his group showed scores on one or more clinical scales of the MMPI in excess of a 70 for normal male groups:

In general adjustment the seminary group differed most from the medical and dental groups, and about equally so, as judged by the number of significant differences between the group. The law group approached closest to the seminary group in general adjustment, and the college group, in this respect, held something of a middle position.

In order more effectively to study the extremes of the population as providing the most promising, because the purest picture of satisfactory and unsatisfactory adjustment, the population was divided into a well-adjusted and poorly adjusted portion, consisting of the top and bottom 27 per cent of each group, showing on a basis of a single total adjustment score, the best and poorest adjustment. An analysis of these two portions of the population revealed the well-adjusted seminarians differed from the poorly adjusted seminarians more than they did from the well-adjusted members of the four comparative groups. (Bier, 1948a, p.91)

He concludes that the "seminary group manifested the same

deviant tendencies as the general population of the study, though in a more marked degree, the seminary group proved to be the most deviant portion of an already deviant population."

(Bier, 1948a, p.91)

Bier, after this initial use of the MMPI with a seminary population, suspected that some revision of the test was in order so that it might discriminate better within this specialized population. So he proceeded to an item analysis:

very largely to specify in more concrete and helpful terms the adjustment specific to the seminary group. The differences in adjustment which served to set the seminary group apart from the other group appeared to be explained to a large extent by the presence in the MMPI of items which presumably did not apply to a seminarian in his way of life.... It was suggested that such items might more profitably be eliminated in adapting the test to seminary use.... (Bier, 1948a, p.92)

It is interesting to read in Wauck's (1957a, p.12) thesis that Bier himself has this to say concerning his results with this modified version of the MMPI: "I find again, as in my original work, a tendency for an elevation of about half a standard deviation on most MMPI scales."

The study of this thesis will differ slightly from Bier's in that the sample of this study will be fourth year high school seminarians.

Wauck (1957a,p.13) proposes some criticism of Bier's study:

1. The lack of an objective criterion of seminarian adjustment to serve as a check on the validity of the MMPI.
2. The method he employed in obtaining the two adjustment extremes of his population.
3. Can we presume the student's sincerity in revealing himself accurately in such an instrument as the MMPI.

Wauck did a study on a population of 206 seminarians in a major seminary. He used the Kuder Interest Inventory, the Ohio State Psychological Examination, the MMPI and the Group Rorschach.

Wauck (1957a,p.52) makes the following conclusions:

Because of the generally negative nature of the findings using the technique of multiple correlation, it was decided to analyze the extremes of the population with respect to the 22 original variables of the study. The hope here was that the extremely poorly adjusted portions of the population /In the light of the criterion/ might show significant differences in mean scores on these variables....

The Kuder scales and the Ohio State Total scores fail to show any significant differences in means between the two groups. Differences in means on the scales of the MMPI are not significant with two exceptions: the D scale mean scores are barely significant in their difference at the .05 level; the mean Mf scale scores are significant if beyond the .05 level of confidence. In both instances the higher mean score belongs to the group which was rated best adjusted.... It would not be possible to generalize to the effect that all students with a relatively elevated D and Mf score on the MMPI give per se evidence of suitability for seminary life and the priesthood. However, the findings suggest that the

more successful seminarian is one who tends to be serious minded and conscientious and who is possessed of social sensitivity and tact. It seems necessary to interpret the MMPI findings this way, since the implications of the titles of the various scales cannot be accepted at face value....

Although none of the other scales of the MMPI are significant at or beyond the five per cent level, it is worth noting that the Pt scale does approach significance at the ten per cent level. It is the only other scale which in any way approximates; it is worthy of note because of the light it sheds upon its performance and adjustment of seminarians, since it clearly indicates a trend.... The findings tend to bear out the hypothesis that seminary life, when taken seriously, does increase temporary or situational anxiety.

Thus the findings seem to suggest a triad in terms of profile or pattern of D, Mf and Pt with the peak on Mf for the "typical" successful seminarians.

Another study has resulted from the doctoral work of Bier with the MMPI and seminarians. In his work, Bier expressed the belief that his seminarians constituted "a good representative sampling of students for the priesthood." (Bier, 1948a, p.23)

Rice (1958) conducted a study to test whether or not Bier's sample was indeed representative. In his efforts to test Bier's findings as a good criterion for all seminarians, Rice chose as his sample a more homogeneous group of major seminarians.

Rice set out to investigate three null hypotheses:

1. That there is no difference significant at the .05 level of confidence between the MMPI per-

formance of the Bier group and Rice's homogeneous group.

2. That there are no intra-group differences within this more homogeneous group significant at the .05 level of confidence.
3. That there is no difference significant at the .05 level of confidence between the performance of this more homogeneous group and the standardized group of the Minnesota Male Normals on the MMPI.

His conclusions were:

1. He discovered no significant intra-group difference in the MMPI performance within his group.
2. It appears that, even at the .01 level of confidence the Experimental Group differs significantly from the Minnesota Male Normal Group on scales 3(Hy), 4(Pd), 5(Mf), 6(Pa), 8(Sc) and 9(Ma). The differences on scales 2(D) and 7(Pt) are significant beyond the .05 level of confidence. Only on scales 1(Hs) and 10(Si) are the differences insignificant even at the .05 level of confidence. The norms by which the MMPI are usually scored are, obviously, inapplicable to this seminary population except in the cases of the scales for Hy and Si.
3. If the .05 level of confidence is accepted, the Experimental Group performs in a significantly different manner from the Bier Group on four scales: 3(Hy), 4(Pd), 5(Mf) and 6(Pa). Of these four significantly different performances, two, (Mf) and (Pa), are significant even at the .01 level of confidence. Greatest discrepancy in performance is found on scale 6(Pa).

Rice, after doing his study and comparing it with Bier's has the following remarks to make:

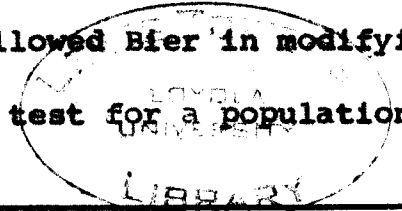
The major null hypothesis of this thesis was the hypothesis of no difference in MMPI performance between the Bier Group and the Experimental Group

...significant at the .05 level of confidence. On the basis of the data presented above, the null hypothesis may be rejected, specifically for scales 3, 4, 5 and 6. In other words, the MMPI performance is so significantly different that the two groups may be said to be samples of significantly different populations. Consequently, Bier's contention that his subjects represented a good representative sampling of students for the priesthood must be accepted with qualifications. The statement cannot be read to mean that the Bier group may be used as a normative for scales 3, 4, 5 and 6.

The results of this study suggest that any religious orders [and perhaps any seminary] which contemplates using the MMPI as a screening device for candidates for the priesthood should construct its own norms, using members of its specific population as a standardization group and normative sample, rather than simply accepting either the Bier results or the results of the study of the Experimental Group of this test, since there appears to be no such thing (at least to date) as the identifiable seminarian profile.

Rice also notes Bier's use of the modified form of the MMPI to be "an unfortunate solution to the difficulties of applying the genuine MMPI to seminarians." The obvious reason is that this modified form cannot be used in comparison with the many studies being done with the full MMPI. He suggests that a "seminary adjustment scale" should be worked out for the full MMPI.

Benko and Nuttin (1956) who have followed Bier in modifying the MMPI, developed an adaptation of the test for a population



of European culture, and more specifically for Belgian university students. Having modified the test to suit European culture, Benko and Nuttin further modified it to make it, as they believe, more suitable for seminarians. Following Bier's suggestion, they changed the wording [and, in many cases, the content] of items especially related to religion and to social activities and attitudes. They contend that their modified version is essentially the same test as the full length English version of the MMPI despite the fact that they have dropped 188 items and re-worded 25 others. They applied their modified version to 181 students of philosophy and theology in religious orders and to 19 novices belonging to different religious congregations. To these same subjects they also applied a vocational adjustment self-rating scale which was to serve as an external criterion of adjustment to seminary life.

They found that their seminarians obtained higher scores than their control group [soldiers and students] on only two scales: Mf and Hy. They further found that three MMPI scales discriminated between well-adjusted and poorly adjusted seminarians better than did the other seven clinical scales:

The Mf scale seems of little value for our

purpose. The Pt, Sc and Hy scales, on the contrary, are those which, for our group of seminarians, are the most symptomatic. In other words, it is the tendencies towards psychasthenia, schizophrenic or schizoid personality and hypochondriasis which are found in most characteristic fashion among seminarians maladjusted to religious life. (Benko & Nuttin, 1956, p.101)

Finally, they suggest several norms for interpretation of seminarians' MMPI Profiles:

For the group of seminarians or young religious, as for the group of novices whom we have examined, the fact of obtaining abnormally elevated results on more than two clinical scales of MMPI seems to be a very serious indication of a lack of vocational adaptation. Elevated results on only one scale do not suffice for elaboration of a diagnosis. They constitute an interesting indication for a more profound examination, and eventually, for appropriate direction and psychological re-education. (Benko & Nuttin, 1956, p.102)

A final study of a similar nature was conducted by L. D. Goodstein. (1956) He inspected the mean score on the MMPI clinical scales for eight male colleges. He concluded that he found no evidence to support the claim that geographical differences were significant determinants of MMPI means. He also discovered that college males score higher on these MMPI scales than do non-college males. He found a consistency in the pattern of scores among the eight schools: namely peaks

on Ma, Mf, Sc, Pt, Pd and Hy. "They appear to be more feminine in their interests, to be more active, less inhibited, but more worrying than the male population in general." (Goodstein, 1956, p.577)

CHAPTER III

THE MEASURING INSTRUMENTS AND PROCEDURE

I. The Measuring Instruments

A. The MMPI. Hathaway and McKinley (1951) described the MMPI as a "psychometric instrument designed ultimately to provide, in a single test, scores on all the more important phases of personality. It is an instrument that contains 550 statements covering a wide range of subject matter from the physical condition to the morale and the social attitudes of the individual being tested." (Manual)

The subject is asked to check these statements either as true, false or cannot say. For the sake of convenience and to avoid confusion of details, these statements have been classified under 26 headings:

Personality characteristics may be assessed on the basis of scores on nine clinical scales originally developed for use with the Inventory. These scales are hypochondriasis, depression, hysteria, psychopathic personality, masculinity-femininity, paranoia, psychasthenia, schizophrenia and hypomania. Other scales have

been developed or are in the process of development.

The Manual points out that although the scales are named according to the abnormal manifestation of the symptomatic complex, they have all been shown to have meaning at the normal range:

The original normative data were derived from a sample of about 700 individuals representing a cross section of the Minnesota population as obtained from the University hospitals.... In addition to these data on normal individuals, data was available on 250 pre-college and college students who as a group represented a reasonably good cross section of college entrance applicants. Data on several special groups, such as WPA workers and epileptic and tuberculosis patients, were also available.

