A Comparison of the Responses of Public and Parochial School Children of Greek Parentage on the California Test of Personality

Diamond Pappas
Loyola University Chicago

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A COMPARISON OF THE RESPONSES OF PUBLIC AND PAROCHIAL
SCHOOL CHILDREN OF GREEK PARENTAGE ON THE
CALIFORNIA TEST OF PERSONALITY

by
Diamond Pappas

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

February
1955
LIFE OF AUTHOR

Diamond Pappas was born in Chicago, Illinois, on July 20, 1922.

He was graduated from Lane Technical High School, Chicago, Illinois, June, 1940. From 1940 to 1942 he attended Wright Junior College, Chicago, Illinois, and following this period to January, 1946, he served with the United States Army. He graduated from Loyola University, February, 1951, with the degree of Bachelor of Science.

From September, 1952, to February, 1955, the author taught in the Ungraded Division of the Chicago Public Schools. He is now teaching at the Harriet Beecher Stowe Elementary School, Chicago, Illinois.
PREFACE

Very special thanks are due to Mr. Andrew Kopan, Principal of St. Constantine Greek Koraes Parochial School; Mr. Papardis, Principal of Socrates Greek Parochial School; and to the Teaching Staffs of these schools.
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CHAPTER I

INTRODUCTION

The purpose of this thesis is to compare the personality traits of a group of American boys and girls of Greek parentage attending Greek parochial schools in Chicago with a similar group attending Chicago public schools. It is desired to learn whether or not the personality problems of those children who have been more intensively trained in the Greek culture differ from those of comparable groups attending the public schools.

The term personality in our language is used with many meanings. For the present study, therefore, personality will be defined as "that dynamic organization of all the various powers of man, his tendencies, impulses, and habits, which under the influence of intellect and will characterizes his particular adjustment to his environment here and now."¹ This definition is preferred because it considers the behavior of the person as a whole.

¹ Vincent V. Herr, How We Influence One Another, Milwaukee, 1945, 127.
CHAPTER II

SUMMARY OF RELATED STUDIES

An examination of the bibliography in the field of personality revealed no investigations of the problem proposed here. Nevertheless, this examination did reveal the fact that the California Test of Personality has been used by three authors to study factors possibly influencing the personality of children at the elementary school level.

For instance, studies made by Edmiston, Engle, and Seidenfeld are similar to the present study in that the California Test of Personality was used as the objective personality test and in that elementary school children were tested. These studies, however, differ from the present study in purpose. For example, Edmiston's purpose is to determine if public school children show better adjustment than orphanage children, and to ascertain whether or not the orphanage children in public schools show different adjustments than those attending the private school orphanages. Some basic conclusions warranted by this study are as follows: (1) a general superiority of the Xenia Public School group to the home group; (2) some public school experience for the homes' pupils leads to
better self-reliance but less feeling of belonging.

Engle's object, however, was to study the relationship between the personality adjustment and membership in the Amish, Negro and Control groups. A basic result to be reached by this particular study is that although many of the differences between the minority social groups have not been statistically significant, such differences as have been found may well serve to stimulate the teacher to further study of individuals and groups.

Finally, Seidenfeld's purpose was to ascertain the effects of the apparency of disability on the responses to a personality inventory of public school children, all of whom had infantile paralysis. The conclusions of this study indicate that having polio does tend to produce reactions and patterns of response that are at variance with those occurring in children who have not been the victims of a chronic illness. Also, there seems to be some indication that being left with residual paralysis may also affect the patterns of response.
CHAPTER III

STATEMENT OF PROBLEM AND PROCEDURE

With the realization that personality tests are limited an attempt will be made to justify their use before discussing the problem and procedure used in this present study.

One of the most persistent questions asked is, "Can personality actually be evaluated or measured?" Many honestly believe that we know too little about the intangibles involved to make any measurements possible. Others believe that we are justified in such attempts. For instance, Ernest W. Tiegs states that "in spite of certain as yet unsolved problems, the personality inventory test is the most satisfactory device for measuring and evaluating personality yet devised." In regard to this matter Robert G. Bernreuter states that

No one should begin to use tests with the belief that they will answer all questions about the development of personality of individuals, but it is my conviction that some help and occasionally, crucial help can be obtained even with the use of our present imperfect instruments.