The scales were developed by contrasting the normal groups with carefully studied clinical cases of which over 800 were available from the neuropsychiatric division of the University Hospitals when the test was published.... The chief criterion of excellence was the valid prediction of clinical cases against the neuropsychiatric staff diagnosis, rather than statistical measures of reliability and validity. (Manual, p.3)

Statistical studies regarding reliability, however, have been done and the results appear to be quite satisfactory. The Manual has published the following:

**Test-Retest Reliability Coefficients
Reported for the MMPI**

	Hathaway and McKinley	Cottle	Holzberg and Aless
Scale	Normals (40-47)	Normals (N-100)	Psychiatric Patients (N-30)
?			.75
L		.46	.85
F		.75	.93
K		.76	
Hs	.80	.81	.67
D	.77	.66	.80
Hy	.57	.72	.87
Pd	.71	.80	.52
Mf		.91	.76
Pa		.56	.78
Pt	.74	.90	.72
Sc		.86	.89
Ma	.83	.76	.59

As for validity, a high score on a scale has been found to predict positively the corresponding final clinical diagnosis or estimate in more than 60 per cent of new psychiatric admissions.

Most of the men who speak authoritatively about the MMPI, including the authors, say this instrument is valuable more when we examine the patterns that show up rather than any individual scale.

A detailed interrelationship of the clinical scales is available in An Atlas for the Clinical Use of the MMPI which contains 968 short histories of clinical cases.

The Inventory was designed partly to lessen the conflict between the psychiatric conception of the abnormal personality and that of the psychologist and other professional workers who must deal with abnormality as well as average and normal people.

The Manual, in dealing with interpretations, is very careful to stress that the MMPI profile is not an adequate basis for evaluation of the meaning of symptoms as factors in the client's environmental adjustment. Thus, the MMPI profile does not deal directly with definite evidence as to the description or diagnosis even of the majority of psychiatric patients.

The profile must be subjectively interpreted by the clinician in terms of his conception of the significance of the symptoms to the subject's self-concept, to the prognosis relative to the particular cultural milieu of the subject.

The MMPI shows considerable variability. It may show shifting patterns of symptomatology as the client progresses through therapy. We are warned to remember that various specific syndromes are not equal in their disabling characteristics.

One novel and very important feature of the MMPI is the manner in which it provides a number of checks on the attitudes of the person as he takes this test. His subjective approach, his truthfulness, etc., can certainly pertain to the over-all validity. That is why it is so important to have established good rapport between the clinician and the client.

We are also cautioned to remember that the great majority of people having deviant profiles are not, in the usual sense of the word, mentally ill.

The psychiatric syndromes are not pure nor independent of one another. Rather, they are found mixed. In a very broad way the clinician may think of profiles of both normal and abnormal persons as having some similarity in three generalized patterns: neurotic, the behavior problems and the psychotic.

Interpretation of high scores should always be modified by the knowledge that statistical deviation on one scale has not been validated relative to similar deviations on other scales. Experience has indicated that the more scores found to be elevated and the higher these scores, the more likely it is that the person is severely disturbed, however, there can be outstanding exceptions to this rule.

As a final point to be stressed, the Manual tells us that interpretations of the profiles should never be considered a final statement. We are also reminded that personality testing can never yield scores with stability comparable to that of aptitude and interest scores.

The journals are replete with articles on the MMPI. Someone estimated an average of 100 articles appear each year on this Inventory.

Albert Rosen (1957, pp.459-461) reported on the reliability of the MMPI. In his study, 40 male, veteran, psychiatric hospital patients were given the individual form of the MMPI on an average of three days after admission to the hospital and again on the average of four days after the initial test. He concluded that for the clinical scales in common use, the test-retest stability coefficients were almost always between .80 and .88. There is an over-all tendency for reduction in the MMPI scores and an increase in defensiveness during the first few days of hospitalization before much, if any, therapy is attempted.

Solomon Machover and Helen Anderson (1953, pp.142-146) have submitted an interesting article on the paper and pencil form

of the MMPI. In their study, a paper and pencil form of the MMPI was administered to 50 psychiatric patients. The scores on this experimental form of the Pd scale were compared with the scores obtained by the same subjects on the Pd scale when administered on the standard form. They found a co-relation of .79. Therefore, they concluded, the out-of-context-paper and pencil Pd scale may be said to be valid. They go on to show how the availability of a separate paper and pencil form of the MMPI permits more efficient and flexible use of this test.

H. Birnet Honey (1953, pp.142-146) has done an interesting study in the relationship between the MMPI and Personality. A group of 97 student nurses in practice training had been given the MMPI and, during their training period, the supervisors made notes relating to personality characteristics of each student. Tetrachoric and χ^2 were applied to ascertain any relations between high scores and low scores on the various MMPI scales and observed personality characteristics. Impromptu notes made by the supervisors showed more significant relationship with the MMPI scales scores than did ratings made of the rating scales. Individual scores on most scales showed up as

more meaningful than general elevation of the profile. Some traits of positive value as well as ones of negative value were found to be associated with elevation of various scales, and some negative traits were related to low scores.

In other words, potential for emotional maladjustment may carry along with it some positive personality characteristics.

Early S. Taulbee (1957, pp.413-417) reports on a "Configurational Analysis of the MMPI Profile of a Psychiatric Group." A technique of objective configurational analysis was applied to 210 MMPI profiles (two groups of schizophrenics, three groups of neurotics). Scale pairs were obtained from 16 profiles which significantly differentiated two criteria and three validation groups of psychiatric patients; cut-off ranges are presented which identify them at a very high level of confidence.

Application of the analysis is shown to exceed the differentiating efficiency of three experienced clinical psychologists and two advanced psychology trainees.

Ronald Taft (1957, p.164) did a cross-cultural comparison of the MMPI. The MMPI was given to a sample of students at the University of Western Australia and the results were compared

with the means and "abnormal" score levels of a number of American college samples. The Australian subjects scored higher than the Americans on: (male-female) Mf, (male) Sc, (female) Pd. The scores on the other seven male and six female scores were equivalent, and it is inferred that the MMPI scores on these scales are not culturally bound, at least within the culture variations studied.

Where differences are found it is impossible to decide on the evidence whether they were determined by the true personality differences of the two groups, or by differences in the psychological meaning of the items, as determined by culture.

Although in the form of the MMPI which the author used, the "cannot say" was omitted. There is, nevertheless, an interesting article reported about this by Arthur S. Tamkin. (1957, p.370) He concluded that there is no relationship between high "cannot say" scores and MMPI measures of depression and psychasthenia. He also stated that high "cannot say" scores, as a general rule, do not seem to represent a defensive, evasive attitude on the part of the psychiatric patient. This, however, does not rule out the possibility that certain individuals may utilize omissions as an evasive measure. It merely makes unten-

able the general application of such a hypothesis.

Undoubtedly, the MMPI is an extremely valuable instrument. As Anastasi (1954,p.549) pointed out it is in sharp contrast to such inventories as the Thurstone Temperament Schedule which concentrated upon individual differences among relatively normal persons. The MMPI deliberately sets out to assay those traits that are commonly characteristic of disabling psychological abnormality.

As it has been pointed out, one of the novel and very helpful features of this test are the "validity scales."

The MMPI was constructed using a normative sample of 700 hospital visitors in Minnesota. It is important to use other normative populations in the interpretation of scores. To prove this, Anastasi (1954,p.552) mentioned the fact that in one study of 600 college students, 39 per cent received scores above 70 on one or more scales. This same study also indicated the need for more data on the reliability of the clinical scales. The reliabilities in the Manual, derived from both normals and abnormals, range from .50-.90.

The Manual and all the authors are careful to point out that this Inventory was designed to be used by experienced

clinicians. A great deal of training is required for the correct administration and interpretation.

The ways in which the MMPI have been utilized and evaluated may be summarized under four categories:

1. As a general screening instrument for psychological abnormality.
2. A diagnostic indicator on the separate scales. These are not to be used by themselves, but the pattern must be considered.
3. The configural aspects of score pattern or profiles.
4. A rich pool of items for empirical development of an endless number of scales.

Cronbach (1960) said approximately the same thing as Anastasi in his evaluation of the MMPI. He stressed the point that "even though the MMPI scales use psychiatric language, they are descriptions of personality patterns rather than direct diagnosis." There is no simple translation from MMPI information into descriptive terms. The user of the test must build up a repertoire of information from the Atlas, from other studies scattered through the literature and from his own experience.

He restates the fact that although the MMPI was designed

with psychiatric diagnoses as a criterion, the authors early abandoned claims that the test had great power as a discriminant.

Cronbach (1960,p.476) commenting on the ability of the MMPI to differentiate the types of psychopathology said "one is forced to conclude that analysis of MMPI scores, whether impressionistic or actuarial, is at best a source of hypotheses about diagnoses to be checked by other methods. In this role, it can be best of assistance in the clinic."

In conclusion, we might say that the MMPI, if used by trained clinicians and interpreted by trained personnel, is probably the finest instrument we have to establish profiles of abnormality. It is, therefore, a very valuable adjunct to the professional interview.

B. The Kuder Preference Record. The purpose of the Kuder Preference Record (Manual, 1953) was to provide a more or less scientific way of narrowing the vocational field so that a person could investigate occupations most likely to suit him. It may also be used to verify a person's choice of occupation. It may be used in employee counseling, for instance, to investigate areas of reading interest to help promote reading skills. The Manual goes on to say that the high scores are the ones of

most value, but if there are no scores above the 74th percentile, then those at the 65th should be considered. It is possible that the person has no well-developed interests, or that the person's interests are so evenly balanced out among all ten fields that no one field stands out.

In the effort to narrow down the list of occupations, everything about the individual should be noted. His low scores are important as well as his high scores. They will show the occupations that he does not like and probably those in which he will not do well. We are warned by the Manual to check and see whether a person's interest in a particular field is that of an active participant or merely an observer. If the interest is merely one of appreciation, it should be eliminated from further consideration.

In general, scientific, computational and literary preferences have been found to be definitely related to achievement in parallel areas of study.

Studies have shown that there is often a low relation between interest and success as measured by grades, but recommend that interest be measured because interest scores improve prediction when combined with other measures in multiple

correlation formulas.

It has been concluded that Kuder Preference Record scores in general are not sufficient evidence of ability in the field measured by the Chicago Test of Primary Mental Abilities, nor is the converse true. It is suggested, therefore, that in guidance we should always consider the measure of ability along with the Kuder Preference Record score. The important question of the relation of preferences to job satisfaction has received little attention although it is probably the most pertinent from the standpoint of predicting vocational adjustment from a measure of preference.

Anastasi (1954) described the Kuder Preference Record as being more recent than the Strong Vocational Interest Blank. She further mentioned the fact that this test has a different approach than the Strong. Its major purpose is to indicate relative interest in a small number of broad areas rather than in specific occupations. The items were originally formulated and tentatively grouped on the basis of logical validity.

She also stated that the reliabilities of the Kuder scales, as determined by the Kuder-Richardson technique, cluster around .90. Stability over intervals of about a year or less appear

to be satisfactory. There is little information concerning longer periods.

Cronbach (1960) identified this Preference Blank as being homogeneous, i.e., there is a common factor running through the items. He also pointed out that the test uses a "forced-choice" method.

Cronbach also pointed out the fact that the results found by the Kuder generally support the logical expectations.

Thomas E. Christensen (1946, pp.96-106) notes that some authors have attacked the validity of the Kuder without, however, trying to find out why it has fallen down in particular instances. He investigated the possibility that the vocabulary used in the test might be the cause of some of the confusion of results. He checked 21 key words found in the Kuder Preference Record by means of the Thorndike Word Scale and this check revealed that the average occurrence of these words per million was three. This finding suggests that many high school students will probably have difficulty in understanding the items including these words; an objective test of the meanings which a selected group brought to certain items in the Preference Record demonstrated that many had erroneous ideas about their

meaning; the instructions found in the Kuder Preference Record probably played a role in causing subjects to change their preference and when preference or non-preference for each item was determined solely by chance, it was found perfectly possible to secure high scores. When such scores are made by boys and girls, they are interpreted as being significant.

Frances Triggs (1943, pp.341-345) reports a study of the relation of the Kuder Preference Record scores to other measures. She attempted to report the relationship between each of the various scales of the Kuder Preference Record and other scales of the same blank, group scales on the Strong Vocational Interest Blank and general ability and achievement in subject matter areas.

She used 267 students who were given both the Kuder Preference Record and the Strong Vocational Interest Blank.

Her conclusions were:

1. The reliabilities of the scales are high enough to be used in counseling individuals.
2. There was fair agreement between interest as measured by the group scales of the SVIB and the KPR.
3. The scales on this interest test tend to be independent.
4. There was a more marked relationship between ability and interest that had been shown in previous studies when the tests used measure similar factors, such as computational interests

and computational abilities, rather than general ability and specific interests or vice-versa.

5. The relationship between interest as measured by the KPR and achievement as measured by achievement tests, support previously reported conclusions that both types of data are necessary for counseling. Interests and achievement are not totally unrelated.

Arthur Traxler (1941, pp.253-260) furnished some additional data on the Kuder Preference Record. He notes:

1. The test-retest reliability of the scales of the KPR is rather high.
2. The scales on the KPR do not seem to be influenced by practice in taking the Record when there is an interval of several weeks between administration.
3. The scores on the KPR appear to have considerable value for relatively long-time prediction as far as adults go.
4. There are note-worthy sex differences between the mean score of high school and college boys and girls. On the average, the boys exceed the girls in scientific, computational, persuasive preferences; the girls are higher in musical, artistic, literary and social service preferences.
5. It appears that interests and motivation in the seven areas are relatively mature by the time pupils reach the secondary school.

Donald E. Super (1947, pp.184-193) tells us that the evidence of the last eight years justifies the conclusion that the Kuder Preference Record has not been sufficiently well standardized and validated for use in vocational counseling. The record has been shown to have some validity in predicting

educational success and job satisfaction. It is related to the Strong Blank in some ways, but not in others, and it is suggested that the differences between the two inventories are significant for diagnosis.

This author also makes the remark that the Kuder Preference Record has more validity for women than does Strong's woman's blank.

Phyllis Levine (1954, pp.428-430) has done a study to see if the Kuder Preference Record scores obtained during late adolescence are related to actual occupations entered subsequently. She concluded that interests measured by the Kuder Preference Record in adolescence are positively related to the occupations engaged in seven to nine years later.

Carl Sternberg (1955, pp.1-21) has done a study to see if personality trait patterns are related to the major subjects students pick in college. He concluded that every major subgroup differed significantly in the mean factor scores from other sub-groups on at least one factor. Inter-group differences were large enough to imply accuracy for group predictions but not for individual predictions. The inter-group differences were in accord with what might be called "logical expectations."

This study shows but one of the many practical uses for the Kuder Preference Record.

Lawrence H. Stewart (1957, pp.161-164) investigated the interesting possibility "does knowledge of performance on an aptitude test change score of the KPR?" This article is really to refute another one by Meek who held that this type of knowledge would change the Kuder Preference Record score. Stewart worked with an experimental group who had been given the Kuder Preference Record. Then they were given a Differential Aptitude Test. The results of this test were explained to them at length. In addition, they were given another Kuder Preference Record. He concluded that, in general, there was a marked stability in the Kuder scores made before and after knowledge of performance on the aptitude test.

J. L. Holland (1953, pp.263-269) discussed the possibility of classifying occupations by means of the Kuder Preference Record. He concluded that occupational groups, based on an inter-correlation of the Kuder Preference Record and the Strong Vocational Interest Blank can be arrived at empirically, however, the validity is not known yet. It could be tested by predictive studies of job satisfaction and vocational choice.

Robert H. Shaffer (1953, pp. 367-369) reported his use of the Kuder Preference Record with medical, law and business school alumni:

1. Significantly different interest patterns were found for doctors, lawyers and business men.
2. In general, doctors were higher on social service, artistic and outdoor scale; lawyers on computational, persuasive and clerical scale.
3. Lawyers as compared to business men, other than accountants, were higher in literary and scientific; lower in mechanical areas and persuasive.
4. Physicians, in general practice, were found to be higher in social service than surgeons.
5. The graduates from law school who were not practicing law were found to have higher average persuasive scores than practicing lawyers.
6. Accountants had higher computational and clerical scores than other business groups and lower social service and persuasive scores.

This Interest Blank adopts a different tact than the Strong. In this one we are able to trace a common denominator of interest as it runs through many different phases of the personality. Certainly this has been shown in the two subjects that make up this report. This homogeneous grouping of interests seems to be more scientific than the approach of the Strong.

The Kuder seems to be a very valid instrument as the studies have shown its ability to measure early, i.e., adolescent interests, and they have also proven that these interests are stable down through the years. This gives the counselor a fine

tool to predict, with a good amount of accuracy, the occupation wherein this particular person will probably find satisfaction.

Most of the studies are quick to note that even this Interest Blank should not be used by itself. To be of maximum use it is to be incorporated into a study of the entire personality. The interview remains the best all-around method of getting to know the individual and also helping him know himself.

Perhaps, as some of the articles mentioned, the Kuder could be made even more effective, especially for younger groups, if the vocabulary were re-studied. Some adolescents might score low because they did not understand the full meaning of the directions or, perhaps, the words used in the statements.

C. The Mooney Problem Check List. In the area of the seminarians' problems the Mooney Problem Check List was administered. The original purpose of the Check List was to help high school students determine their problems and also the general area of their problems. It was planned with the idea that it could be of some help to counselors in initiating interviews with the students. Dr. Mooney (Manual, 1950, p.3) had this to say:

Mooney Problem Check Lists were developed during

the early 1940's to help students express their personal problems. The procedure is simple. Students read through the appropriate Problem Check List - High School or College Form - underlining the problems which are of concern to them, circle the ones of most concern and write a summary in their own words.

This Check List is not a test. No test score is obtained.

This list will give an inventory of the student's problems listed by his own awareness and his desire to reveal these problems:

The usefulness of the Problem Check List approach lies in its economy for appraising the major concerns of a group and for bringing into the open the problems of each student in the group. (Manual, p.3)

There are five broad reasons for administering the Problem Check List and they are all of moment in the present study of the first year college seminarians entering into the new Junior College Program. It facilitates counseling interviews; it helps to make group surveys leading to plans for individualized action; it assists in group guidance; it increases teacher understanding and gives an idea of the problems of the seminarian at this level.

The Check List was devised by Mooney by gleaning 280 simple phrases from the free writing of 4,000 students who were asked to describe briefly the problems which were worrying them

most. This list was given to different groups of college students throughout the United States and revised. It was revised in 1950 in order to improve the utility and reliability of the instrument.

The 1950 revision of the Problem Check List contains 330 problems classified into 11 areas. Each area contains 30 problems. The 11 areas are:

HPD	Health and Physical Development
FLE	Finances, Living Conditions, and Employment
SRA	Social and Recreational Activities
SPR	Social-Psychological Relations
PPR	Personal Psychological Relations
CSM	Courtship, Sex, Marriage
HF	Home and Family
MR	Morals and Religion
ACW	Adjustment to College Work
FVE	The Future: Vocational and Educational
CTP	Curriculum and Teaching Procedures

There are three steps to be followed in this self-administered list on machine form. The first step is to read over an item slowly and if it suggests something that is troublesome, the number of the item is underlined. The second step is to review the underlined numbers and of these, circle the most troublesome item. The third step is to answer the summarizing questions on the back of the sheet.

Dr. Krugman (1953) says:

The Mooney Problem Check List is not a test and therein lies its strength. Psychologists, Guidance Workers, Industrial Personnel Workers, and Educators have been searching for years for a simple way to evaluate personality....

The Mooney Problem Check List is a form of simple communication between the student and the counselor designed to accelerate the process of understanding the student and his real problems.

The authors point out the usual criteria for validity and reliability do not pertain in the use of this type of instrument. Objectivity is not emphasized in this instrument.

The Mooney Problem Check List is a valuable aid in guidance for adjustment if used in conjunction with the interview.

D. The Faculty Rating Scale. A copy of this scale is to be found in the Appendix. Because of the great number of students to be rated by the faculty, a long rating scale was impractical. The one used was the best one possible in these circumstances. It is not, by any means, perfect. In fact, it leaves much to be desired.

Explanation of the scales:

1. Impression he gives as a seminarian.

a. Excellent. A seminarian who is outstanding for his qualities of mind, heart and character.

b. Very good. A seminarian is very gifted in these same qualities.

c. Average. A fine, all-around seminarian.

d. Fair, probably will improve. A good boy, but could do much better.

e. A good lad but doesn't belong here. A good boy but seemingly doesn't have a vocation for the priesthood.

2. Disposition. Self explanatory, cf., Appendix No. 1.

II. Procedure

The main purpose of this study, to repeat, was to describe a specialized seminary population by the use of the MMPI, the Kuder Preference Record and the Mooney Problem Check List. The Intelligent Quotient of the group was obtained. Faculty Ratings of the individuals were also acquired. With the initial information the ultimate objective is to set up norms for an eventual testing program.

A secondary purpose was to try, empirically, to establish an arbitrary "cutting-off" point whereby this group could be divided into adjusted and less-adjusted seminarians. This secondary part of the thesis was in no way diagnostic. No judgments were made about individuals in either group. The author wanted to see if the so called "high" group would show any special pattern, as measured by these tests, as compared to

the normal group. In particular, he was interested in seeing whether the faculty ratings would confirm or negate our hypothesis about this "high" group.

A total of 188 high school seniors in a diocesan minor seminary were used for this study. These young men attend this seminary in preparation for the priesthood. They are all from the metropolitan area of a large Midwestern city. The seminary is a day school arrangement. Their average age was 17.7 and their average Intelligence Quotient was 115.4. All were within a few months of finishing their fourth year in the minor seminary.