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Louis P. Thorpe concludes his study by saying that

In the meantime, we must struggle with such problems as are involved in the nonquantitative nature of personality, the difficulty of devising reliable units of measurement, the nonconstant organization of personality traits, the difficulty of securing adequate samples of a given individual's tendencies, and all the pitfalls attendant upon the establishment of reliability and validity in our testing instruments. However, through application of the sampling technique and the clinical case method, considerable progress has been made, and many promising tests, both verbal and behavioral, have been assembled which bid fair to pioneer the way in charting the intricacies of that most baffling and least understood of all the higher organisms - the human personality.  

It is apparent, therefore, that the answer to this question is only partially affirmative. When employed cautiously the better personality tests probably justify their usage from both a theoretical and practical viewpoint.

In general, this study was undertaken primarily to determine whether significant measurable differences in personality exist between American children of Greek parentage who attend the Greek parochial schools and a similar group who attend the Chicago public schools.

The more specific nature of the problem may be stated as follows. What is the degree of relationship between the

---

attained responses of the public school group of Greek parentage and the parochial school group of Greek parentage on the California Test of Personality? For instance, is there a significant difference between the test scores of the public and parochial school groups of Greek parentage?

Procedure:

A. Subjects. The subjects for the present study were obtained from the two Greek parochial schools in Chicago and were then compared with an equal number attending the public schools in or near the vicinity of the two parochial schools.

In selecting a population for this study the writer sought children of approximately similar socioeconomic conditions, age, grade, sex, intellectual and educational status. Accordingly, although two hundred subjects had actually been tested the test data of only sixty subjects were finally used in this study.

All children that were tested spoke the Greek and English languages at home.

Of the public school group thirteen were boys and seventeen were girls, while of the parochial school group ten were boys and twenty were girls.

A mean age of 11.00 years was had for the parochial school group, while a mean age of 10.83 was had for the public
school group. The standard deviation for mean ages of the public school group of Greek parentage is 1.08, and for the parochial school group of Greek parentage the standard deviation is 1.13. The difference between these mean ages of public and parochial school groups of Greek parentage is 0.17. The standard error of the difference is 0.29, and the critical ratio is 0.59. No significant difference exists between the two groups with regard to age variability.

With reference to grade levels the parochial school group had a mean grade level of 5.67, while the public school group had a mean grade level of 5.70. The standard deviation for mean grades of the parochial school group of Greek parentage is 1.04, and for the public school group of Greek parentage the standard deviation is 1.16. The difference between these mean grades of public and parochial school groups of Greek parentage is 0.03, the standard error of the difference is 0.29, and the critical ratio is 0.10. No significant differences exist between the two groups with regard to the grade variable.

Comparison of reading scores, grade and age equivalents as measured by the Stanford Achievement Test:Intermediate Reading Test, Form D, reveals the following information. The mean paragraph meaning scores for both public and parochial school groups of Greek parentage is 21. The mean word meaning
scores of the public school group is 32, and the mean score for the parochial school group is 29. The standard deviation for mean word meaning scores of the public school group is 8.21, and for the parochial school group the standard deviation is 8.49. The difference between these mean word meaning scores of public and parochial school groups of Greek parentage is 3, the standard error of the difference is 2.19, and the critical ratio is 1.37.

With respect to mean grade (word meaning section) scores, the public school group obtained a mean grade score of 6.2, while the parochial school group obtained a mean grade score of 5.8. The difference between these mean grade (word meaning section) scores of public and parochial school groups of Greek parentage is 0.4. The standard error of the difference is 2.19, and the critical ratio is 0.18. With regard to mean age and grade (paragraph meaning section) scores, both public and parochial school groups of Greek parentage obtained mean age and grade scores of 10-10 and 5.8, respectively. It is obvious, therefore, that there are no significant mean word and paragraph meaning score differences between the two groups. Also, of importance is the fact that the two groups are equated in regard to both the age and grade variable.

B. Materials. The California Test of Personality-Elementary, Form A, was used as the objective personality test.
This test is constructed in such a manner that the questions
answered by "yes" and "no" may be scored to show adjustment in
twelve areas. The first six areas indicate self-adjustment and
those from seven through twelve indicate social adjustment. They
are (1) self-reliance, (2) personal-worth, (3) personal freedom,
(4) feeling of belonging, (5) freedom from withdrawing tendencies,
(6) freedom from nervous symptoms, (7) social standards, (8)
social skills, (9) freedom from anti-social tendencies, (10)
family relations, (11) school relations, (12) and community
relations.

The cover sheet of the California Test of Personality
Booklet provides an outline for a profile of scores on the test.
On this the raw scores may be converted to percentile scores by
the use of a table of norms included in the Manual of Directions. 5

In interpreting all data one must note that the higher
the score the more desirable is the adjustment.