Since this was the first time in the history of the seminary that any type of psychological testing was introduced, the author expected the student body to be a little threatened by this project. In order to insure the best possible "test-taking" attitude, the author talked to the entire class and explained the research program that the seminary was undertaking. This was to be an effort for the seminary to know more about the students and also an opportunity for the students to know themselves better. They were assured that these results would in no way be used to screen them out of the seminary, since, in

this first study, no real validity could be assigned to these scores. Localized norms were not available. They were also assured that the results of these inventories would be confidential. They would be seen by the priest counselor and one other person, their immediate superior. An opportunity to discuss the results with the priest counselor would be offered to each student.

An entire day was set aside for these tests. The entire group took the MMPI at the same time. The investigator distributed the materials and read the instructions in the same manner for all. Another faculty member monitored the class during the test. After lunch, part of the students took the Kuder Preference Record while the rest took the Mooney Problem Check List. Then the process was reversed. To insure anonymity, each student was given a code number which he used on all the inventories.

As part of the instructions, the students were told that these inventories were standardized on the general population. They were also told that perhaps some items would seem strange and ill-fitting for a seminary population. They were asked to do whatever they wanted in making their responses. They were

also requested not to discuss these tests during lunch.

The scoring of the MMPI was done by TESTSCOR of Minneapolis, Minnesota. The results were systematically checked by hand scoring. The Mooney Check List and the Kuder Preference Record were scored by The Psychological Corporation.

Since the method of presentation for all three of these inventories is rather well known, the reader is referred to the respective manuals that accompany these instruments.

As has been stated, once the group profile on the MMPI was obtained, the author wished to establish a "cutting-off" point for this group that would significantly distinguish the normal from the "high." To do this all the students were ranked according to the mean of all their clinical scales: highest mean to the lowest. The scales that each individual had over 70 were listed where the point was reached at which the individuals began to have no scores over 70 and this became the "cutting-off" point. There were a few students who had isolated scales over 70 below this point, but the author hypothesized that these were false positives. The cutting-off point for the group was 58.8.

Once arbitrary division was made in the group, the

investigator was interested in comparing their respective profiles on the MMPI and the Kuder, and also examining the number of problems they checked on the Mooney Problem Check List. He hypothesized that if this really means our "high" group was less-adjusted than the "normal," this difference should be somewhat apparent on the Kuder profile, and also in the number of problems checked. Faculty Rating scales might also confirm this division.

CHAPTER IV

DESCRIPTION OF RESULTS

In accord with the main emphasis of this study, the following graphs and tables were merely descriptive in nature. Since it was not the purpose of the author to say anything definite about this group at this point, these findings were meant to serve as material for the beginning of a projected research effort with this population.

In the MMPI, T-scores were used to determine the mean, the standard deviation and the standard error of the difference of the means in the construction of the profiles. In the Kuder, raw scores were used to compute the mean and standard deviation in the construction of the profiles. In the Mooney Problem Check List, the total number of problems for the sample in the assigned various areas was determined and the average number of problems for the group was computed.

The first profile is a description of this population as recorded by the MMPI. These students, academically, are

equivalent to the first year college level. In comparing them, therefore, we used the MMPI results of other college groups.

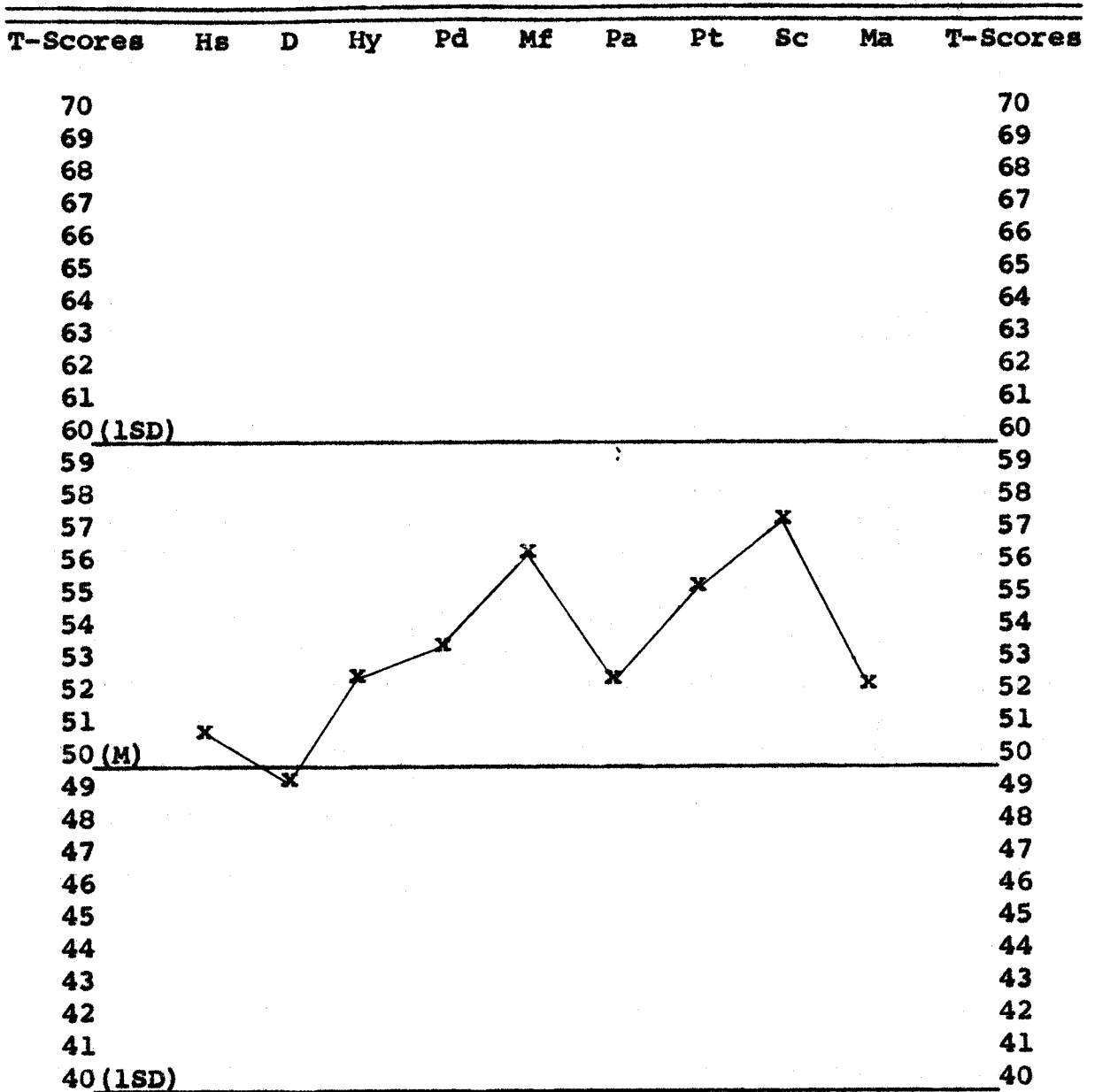


FIGURE 1

PROFILE OF THE ENTIRE GROUP
ON THE MMPI

The MMPI profile for the entire group indicated a very fine pattern of adjustment. When compared to Goodstein's study of college males, this group proved to be lower on every scale except Sc. Here the difference is only .5 percentile points.

Bier made the statement that there is a "tendency for an elevation of about half a standard deviation on most MMPI scales" for a seminarian population. (Wauck, 1956, p.12)

The group in this study showed a tendency toward elevation, but not half a standard deviation in every scale.

The "peaks" for this group are on the Pt and Sc scales. This seems to agree partially with the findings of Wauck, Bier and Rice insofar as they say the typical seminarian scores higher on these scales.

TABLE I

**COMPARISON OF MMPI SCALES FOR COLLEGE MALES
AND THIS ENTIRE SEMINARY GROUP**

College Males (N=5035)			This Seminary Group (N=188)		
Scale	Mean	Standard Deviation	Scale	Mean	Standard Deviation
K	54.5	4.6	K	51.4	8.3
Hs	52.3	8.3	Hs	50.9	9.3
D	52.8	11.1	D	49.4	11.6
Hy	55.0	7.8	Hy	52.4	8.3
Pd	56.3	9.8	Pd	53.2	9.7
Mf	58.5	10.1	Mf	56.2	9.5
Pa	53.0	8.3	Pa	52.3	8.8
Pt	56.7	10.3	Pt	55.4	10.8
Sc	56.9	10.8	Sc	57.4	10.8
Ma	58.7	10.2	Ma	52.4	10.9

It will be noticed that in this seminary group the Mf scale is raised well above the normal T-50. It seems to be the general consensus of the writers that this scale will be elevated for people in college.

The Masculinity-Femininity scale is frequently referred to as an interest scale. It seems to be expressing an interest in activities dealing with inanimate objects (masculinity) versus a liking for activities dealing with people, language and ideas (femininity). Male teachers will score high on this scale (femininity) because they are interested in working with people. College men as a group score high on this scale. (Cottle, 1953, p.67)

Pt is also an elevated scale. Cottle comments:

An elevation of the Psychasthenia scale indicates the person who is a "worry wort." This minor deviation from normal may represent the person who is more orderly and requires more organization.... A score above average on the Pt scale also reflects minor crises in the life of the individual.... Anyone in a pressure situation will usually reflect this by a rise in the Pt score, frequently accompanied by a rise on the Depression score. (1953, pp.67-68)

For the group, an elevation, even though it be slight, probably indicates that seminary life in general does "increase temporary or situational anxiety." (Wauck, 1956, p.56)

For this group, the highest scale was the Sc. The Manual and journal articles are very cautious when they interpret this scale. The Manual remarks that an elevation on the Sc scale will usually be accompanied by an elevated Pt scale. It is interesting to note that this group had a mean T-score of 57.404 (SD=10.8) on the Sc scale. This compares favorably with Goodstein's findings for male college students on this

same scale which was 56.9(SD=10.8).

Once the investigator had seen the profile of this fourth year minor seminary population on the MMPI, he was interested in describing their interest patterns. The Kuder Preference Record was chosen for this task. According to the norms in the Kuder Manual, clergymen usually will score high in the Social Service and Literary scales. This has been verified in our study.

One very interesting facet of this profile is the apparent contradiction between a very high Social Service rating and a rather low Persuasive rating. It seems that our seminary group is deeply interested in dealing with people but not too well equipped to be with them comfortably. This paradox probably could be explained in one of many ways. Perhaps this shyness is a by-product of the life of study and retirement in itself. Others identify the Persuasive scale with a certain "aggressive" attitude that is commonly found in salesmen. In the final chapter of this study more is said about practical implications of this finding.

On the Computational scale the seminary group ranked third in its list of preferences. This was rather surprising to the

author. This may be partially attributed to a new approach to mathematics that has been evolving in the mathematics department during the last few years. It seems to have generated a genuine enthusiasm in this subject. Math clubs have been formed and extra work has been assigned to the individuals who show a particular interest in the subject.

It is felt that this study will be of great help to the faculty as they work in a counseling relationship with these students. For those who persevere in the vocation for the priesthood, an insight into their interests will help a great deal in the choice of their electives in college, perhaps even in their future work. For those who will leave the seminary, this Kuder Profile will afford the opportunity to apply their talents in specific areas as they now begin the adjustment to another way of life. For the seminary authorities, the Kuder Preference Record affords a good profile of "seminary" interests. This insight should be invaluable as the process of educating young men for the secular priesthood is constantly being re-thought and re-evaluated.