The published reliability coefficients for the test
based on 334 cases (using the split-halves method corrected by
the Spearman-Brown Formula) are as follows: total adjustment -
.933; self-adjustment - .888; social-adjustment - .867. The

5 Manual of Directions, California Test of Personality,
Elementary Series, California Test Bureau, Los Angeles, 4.
reliabilities of the twelve subtests are not given but are said to be "sufficiently high to locate more restricted areas of personality difficulty."6

Validity coefficients for the test are lacking, but it is stated that the items included in the test were selected on the basis of:

(1) Judgments of teachers and principals regarding their validity and significance.

(2) The reactions of pupils expressing the extent to which they felt competent and willing to give correct responses.

(3) A study of the extent to which pupil responses and teacher appraisals agreed.

(4) A study of the relative significance of items by means of the bi-serial "r" technique.7

While this instrument is admittedly not a refined clinical instrument for distinguishing between adjusted and mal-adjusted children, nevertheless, it served its purpose as a rough external measure of adjustment between the public and parochial school groups.

6 Ibid.
7 Ibid., 2.
With respect to the merits of this test the writer quotes Lawrence F. Shaffer who states that "on the whole the faults of the California Test of Personality are those of personality questionnaires in general."

Since language difficulties may affect the use of this personality test, an additional test, The Stanford Achievement Test, Intermediate Reading Test, Form D, was administered to eliminate subjects lacking a minimum fourth grade reading ability.

In addition to the above a questionnaire made up by the writer was also given. The purpose of this was to determine such factors as parentage, the language spoken at home, and the like.

C. Method. The California Test of Personality-Elementary, Form A, and The Stanford Achievement Test, Intermediate Reading Test, Form D, and the questionnaire were administered to two hundred student subjects between the grade levels of four to eight of both public and parochial schools. Each test was administered according to the specific instructions given in the Manual of Directions.

No time limit was set for the administering of the California Test of Personality, however, most of the pupils had completed the test in about forty-five minutes. For the administering of the Stanford Achievement Test, a time limit of thirty minutes was set, but most of the subjects had finished in less than the allotted time. In order to adhere to exact time limits a stop watch was used.
CHAPTER IV

ANALYSIS OF RESULTS

Following administration, the personality tests, reading tests, and questionnaires were all scored and sorted. In most computations the raw scores were converted into means, standard deviations, standard errors of the means, standard errors of the differences, and critical ratios. Critical ratios were calculated in order to test the significance of the difference in personality adjustment test scores of the different school groups.

Data on self, social and total adjustment scores for public and parochial school subjects of Greek parentage are given in Table I.9

From Table I data can be secured for comparing public and parochial school children of Greek parentage. For example, from Table I, it is to be seen that the public school group had a mean score in self-adjustment of 56.40, and that the parochial school group had a mean score of 52.50. Means, standard deviations of the samples, and critical ratios for these two groups

9 Table I, 14.
can be read directly from Table I. The difference between these self-adjustment scores of public and parochial school groups of Greek parentage is 3.90, the standard error of the difference is 2.22, and the critical ratio is 1.76. In the area of social adjustment the difference between social adjustment scores of public and parochial pupils of Greek parentage is 0.20, the standard error of the difference is 1.67, and the critical ratio is 0.12. With regard to total adjustment the difference between total adjustment scores is 3.97, the standard error of the difference is 3.52, and the critical ratio is 1.13.

**TABLE I**

DISTRIBUTION OF SELF, SOCIAL AND TOTAL ADJUSTMENT SCORES OF PUBLIC AND PAROCHIAL PUPILS OF GREEK PARENTAGE AS MEASURED BY THE CALIFORNIA TEST OF PERSONALITY

<table>
<thead>
<tr>
<th>Traits</th>
<th>Public Mean</th>
<th>Parochial Mean</th>
<th>Public Std Dev</th>
<th>Parochial Std Dev</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=30</td>
<td>N=30</td>
<td>N=30</td>
<td>N=30</td>
<td></td>
</tr>
<tr>
<td>Self-Adjustment</td>
<td>56.40</td>
<td>52.50</td>
<td>9.08</td>
<td>7.74</td>
<td>1.76</td>
</tr>
<tr>
<td>Social-Adjustment</td>
<td>60.77</td>
<td>60.97</td>
<td>5.81</td>
<td>6.82</td>
<td>0.12</td>
</tr>
<tr>
<td>Total-Adjustment</td>
<td>117.20</td>
<td>113.23</td>
<td>13.77</td>
<td>13.02</td>
<td>1.13</td>
</tr>
</tbody>
</table>
It will be noted that the public school group had a higher mean score than the parochial school group in the areas of self and total adjustment, while the parochial school group had a higher mean score in the area of social adjustment. Further analysis indicates that no significant differences between the two groups were found to exist in any area of adjustment.