	0		1		2		3		4		5		6		7		8		9	
	OUTDOOR		MECHANICAL		COMPUTATIONAL		SCIENTIFIC		PERSUASIVE		ARTISTIC		LITERARY		MUSICAL		SOCIAL SERVICE		CLERICAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
100	80	76	68	58	52	47	70	66	80	69			42	42			68	79	96	
	79	74		56	50	45	69	65	78	68	52	52	41	41			67	78	95	
	78	72	67	54	48	44	68	64	76	67	51	51	40	40	30		66	77	94	
	77	70		52	46	43	67	63	74	66			39	39			65	76	93	
	76	68	66	50	44	41	66	62	72	65	50	50	38	38	30		64	75	92	
	75	66	65	48	44	40	65	60	70	63	49		36	37	29		62	73	90	
	74	64		46	39	39	64	58	68	62	48	49	35	37			60	72	89	
	73	62	64	44	42	38	63	56	66	60	47	48	34	34	29		58	71	88	
	72	60	63	42	40	37	62	54	64	58	46	47	32	34	28		56	70	86	
	71	58	62	40	39	36	62	52	62	57			33	33	27		54	68	84	
	70	56		38	37	34	60	50	60	55	44	45	30	32	26	28	52	66	82	
	69	54	61	36	36	33	58	48	58	54	42	44	29	31	25		49	64	80	
	68	52	60	34	35	32	56	46	54	52	40	42	28	30	24	27	48	62	78	
	67	50	59	32	33	31	54	44	52	51	38	41	26	29	23	26	47	60	76	
	66	48	58	30	32	29	52	42	50	49	36	39	25	27	21	25	46	58	74	
	65	46	57	28	31	28	50	40	48	47	33	37	23	26	20	24	45	56	72	
	64	44	56	26	30	27	48	38	46	46	32	36	22	25	19	24	44	54	70	
	63	42	55	24	29	27	46	36	44	45	31	35	21	24	18	23	43	52	68	
	62	40	54	22	28	26	44	34	42	44	30	33	20	23	17	22	42	50	66	
	61	38	53	20	27	25	42	32	40	44	29	32	19	22	16	21	41	48	64	
	60	36	52	18	26	24	40	30	38	42	28	31	18	21	15	20	40	46	62	
	59	34	51	16	25	23	38	28	36	40	26	29	17	20	14	19	39	44	60	
	58	32	50	14	24	22	36	26	34	38	24	27	16	19	13	18	37	42	58	
	57	30	49	12	23	21	34	24	32	36	22	25	15	18	12	17	36	40	56	
	56	28	48	10	22	20	32	22	30	34	20	23	14	17	11	16	35	38	54	
	55	26	47	8	21	19	30	20	28	32	18	21	13	16	10	15	34	36	52	
	54	24	46	6	20	18	28	18	26	30	16	19	12	15	9	14	33	34	50	
	53	22	45	4	19	17	26	16	24	28	14	17	11	14	8	13	32	32	48	
	52	20	44	2	18	16	24	14	22	26	12	15	10	13	7	12	31	30	46	
	51	18	43	0	17	15	22	12	20	24	10	13	9	12	6	11	30	28	44	
	50	16	42		16	14	20	10	18	22	8	11	8	10	5	10	29	26	42	
	49	14	41		15	13	18	8	16	20	6	9	7	9	4	9	28	24	40	
	48	12	40		14	12	16	6	14	18	4	7	6	8	3	8	27	22	38	
	47	10	39		13	11	14	4	12	16	3	6	5	7	2	7	26	20	36	
	46	8	38		12	10	12	2	10	14	2	5	4	6	1	6	25	18	34	
	45	6	37		11	9	10	0	8	12	1	4	3	5	0	5	24	16	32	
	44	4	36		10	8	8		6	10	0	3	2	4	0	4	23	14	30	
	43	2	35		9	7	6		4	8		2	1	3	0	3	22	12	28	
	42	0	34		8	6	4		2	6		1	0	2	0	2	21	10	26	
	41		33		7	5	2		1	4		0		1	0	1	20	8	24	
	40		32		6	4	0		0	2				0	0	0	19	6	22	
	39		31		5	3				1							18	4	20	
	38		30		4	2				0							17	2	18	
	37		29		3	1											16	1	16	
	36		28		2	0											15	0	14	
	35		27		1	0											14	0	12	
	34		26		0	0											13	0	10	
	33		25		0	0											12	0	8	
	32		24		0	0											11	0	6	
	31		23		0	0											10	0	4	
	30		22		0	0											9	0	2	
	29		21		0	0											8	0	0	
	28		20		0	0											7	0	0	
	27		19		0	0											6	0	0	
	26		18		0	0											5	0	0	
	25		17		0	0											4	0	0	
	24		16		0	0											3	0	0	
	23		15		0	0											2	0	0	
	22		14		0	0											1	0	0	
	21		13		0	0											0	0	0	
	20		12		0	0											0	0	0	
	19		11		0	0											0	0	0	
	18		10		0	0											0	0	0	
	17		9		0	0											0	0	0	
	16		8		0	0											0	0	0	
	15		7		0	0											0	0	0	
	14		6		0	0											0	0	0	
	13		5		0	0											0	0	0	
	12		4		0	0											0	0	0	
	11		3		0	0											0	0	0	
	10		2		0	0											0	0	0	
	9		1		0	0											0	0	0	
	8		0		0	0											0	0	0	

KUDER PROFILE FOR ENTIRE SAMPLE

TABLE II

KUDER PREFERENCE RECORD SCORES FOR ENTIRE GROUP
IN RANK ORDER

Scale	Mean	Standard Deviation	Percentile
Social Service	50.941	13.415	91st
Literary	24.670	8.104	81st
Computational	28.076	9.060	70th
Musical	14.745	7.071	57th
Scientific	40.910	10.795	46th
Clerical	42.495	11.584	41st
Artistic	22.649	9.290	36th
Persuasive	34.564	10.638	32nd
Outdoor	38.388	12.764	29th
Mechanical	32.628	12.342	16th

In an attempt to obtain a rather complete description of this seminary population, the author elected to administer the Mooney Problem Check List. Here it was thought that some form of "self-report" might be of some value. He wanted to see what areas were more "problem areas" as far as the seminarians themselves were concerned.

The 330 items in the Mooney Problem Check List are divided thus:

TABLE III

DISTRIBUTION OF PROBLEMS FOR THIS SEMINARY GROUP
ACCORDING TO THE MOONEY PROBLEM CHECK LIST

Scale	Most	Average	Some	Average
ACW	305	1.62	916	4.87
SRA	180	.95	725	3.85
SPR	192	1.03	667	3.54
PPR	141	.75	528	2.80
HPD	97	.51	496	2.64
FLE	105	.55	354	1.88
HF	89	.42	307	1.63
MR	112	.59	306	1.68
CTP	53	.28	212	1.93
FVE	97	.51	209	1.11
CSM	56	.30	141	.75
Total	1,427	7.55	4,861	25.82

According to recent studies (Horrall, 1949, pp. 185-243) with regular college male students, the average number of "some" and "most" problems in this group was slightly below the norm for college males. It was interesting to find the greatest number of problems in the ACW area. This also is true for regular college men.

After the author had described the fourth year population through the use of the MMPI, the Kuder Preference Record and the Mooney Problem Check List, he attempted to test the secondary hypothesis of this study; namely, that it was possible to establish a "cutting-off" point that would distinguish the adjusted from non-adjusted students in this group. It must be emphasized that this effort was purely experimental. No decision about any student was made from this division. It was simply a trial effort to see if he could arrive at a localized "cutting-off" point on the MMPI. Once he arbitrarily established the "high" group and the "normal" group, he was interested in seeing how they scored on the Kuder, how many problems they checked on the Mooney and, finally, how they were rated by the faculty.

The manner of arriving at this "cutting-off" point has

been explained in the second part of Chapter III, p.64.

The cutting-off point was established empirically at 58.8. The "high" group, therefore, was composed of 38 students whose mean on the T-scores for the MMPI scales was above 58.8. Of the 150 students that remained, there were 12 who had scores above 70. They were scattered throughout the sample. The hypothesis was that these were "false positives." Because of the unreliability of the Mf scale, these scores were not considered for any student.

There were three students who had a mean above our cutting-point, but had no individual scale above 70. These, however, were kept in the "high" group because of their mean.

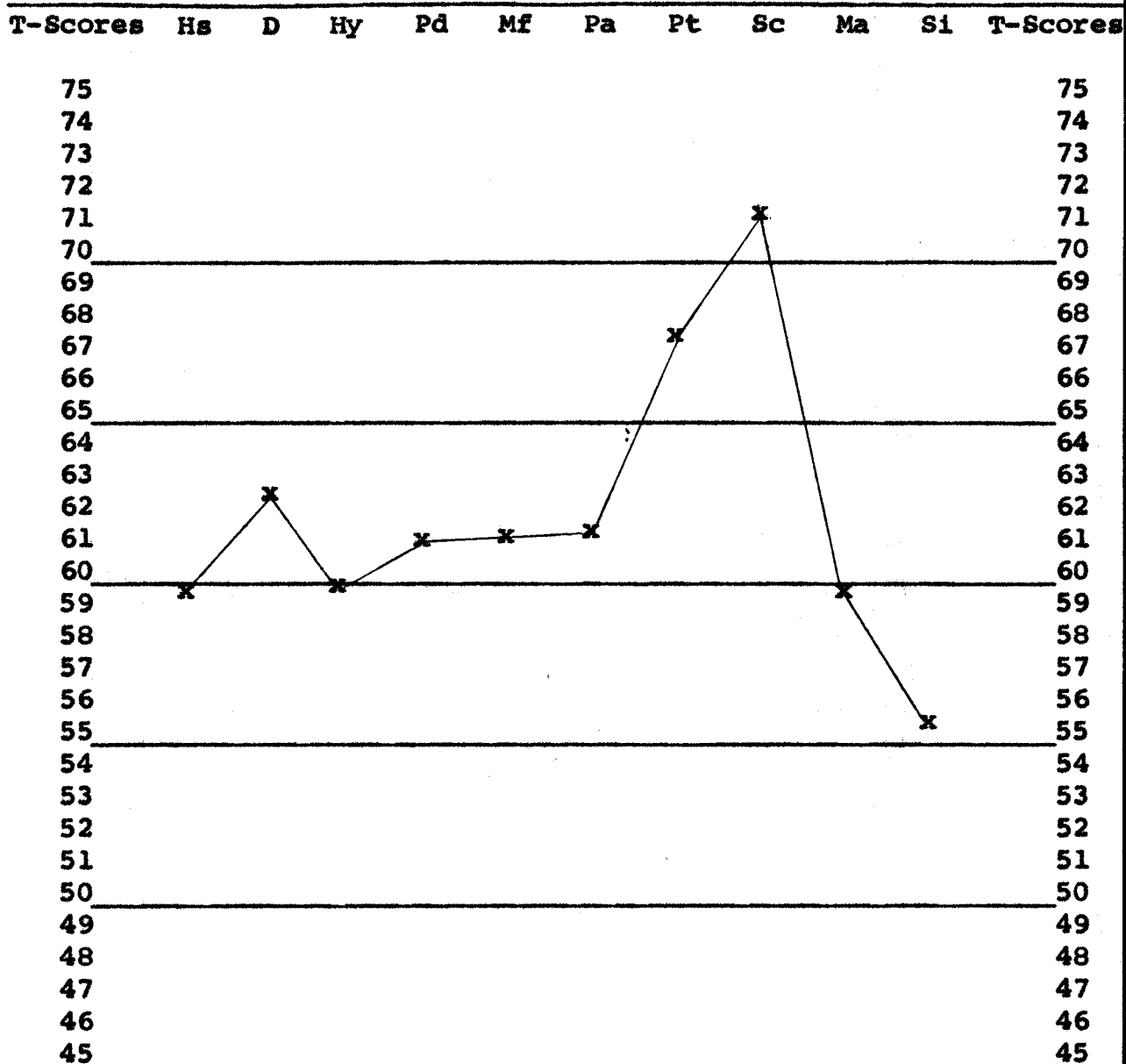


FIGURE 3

"HIGH" GROUP ON THE MMPI

In comparing the entire sample with the "high" sample on the MMPI, the author found the second group to be higher than the first on every scale. On the clinical scales the difference ranged from 9 to 17 percentiles.