Scores of public and parochial school pupils of Greek parentage on each of the six subsections comprising "self-adjustment" and on each of the six subsections comprising "social adjustment" are given in Table II.

From Table II it can be seen that the public school group had a mean score in self-reliance of 8.30, and that the parochial school group had a mean score of 7.40. Means, standard deviations of the samples, and critical ratios for these two groups can be read directly from Table II. The difference between these self-reliance scores of public and parochial school groups of Greek parentage is 0.90, the standard error of the difference is 0.54, and the critical ratio is 1.67.

In the area of sense of personal worth the difference between sense of personal worth scores of public and parochial school groups of Greek parentage is 1.27, the standard error of the difference is 0.51, and the critical ratio is 2.49. In the area of sense of personal freedom, the difference between these scores is 0.16, the standard error of the difference is 0.45, and the critical ratio is 0.36.
<table>
<thead>
<tr>
<th>Traits</th>
<th>Public Mean</th>
<th>Public Standard Deviation</th>
<th>Parochial Mean</th>
<th>Parochial Standard Deviation</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=30</td>
<td></td>
<td>N=30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reliance</td>
<td>8.30</td>
<td>2.27</td>
<td>7.40</td>
<td>1.85</td>
<td>1.67</td>
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<tr>
<td>Sense of Personal Worth</td>
<td>9.77</td>
<td>2.09</td>
<td>8.50</td>
<td>1.80</td>
<td>2.49</td>
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<tr>
<td>Sense of Personal Freedom</td>
<td>9.47</td>
<td>1.93</td>
<td>9.63</td>
<td>1.45</td>
<td>0.36</td>
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<td>Feeling of Belonging</td>
<td>11.07</td>
<td>1.12</td>
<td>10.17</td>
<td>1.10</td>
<td>3.21</td>
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<tr>
<td>Withdrawing Tendencies (freedom from)</td>
<td>8.53</td>
<td>2.35</td>
<td>7.73</td>
<td>2.72</td>
<td>1.19</td>
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<td>Nervous Symptoms</td>
<td>9.27</td>
<td>2.27</td>
<td>8.77</td>
<td>2.32</td>
<td>0.83</td>
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<tr>
<td>Social Standards</td>
<td>10.50</td>
<td>0.89</td>
<td>10.60</td>
<td>0.99</td>
<td>0.08</td>
</tr>
<tr>
<td>Social Skills</td>
<td>9.80</td>
<td>1.47</td>
<td>9.70</td>
<td>1.66</td>
<td>0.24</td>
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<tr>
<td>Anti-Social Tendencies (freedom from)</td>
<td>10.07</td>
<td>1.77</td>
<td>9.90</td>
<td>1.99</td>
<td>0.35</td>
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<tr>
<td>Family Relations</td>
<td>10.43</td>
<td>1.69</td>
<td>10.73</td>
<td>1.61</td>
<td>0.70</td>
</tr>
<tr>
<td>School Relations</td>
<td>9.63</td>
<td>1.78</td>
<td>9.57</td>
<td>1.93</td>
<td>0.12</td>
</tr>
<tr>
<td>Community Relations</td>
<td>10.27</td>
<td>2.45</td>
<td>10.37</td>
<td>1.78</td>
<td>0.18</td>
</tr>
</tbody>
</table>
Further study of Table II will reveal that the public school group had a mean score in feeling of belonging of 11.07, and that the parochial school group had a mean of 10.17. The difference between these feeling of belonging scores of public and parochial school groups of Greek parentage is 0.90, the standard error of the difference is 0.28, and the critical ratio is 3.21. In the area of freedom from withdrawing tendencies the difference between these scores is 0.80, the standard error of the difference is 0.67, and the critical ratio is 1.19. With regard to freedom from nervous symptoms the difference between these scores is 0.50, the standard error of the difference is 0.60, and the critical ratio is 0.83.