TABLE IV

MMPI SCALES FOR THE "HIGH" SEMINARY GROUP
IN RANK ORDER

Scale	Mean	Standard Deviation
Sc	71.368	10.878
Pt	67.684	8.513
D	62.684	10.748
Pa	61.368	6.659
Mf	61.210	7.292
Pd	61.079	8.164
Hy	59.868	7.908
Ma	59.632	12.342
Hs	59.026	9.880
Si	55.553	8.258

It is interesting to compare the rank order of the scales:

Entire Seminary Group

"High" Seminary Group

Sc

Sc

Mf

Pt

Pt

D

Pd

Pa

Hy

Mf

Ma

Pd

Pa

Hy

Hs

Ma

D

Hs

The author continued to describe this "high" group and was interested in seeing its Kuder Profile.

	0	1	2	3	4	5	6	7	8	9	10	
	OUTDOOR	MECHANICAL	COMPUTATIONAL	SCIENTIFIC	PERSUASIVE	ARTISTIC	LITERARY	MUSICAL	SOCIAL SERVICE	CLERICAL		
	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	
100	80 76	68 58	52 47	70 66	80 69		42 42		68 79	84 96	100	
	79 74	56 50	46 41	69 64	78 68	52 52	41 41		67 78	82 95		
	78 72	67 54	48 44	68 63	76 67	51 51	40 40	30	66 77	80 94		
	77 70	66 52	43 43	67 62	74 65	50 50	39 39		65 76	78 93		
	76 68	66 50	46 42	66 60	72 64	50 50	38 38	30	64 75	76 91		
	75 64	65 48	44 40	65 60	70 63	49 49	37 37		62 74	74 90		
	74 62	64 46	42 38	64 58	68 62	48 48	36 36	29	60 72	72 88		
	73 60	63 42	40 37	63 56	64 58	46 46	35 35	29	58 70	70 86		
	72 58	62 40	39 36	62 54	62 57	46 46	34 34	28	56 68	68 84		
	71 56	61 38	38 35	60 52	60 55	44 44	33 33	27	54 68	64 82		
	69 54	60 36	36 33	50 50	58 54	42 42	29 31	26	52 66	62 80		
90	68 52	60 36	35 32	58 48	54 52	40 40	28 28	27	50 64	60 78	90	
	67 50	59 34	34 31	56 46	52 51	38 41	27 29	23	49 62	58 76		
	66 48	58 33	33 30	56 44	51 50	36 40	26 28	22	48 60	56 74		
	65 46	57 32	32 29	54 42	50 49	35 39	25 27	21	47 58	54 72		
	63 44	56 30	31 28	52 40	48 47	34 37	24 26	20	46 56	53 70		
80	61 42	55 29	30 27	50 38	47 46	32 36	23 25	19	44 53	52 68	80	
	60 40	54 28	29 26	48 36	46 45	31 34	22 24	18	43 51	51 66		
	58 38	52 27	25 23	46 34	44 44	30 33	21 23	17	42 50	50 64		
	54 36	50 26	24 22	44 32	43 42	28 31	20 22	16	41 49	49 62		
	52 34	48 24	23 21	42 30	41 41	27 30	19 21	15	40 48	48 62		
	50 32	46 23	20 18	40 28	40 40	26 29	18 20	14	39 46	46 60		
50	48 31	46 22	20 17	38 26	39 39	25 28	17 19	13	37 45	45 58	50	
	46 30	44 21	20 18	36 24	38 38	24 27	16 18	12	36 44	44 56		
	44 28	42 20	20 18	34 22	37 37	23 26	15 17	11	35 43	43 55		
	42 26	40 19	20 17	32 20	35 35	22 25	14 16	10	34 42	42 54		
	40 25	38 18	20 17	30 18	34 34	21 24	13 15	9	33 41	41 52		
30	38 24	37 17	20 17	28 16	33 33	20 22	12 14	8	32 40	40 50	30	
	36 23	35 16	20 17	26 14	32 32	19 21	11 13	7	31 39	39 48		
	34 21	33 15	20 17	24 12	31 31	18 20	10 12	6	30 38	38 46		
	32 20	32 15	20 17	22 10	30 30	17 19	9 11	5	29 37	37 44		
	30 19	31 14	20 17	20 8	29 29	16 18	8 10	4	28 36	36 42		
	28 18	29 13	20 17	18 6	28 28	15 17	7 9	3	27 35	35 40		
10	26 17	27 12	20 17	16 4	27 27	14 16	6 8	2	26 34	34 38	10	
	24 16	26 11	20 17	14 2	26 26	13 15	5 7	1	25 33	33 36		
	22 15	24 10	20 17	12 1	25 25	12 14	4 6	0	24 32	32 34		
	20 14	22 9	20 17	10 0	24 24	11 13	3 5	0	23 31	31 32		
	18 13	20 8	20 17	8 0	23 23	10 12	2 4	0	22 30	30 30		
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	8 8	10 3	20 17	0 0	18 18	5 7	0 0	0	17 25	25 22		
	6 7	8 2	20 17	0 0	17 17	4 6	0 0	0	16 24	24 21		
	4 6	6 1	20 17	0 0	16 16	3 5	0 0	0	15 23	23 20		
	2 5	4 0	20 17	0 0	15 15	2 4	0 0	0	14 22	22 19		
	0 4	2 0	20 17	0 0	14 14	1 3	0 0	0	13 21	21 18		

TABLE V
"HIGH" KUDER GROUP

Scale	Mean	Standard Deviation	Percentile
Social Service	49.447	14.505	88th
Literary	25.579	8.142	85th
Computational	28.526	8.876	72nd
Musical	16.684	6.944	69th
Scientific	39.184	9.038	44th
Artistic	23.368	8.527	43rd
Clerical	41.974	11.884	39th
Persuasive	36.158	11.483	38th
Outdoor	39.289	14.695	31st
Mechanical	31.053	11.974	25th

It was interesting to note that the rank order of preferences for the "entire" group and the "high" group was exactly the same except for the Artistic and Clerical scales. In the entire group, Clerical=6th; Artistic=7th. On the "high" group, Artistic=6th; Clerical=7th in order.

The over-all picture of the bar group showed the "high" group to have a "flatter" profile. The difference, however, was not too significant. Some writers tend to see these "flatter" profiles in less-adjusted people.

TABLE VI
PERCENTILE COMPARISON

Scale	Percentiles	
	Entire Group	High Group
Social Service	91	88
Literary	81	85
Computational	70	72
Musical	57	69
Scientific	46	44
Clerical	41	43
Artistic	36	39
Persuasive	32	38
Outdoor	29	31
Mechanical	16	25

The "high" group was next analyzed for its score on the Mooney Problem Check List.

TABLE VII
COMPARISON OF "HIGH" GROUP
WITH MOONEY PROBLEM CHECK LIST

Type of Problem	"High" Group (38)		"Remaining" Group (150)	
	Number of Problems	Number of Students	Number of Problems	Number of Students
Serious	10+	18 (47%)	10+	27 (18%)
Ordinary	30+	22 (58%)	30+	30 (20%)
	+ or more			

The "high" group, as compared to the "remaining" group, had a far greater percentage of "Ordinary" and "Serious" problems. Perhaps this would lend support to the hypothesis that these students were less well-adjusted than the rest of the group.

As a final effort to describe this seminary group, the author plotted the MMPI profile for the group that was left after we separated the "high" portion from the "entire" group. He referred to this group as the "normal" group.