Comparison of these data show that the public school group of Greek parentage had a higher mean score than the parochial school group of Greek parentage in the areas of self-reliance, sense of personal worth, feeling of belonging, freedom from withdrawing tendencies, and nervous symptoms, while the parochial school group of Greek parentage had a higher mean score in the area of sense of personal freedom. Further analysis indicates that significant differences between public and parochial school groups of Greek parentage were found in two subsections: (1) sense of personal worth, and (2) feeling of belonging, with the public school group having higher mean scores.
in both cases. The critical ratios for these differences are 2.49, and 3.21, respectively. A critical ratio of 2.49 is significant at the 2% level of confidence, while a critical ratio of 3.21 is significant at the 1% level of confidence.

Table II also shows that the public school group of Greek parentage had a mean score in social standards of 10.50, and that the parochial school group of Greek parentage had a mean score of 10.60. Means, standard deviations of the samples, and critical ratios for these two groups can be read directly from Table II. The difference between these social standard scores of public and parochial school groups of Greek parentage is 0.10, the standard error of the difference is 1.33, and the critical ratio is 0.08. In the area of social skills the difference between these scores is 0.10, the standard error of the difference is 0.41, and the critical ratio is 0.24. With regard to anti-social tendencies the difference between these scores is 0.17, the standard error of the difference is 0.49, and the critical ratio is 0.35.

It can also be seen from Table II that the public school group of Greek parentage had a mean score in family relations of 10.43, and that the parochial school group of Greek parentage had a mean score of 10.73. The difference between these family relation scores of public and parochial school groups of Greek
parentage is 0.30, the standard error of the difference is 0.43, and the critical ratio is 0.70. In the area of school relations the difference between these scores is 0.06, the standard error of the difference is 0.49, and the critical ratio is 0.12. With respect to community relations the difference between these scores is 0.10, the standard error of the difference is 0.56, and the critical ratio is 0.18.

Analysis of these data show that the public school group of Greek parentage had a higher mean score than the parochial school group of Greek parentage in the areas of social skills, freedom from anti-social tendencies, and school relations, while the parochial school group had a higher mean score in the areas of social standards, family and community relations. Further analysis reveals that no significant differences between the two groups were found to exist in any area of adjustment.
CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this investigation was to compare the personality traits of a group of American boys and girls of Greek parentage attending Greek parochial schools in Chicago with a similar group attending Chicago public schools. It was desired to learn whether or not the personality problems of those children, who had been more intensively trained in the Greek culture differed from those of comparable groups attending the public schools.

An examination of the bibliography in the field of personality revealed no investigations of the problem proposed here. Nevertheless, this examination did reveal the fact that the California Test of Personality had been used by Edmiston, Engle and Seidenfeld to study factors possibly influencing the personality of children at the elementary school level.

In an effort to discover the relationship between the personality problems of public and parochial school children as measured by the California Test of Personality, and more specifically to investigate the following question, this study was proposed and carried out. Are there any significant test score
differences between public and parochial school children of Greek parentage?

The California Test of Personality-Elementary, Form A, the Stanford Achievement Test: Intermediate Reading Test, Form D, and a questionnaire were administered to all students of Greek parentage between the grade levels of four to eight in the two Greek parochial schools of Chicago and to the surrounding public schools of the latter. Of two hundred tests given only sixty were finally used.

Conclusions:

Based on an analysis of the data, the following conclusions seem justified for the present study:

1. No significant differences between the two groups were found to exist in any major area of adjustment (self, social and total adjustment).

2. Nevertheless, it is of interest to note that significant differences between the two groups were found in two subsections: (1) sense of personal worth, and (2) feeling of belonging, with the public school group of Greek parentage having the higher mean score in both cases. The critical ratios for these differences were 2.49, and 3.21, respectively. A critical ratio of 2.49 is significant at the 2% level of confidence, while a critical ratio of 3.21 is significant at the 1% level of
confidence. This suggests that public school children of Greek parentage have stronger feelings of personal worth and feelings of belonging.

3. It has been found that public school children of Greek parentage had a slightly higher mean score than parochial school children of Greek parentage in the areas of self and total adjustment, self-reliance, sense of personal worth, feeling of belonging, withdrawing tendencies, nervous symptoms, social skills, anti-social tendencies and school relations, while parochial school children of Greek parentage had a higher mean score in the area of sense of personal freedom, social standards, family and school relations.

4. These findings suggest that the influence of the type of schooling upon personality traits may be less than is popularly believed, since there was no significant difference between the public and parochial school children except for the stronger feelings of personal worth and feeling of belonging on the part of the former.