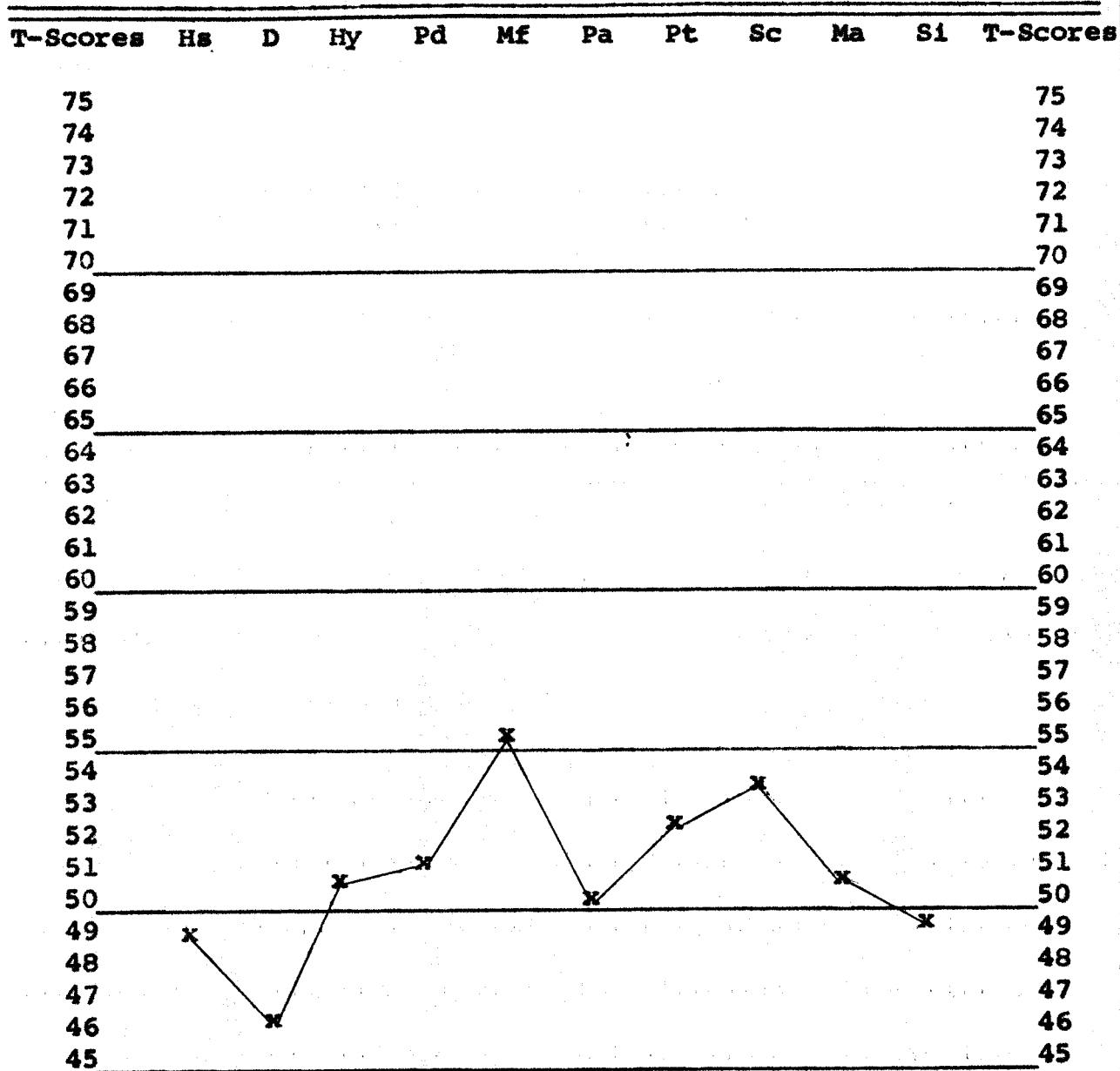


FIGURE 5

NORMAL SEMINARY GROUP - MMPI

The group is certainly very normal in its scores. An elevated Mf is to be discounted as for all college students. An elevated Sc might show a more retiring, quiet personality; a low D a well-contented personality.

TABLE VIII

MMPI SCORES FOR THE "NORMAL" GROUP

Scale	Mean	Standard Deviation
Mf	55.033	9.598
Sc	53.866	7.530
Pt	52.360	9.010
Pd	51.253	9.118
Ma	50.593	9.759
Hy	50.580	7.294
Pa	50.046	7.832
Si	49.333	8.086
Hs	48.900	7.968
D	46.126	9.210

Th
Social

PERCENTILES	100	90	80	70	60	50	40	30	20	10
OUTDOOR	M	F	M	F	M	F	M	F	M	F
MECHANICAL	M	F	M	F	M	F	M	F	M	F
COMPUTATIONAL	M	F	M	F	M	F	M	F	M	F
SCIENTIFIC	M	F	M	F	M	F	M	F	M	F
PERSUASIVE	M	F	M	F	M	F	M	F	M	F
ARTISTIC	M	F	M	F	M	F	M	F	M	F
LITERARY	M	F	M	F	M	F	M	F	M	F
MUSICAL	M	F	M	F	M	F	M	F	M	F
SOCIAL SERVICE	M	F	M	F	M	F	M	F	M	F
CLERICAL	M	F	M	F	M	F	M	F	M	F

FIGURE 6

"NORMAL" GROUP ON THE KUDER

The Faculty Rating Scale was used to obtain an estimate of how these students were judged by their professors. The actual scale used is reproduced in Appendix No. 1 of this study.

TABLE IX
FACULTY RATING OF SEMINARY GROUP

Rating	Entire Group (N=188)		"High" Group (N=38)		"Normal" Group (N=150)	
Excellent	24	13% ^{12.8}	6	15.6%	18	12%
Very Good	68	36% ^{36.2}	13	34.4%	55	37%
Average	61	33% ^{32.4}	15	39.5%	46	31%
Fair	25	13% ^{13.3}	1	2.6%	24	16%
Good, but doesn't belong	6	3% ^{3.2}	1	2.6%	5	3%
Personality Problems	4	2% ^{2.1}	2	5.3%	2	1%
	—	—	—	—	—	—
	188	100%	38	100.00%	150	100%

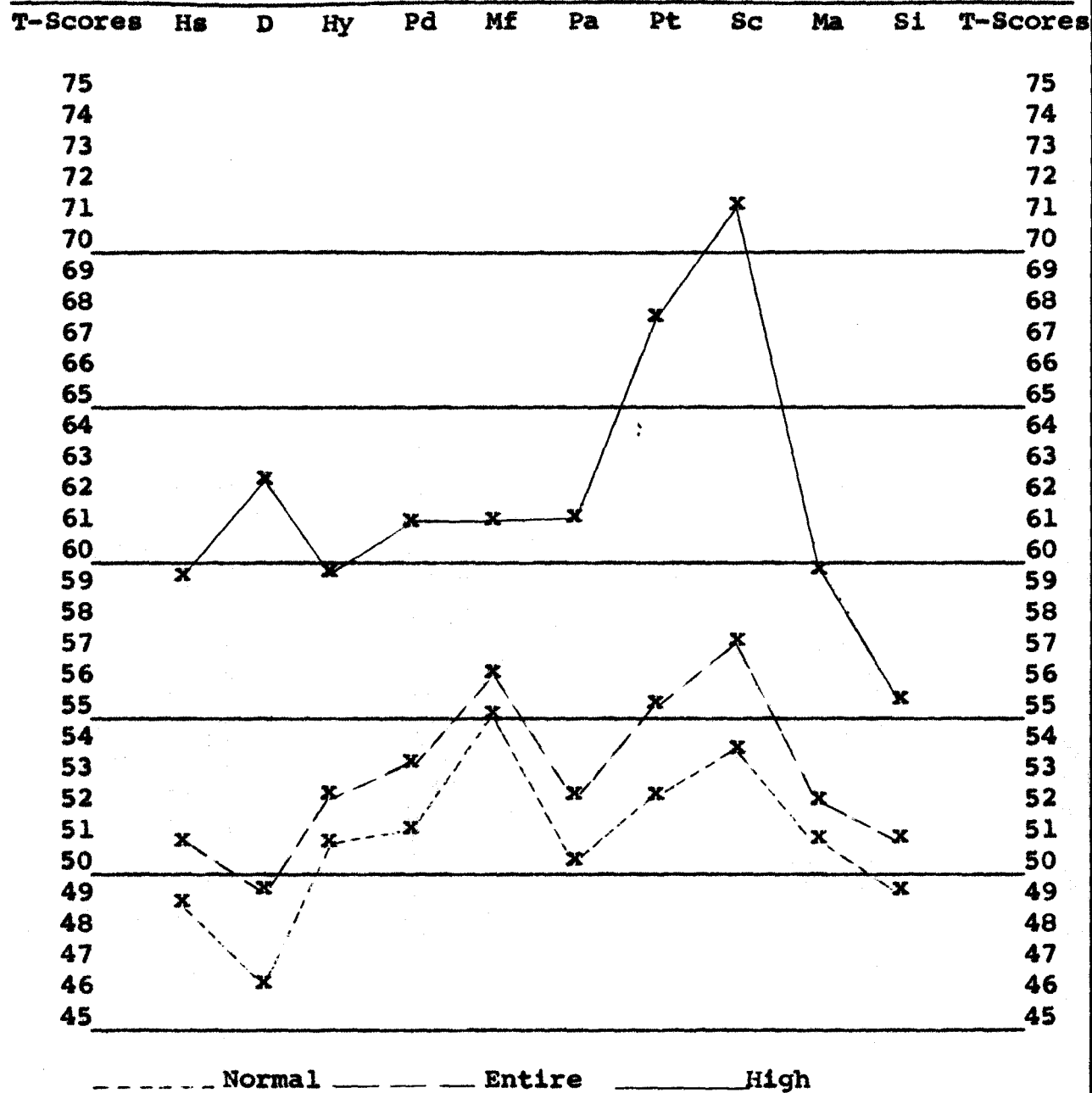


FIGURE 7

COMBINED PROFILE ON THE MMPI 4TH YEAR

The composite profile for this group shows that the three sub-groups follow the same general tendencies with the following exceptions: the "high" group on scale D reverses itself as compared to the other two sub-groups; Mf on the "high" group levels off, while Mf has a peak in the other sub-groups.

As a final effort in this study, the author compared this group (fourth year minor seminary) to a group from the same seminary but one year advanced (fifth year).

What follows is a description of the two years as they are compared on the MMPI, the Kuder Preference Record, the Mooney Problem Check List and the Faculty Rating Scale.

In the graph showing the MMPI scores, the green unbroken line represents the fourth year entire group; the green broken line represents the fourth year "high" group. The red unbroken line represents the fifth year entire group; the red broken line represents the fifth year "high" group.

It was noticed that the entire fifth year is higher on every scale than the entire fourth year group. Computing the standard error of the difference of the means for the various scales, it was found that at the .05% level of confidence the difference on scales Hs, D, Hy, Pa and Pt was significant.

Probably the fact that the fifth year is older than the fourth by one full year would give a partial explanation for this difference. Many studies on the MMPI have proven that age has a tendency to elevate the scales. Fifth year probably would be a more serious group and the seminarians might have a keener appreciation of their life and vocation than the younger men. All these things combined might partially explain the over-all elevation of the scales.

For the "high" sections of both years, amazing similarity was found. At the .05% level of confidence, only scale Sc shows a significant difference.