The religious orientation of the parochial school, stressing as it does the dignity of man, gives the child a strong theoretical basis for a sense of personal worth. Though the public school lacks this, it gives, through pupil participation and group activities opportunities for initiative and social
recognition. It appears that practical experience is more potent in fostering a feeling of self-respect that is an intellectual conviction of one's value as a human being.
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B. MANUALS


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D. UNPUBLISHED MATERIALS

# CALIFORNIA TEST OF PERSONALITY—ELEMENTARY, FORM A

## A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Louis P. Thorpe, Ernest W. Tiegs, and Willis W. Clark

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Sex: Boy-Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Age</td>
<td>Birthday</td>
</tr>
<tr>
<td>Teacher</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

## COMPONENTS

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Possible Pupil's Score</th>
<th>PERCENTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Chart pupil's percentile rank here</td>
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</table>

### 1. Self Adjustment

<table>
<thead>
<tr>
<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>A. Self-reliance</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>B. Sense of Personal Worth</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>C. Sense of Personal Freedom</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>D. Feeling of Belonging</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>E. Withdrawing Tendencies</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>F. Nervous Symptoms</strong></td>
<td>12</td>
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</tr>
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</table>

### 2. Social Adjustment

<table>
<thead>
<tr>
<th>Score</th>
<th>Rank</th>
<th>PERCENTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>A. Social Standards</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>B. Social Skills</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>C. Anti-social Tendencies</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>D. Family Relations</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>E. School Relations</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>F. Community Relations</strong></td>
<td>12</td>
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</tbody>
</table>

**TOTAL ADJUSTMENT** | 144 | |

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INSTRUCTIONS TO PUPILS

After each of the following questions, make a circle around the YES or NO.

For example, if you have a dog at home make a circle around the YES. Do the other one the same way.

A. Do you have a dog at home? YES NO
B. Can you ride a bicycle? YES NO

On the next pages are more questions.

The answers are not right or wrong, but show what you think, how you feel, or what you do about things.

Go right on from one page to another until you have finished all of them.

SECTION 1 A

1. Would you rather plan your own work than to have some one else plan it for you? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. When you have some free time, do you usually ask your parents or teachers what to do? YES NO
4. When someone tries to cheat you, do you usually try to stop him? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. Do you like to meet new people or introduce them to others? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Do you usually eat food that is good for you, even if you do not like it? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. Do you get excited when things go wrong? YES NO
12. Do you usually keep at your work until it is done? YES NO
SECTION 1 C
25. May you usually choose your own friends? YES NO

26. Are you allowed enough time to play? YES NO

27. Do others usually decide to which parties you may go? YES NO

28. May you usually bring your friends home when you want to? YES NO

29. May you usually do what you want to during your spare time? YES NO

30. Do you have a chance to see many new things? YES NO

31. Do your folks often stop you from going around with your friends? YES NO

32. Are you allowed to do most of the things you want to? YES NO

33. Are you given some spending money? YES NO

34. Do your folks stop you from taking short walks with your friends? YES NO

35. Are you punished for lots of little things? YES NO

36. Do you feel that your folks boss you too much? YES NO

Score Section 1 C

SECTION 1 D
37. Do pets and animals make friends with you easily? YES NO

38. Are you proud of your school? YES NO

39. Do your classmates think you cannot do well in school? YES NO

40. Are you as well and strong as most boys and girls? YES NO

41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO

42. Are the members of your family usually good to you? YES NO

43. Do you often think that nobody likes you? YES NO

44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO

45. Do you have just a few friends? YES NO

46. Do you often wish you had some other parents? YES NO

47. Are you sorry you live in the place you do? YES NO

48. Do your friends have better times at home than you do? YES NO

Score Section 1 D

SECTION 1 E
49. Have people often been so unfair that you gave up? YES NO

50. Do you often think of many things that are dangerous? YES NO

51. Do you often meet people who are so mean that you hate them? YES NO

52. Are you often greatly discouraged about many things that are important to you? YES NO

53. Do your friends or your work often make you worry? YES NO

54. Is your work often so hard that you stop trying? YES NO

55. Are people often so unkind or unfair that it makes you feel bad? YES NO

56. Do your friends or classmates often say or do things that hurt your feelings? YES NO

57. Do people often try to cheat you or do mean things to you? YES NO

58. Are you often with people who have so little interest in you that you feel lonesome? YES NO

59. Are your studies or your life so dull that you often think about many other things? YES NO

60. Are people often mean or unfair to you? YES NO

Score Section 1 E

SECTION 1 F
61. Do you often have sneezing spells? YES NO

62. Do you often have bad dreams? YES NO

63. Do you bite your fingernails often? YES NO

64. Does it usually take you a long time to go to sleep at night? YES NO

65. Does your head ache often? YES NO

66. Do you often find you are not hungry at meal time? YES NO

67. Do you take cold easily? YES NO

68. Do you often feel tired in the forenoon? YES NO

69. Do you often tap with your fingers on a table or desk? YES NO

70. Do you often feel sick at your stomach? YES NO

71. Do you often have dizzy spells? YES NO

72. Do your eyes hurt you often? YES NO

Score Section 1 F
73. When people get sick or are in trouble, is it usually their own fault?  
74. Is it all right to disobey teachers if you think they are not fair to you?  
75. Should only the older boys and girls be nice and friendly to new people?  
76. Is it all right to take things you need if you have no money?  
77. Is it necessary to thank those who have helped you?  
78. Do children need to obey their fathers or mothers even when their friends tell them not to?  
79. If a person finds something, does he have a right to keep it or sell it?  
80. Is it all right to make fun of boys and girls who do not believe what you do?  
81. Should children obey signs that tell them to stay off of other peoples' grounds?  
82. Should children be nice to people they don't like?  
83. Is it all right for children to cry or whine when their parents keep them home from a show?  
84. Is it all right to cheat in a game when the umpire is not looking?  

Score Section 2 A

85. Do you like to speak or sing before other people?  
86. When people make you angry do you usually keep it to yourself?  
87. Do you help new pupils to talk to other children?  
88. Does it make you feel angry when you lose in games at parties?  
89. Is it hard for you to talk to people as soon as you meet them?  
90. Do you usually help other boys and girls to have a good time?  
91. Do you usually act friendly to people you do not like?  
92. Do you often change your plans in order to help people?  
93. Do you usually forget the names of people you meet?  
94. Do you often say nice things to people when they do well?  
95. Do you try games at parties even if you haven't played them before?  
96. Do you talk to new children at school?  

Score Section 2 B

97. Do people often ask you to do such hard or foolish things that you won't do them?  
98. Are the tests at school often so hard or unfair that it is all right to cheat?  
99. Do you often make friends or classmates do things they don't want to?  
100. Are things sometimes so bad at school that you stay away?  
101. Do people often act so badly that you have to be mean or nasty to them?  
102. Do you often have to make a "fuss" or "act up" to get your rights?  
103. Is anyone at school so mean that you tear, or cut, or break things?  
104. Is it hard to make people remember how well you can do things?  
105. Is someone at home so mean that you have to quarrel?  
106. Do you sometimes need something so badly that it is all right to take it?  
107. Do classmates often quarrel with you?  
108. Do you like to scare or push smaller boys and girls?  

Score Section 2 C

109. Do you have a hard time because it seems that your folks hardly ever have enough money?  
110. Do your folks seem to think that you are just as good as they are?  
111. Are you unhappy because your folks do not care about the things you like?  
112. When your folks make you mind are they usually nice to you about it?  
113. Do your folks often claim that you are not as nice to them as you should be?  
114. Do you like both of your parents about the same?  
115. Does someone at home pick on you much of the time?  
116. Does it seem to you that your folks at home often treat you mean?  
117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs?  
118. Do you sometimes feel like running away from home?  
119. Do you feel that no one at home loves you?  
120. Have you often felt that your folks thought you would not amount to anything?
121. Do you think that the boys and girls like you as well as they should?  
YES NO