MMPI

HS D HY Pd MF Pa Pt Sc Ma SI

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75

70

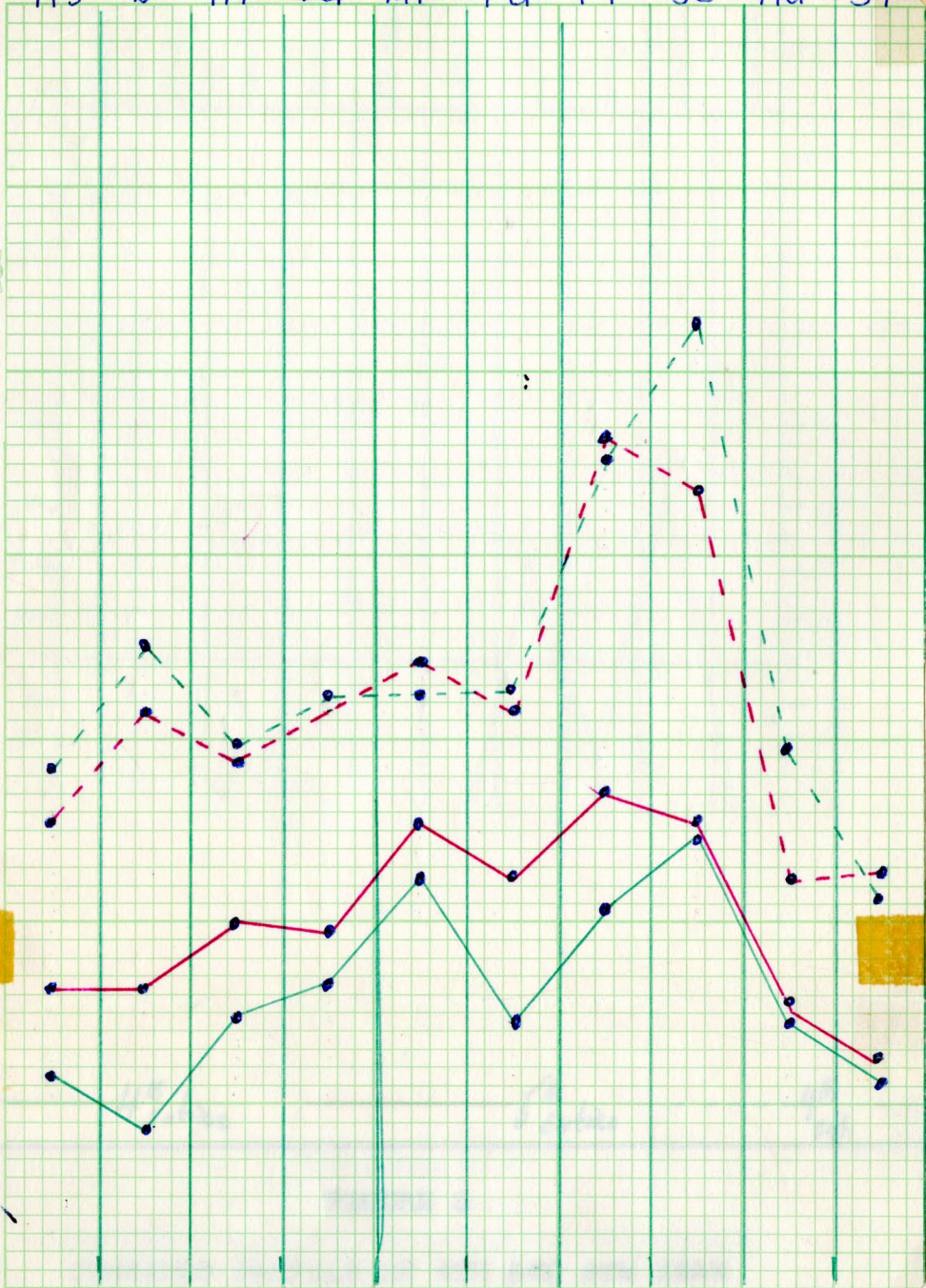
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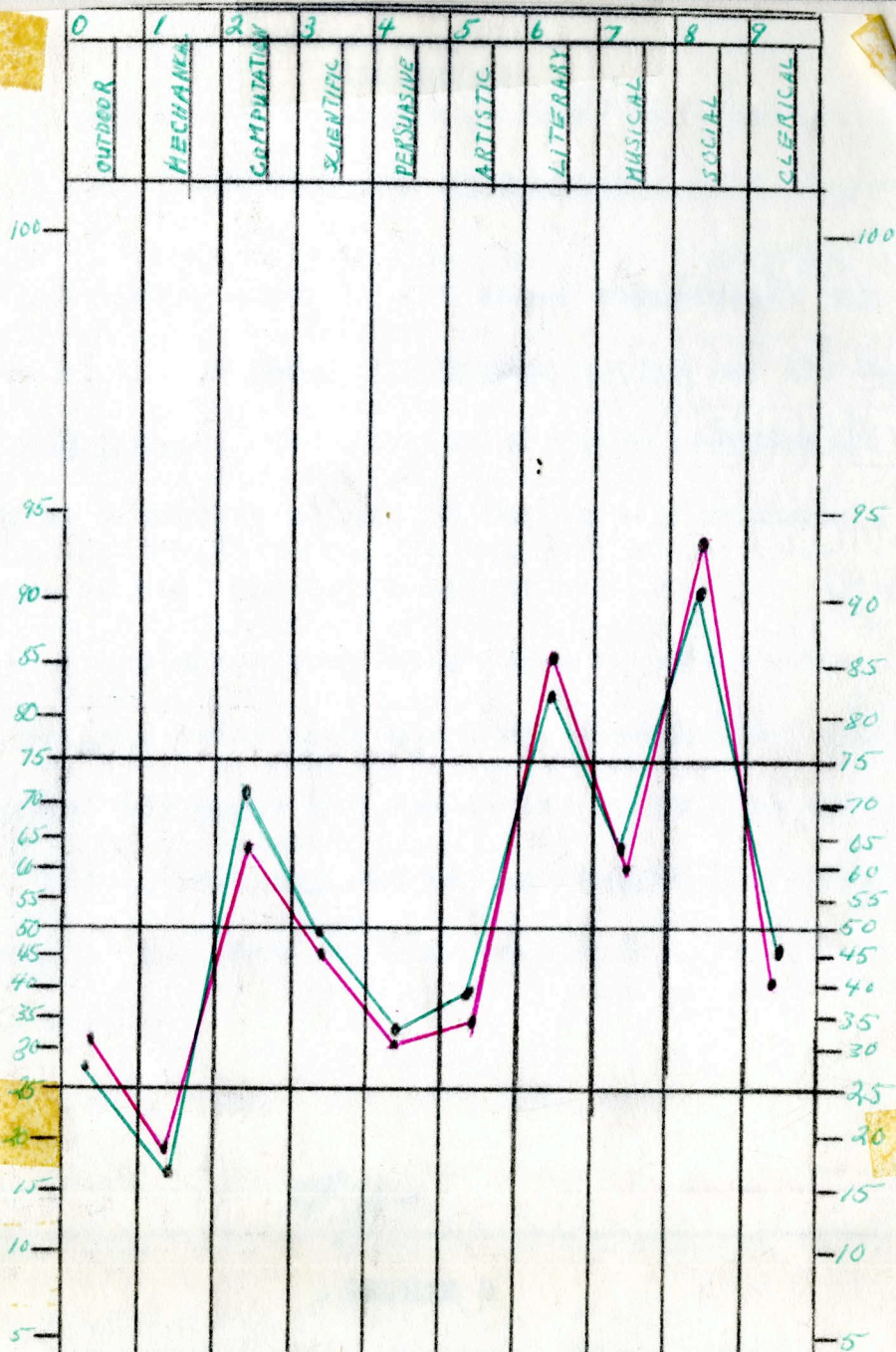
55

50

45



5th High



1st year

interests.

CHAPTER V

SUMMARY AND CONCLUSIONS

A descriptive study of 188 minor seminarians was conducted using the MMPI, the Kuder Preference Record and the Mooney Problem Check List. The results of these inventories were compared to a faculty rating of the same population.

First of all, the entire group was studied. It was found that this group was a very well-adjusted population. Using the typical college males as a norm, our experimental group proved to be better adjusted; had tendencies to be more quiet, serious, orderly, ritualistic and conforming; showed tendencies of being more reserved and less committed emotionally and were happier and more content.

As a group, their interests were definitely centered on people. They also showed a keen interest in ideas, studies and literature. Active interest in mathematics, figures and accounts seemed to be part of their profile.

Using the Mooney Problem Check List as a sort of self-

report, it was discovered that this group had slightly less than the average amount of problems as the normal college male. Both had about the same number of "serious" problems. Adjustment to College Work, Social and Recreational Activities, Social and Personal Psychological Relations were the areas of most concern to this group.

The Faculty Ratings of this group confirmed the above findings. The majority were judged to be operating well at this level in this specialized type of seminary life and had been approved for advancement in the seminary program.

This study was undertaken to test four hypotheses:

1. That a group of fourth year minor seminarians, studying for the diocesan priesthood, is a normally adjusted population with its own characteristic interest patterns.
2. The judgment of their superiors will confirm the above statement.
3. Within this group there is a small number of students who show tendencies toward poorer adjustment. An empirically chosen "cutting-point" can be used to distinguish this group from the total sample of that year.
4. This fourth year group of minor seminarians will

prove to be essentially the same population as the fifth year group from the same seminary in personality adjustment and interests.

The conclusions were:

1. This fourth year group of minor seminarians was definitely a well-adjusted group. When compared to college norms of males, they were better adjusted on all scales, except Sc(8). Perhaps this might be explained by seeing the seminarian as a little more retiring than the ordinary college male. His emotional life would be a little more guarded.

This group showed a definite pattern of interests. An active concern for people, literary fields, ideas and studies marked their choice. They had little interest in mechanical pursuits or outdoor occupations.

2. Of the entire group, 82 per cent were judged by the faculty to be well-accepted at this level of their training and to be promoted to the next stage. Only 9 per cent of the "high" group were judged to be "less than average." This tends to confirm our position that this "high" group is not necessarily "poorly adjusted" for seminary life; however, these men could be watched carefully and helped by counseling toward

a better adjustment.

3. Using an empirically determined "cutting-off" point, a small group of students were distinguished from the entire group. They were higher than the entire group on every scale of the MMPI. Their profile was, in general, merely an extension of the profile for the entire group. There were two exceptions to this; the "high" group had an elevated D scale and its Mf leveled off, whereas the Mf of the entire group had a peak. Therefore, we might conclude that this "high" group represented basically the same type student but with tendencies toward a less-balanced approach to things. These students should be followed carefully and offered the opportunity, through counseling, to work toward more balance in their lives.

4. Fourth year and fifth year students of this same seminary, having been described by similar means, prove to be a homogeneous population. On the index of adjustment (MMPI), the older class scored higher than the younger class on every scale. Age, greater realization of their vocation and more serious direction of their lives might partially explain this difference. Their profiles, however, were very similar. At the .05 level of confidence the difference between these two

groups proved significant for scales Hs, D, Hy, Pa and Pt. The above-mentioned reasons, perhaps, might partially explain these differences.

The problem areas and the intensity of problems were approximately the same for both groups. School problems, personal and social relations were of most concern to these men.

Unqualified approval of the faculty has been given for advancement for 82 per cent of the fourth year group and for 87 per cent of the fifth year group.

Suggestions for Further Research

It would seem profitable to follow this seminary group along its career of training. If the MMPI were administered every year or two, it might give an indication of the personality growth or disintegration of these individual students. This might give an indication of the dynamics of the seminary training.

The interest patterns of these two groups were the same. In both groups, the "Persuasive scale" was very low. This seems to offer an area for new research. If the scale dealing with people was the highest for both groups and the ability to

deal with people the lowest, perhaps the seminary program could introduce some training in psychology, dynamics of human behavior, counseling, etc., that would give these men more confidence in their ability to deal with people.

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APPENDIX I

STUDENT'S NAME _____

CLASS _____

I) IMPRESSION HE GIVES AS A SEMINARIAN:

Excellent _____

Very Good _____

Average _____

Fair, probably will improve _____

Good lad, but doesn't belong here _____

II) DISPOSITION:

Cheerful _____ Ordinary _____ Sensitive _____

Cooperative _____ Tense _____

Reliable _____ Delicate _____

Manly _____ Too quiet _____

Effeminate _____

Personality Problem _____

Approval Sheet

The thesis submitted by Reverend John Robert Gorman has been read and approved by a board of three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

June 10, 1961
Date

Robert A. Curran
Signature of Adviser