122. Do you think that the children would be happier if the teacher were not so strict?  
YES NO

123. Is it fun to do nice things for some of the other boys and girls?  
YES NO

124. Is school work so hard that you are afraid you will fail?  
YES NO

125. Do many of the children get along with the teacher much better than you do?  
YES NO

126. Does it seem to you that some of the teachers have it in for pupils?  
YES NO

127. Do your schoolmates seem to think that you are nice to them?  
YES NO

128. Would you like to stay home from school a lot if it were right to do so?  
YES NO

129. Are most of the boys and girls at school so bad that you try to stay away from them?  
YES NO

130. Do your classmates choose you as often as they should when they play games?  
YES NO

131. Do many of the other boys or girls claim that they play games fairer than you do?  
YES NO

132. Do the boys and girls usually treat you nice at school?  
YES NO

133. Do you visit many of the interesting places near where you live?  
YES NO

134. Do you sometimes do things to make the place in which you live look nicer?  
YES NO

135. Do you think that there are too few interesting places in your city?  
YES NO

136. Do you ever help clean up things near your home?  
YES NO

137. Do you take good care of your own pets or help with other people's pets?  
YES NO

138. Do you sometimes help other people?  
YES NO

139. Do you try to get your friends to obey the laws?  
YES NO

140. Do you help children keep away from places where they might get sick?  
YES NO

141. Do you usually try to be nice to people who are not the same color or race as you are?  
YES NO

142. Is it all right to do what you please if the police are not around?  
YES NO

143. Does it make you glad to see the people around your house get along fine?  
YES NO

144. Do you dislike many of the people who live near your home?  
YES NO
INTERMEDIATE READING TEST: FORM D

Name ................................................. Age ........ Grade ....
Boy or girl ........................ Name of school ........................................ .
City ........................................ State ........................................ Date .......... 

<table>
<thead>
<tr>
<th>TEST</th>
<th>SCORE</th>
<th>GRADE EQUIV</th>
<th>AGE EQUIV</th>
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</thead>
<tbody>
<tr>
<td>Parag. Mean.</td>
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<tr>
<td>Word Mean.</td>
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<tr>
<td>Average Read.</td>
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</tr>
</tbody>
</table>

Grade Equiv.  ..................................................

Equate Score ..................................................

Age Equiv.  ..................................................

*Values extrapolated above this point.

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Copyright 1940 by World Book Company. Copyright in Great Britain. All rights reserved.
End of Test 2. Look over your work.
1-3 Dick and Tom were playing ball in the field. Dick was throwing the ball and Tom was trying to catch it.

2-4 A mother bird was picking worms out of the ground. Instead of eating them herself, she carried them to her one to feed to her two.

3-4 It was a lovely sunny morning. Bobby and Betty were happy as they piled baskets of good things to eat into the car. — three were going on a trip.

4-5 Have you ever heard of a library without any books? There is such a library, owned by a motion-picture company, that contains nothing but hair. It has more than one number, that is, a number dozen, wigs, mustaches, and beards in styles of many years, past and present. The next time you see your favorite brunette actress appear on the screen as a blonde, either she may have had her hair bleached, or, more likely, she is wearing a wig from this library.

5-6 When traveling in China, I came upon an old fort with stone and earth walls that were twenty-four feet high and twelve feet thick. The walls were therefore twice as thick as they were nine.

7-9 One of the most famous explorers of Africa was a missionary sent from England named Livingstone. He traced the course of important rivers, discovered great lakes, and tried to find the parts of Africa that were best suited to white men. He performed his missionary work as he traveled, establishing missions and preaching the gospel of Christianity. Finally his arduous labors ruined his health, and he died in Africa. His body was taken back to his home in England for burial, and he is honored as one of the world's greatest explorers.

10-12 Adams was an American statesman, wishing to protect him, dipped him in the river Styx, the water of which rendered his body invulnerable. The only exception was the heel by which she held him, which did not get wet. However, after many heroic deeds through which he came unharmed, — twelve — was finally killed by a poisoned arrow shot by his rival, Paris, which struck him in the — fifteen — his only vulnerable spot.

13-16 In this country we seldom hear of duels today, but in colonial days, and for some time after, the duel played a considerable part in American political and social life. Many great names have been connected with the story of the duels in this — fifteen —, including one President of the United States. The most famous of all American heroes was the tragic meeting of Hamilton and Burr.

17-18 Fruits which are not too ripe contain pectin, the most important substance in jelly making. Fruit juices with the proper amounts of fruit acids, pectin, and sugar will always jell. In overripe fruit, the content is too low and the juice will not jell.

19-21 In olden days men made their own pens from the quills of feathers. It required considerable skill to cut a pen perfectly so as to suit one's individual taste in writing. Students were always on the lookout for good goose, swan, turkey, or other bird feathers. Goose quills made the most satisfactory for general — twenty —, but schoolmasters liked pens made from — twenty-one — of swan feathers because they fitted best behind the ear.

22-24 Samuel Weller is a character in Dickens's well-known book, Pickwick Papers. He was a servant to Mr. Pickwick and was devoted to his master. He is a very entertaining character, combining wit, simplicity, humor, and fidelity. When Pickwick Papers came out, people were greatly amused by Mr. Pickwick and — twenty-two — and were eager to read other books written by — twenty-four —.

25-28 In speaking of gold, the term "carat" is used to indicate the proportion of gold in a given mass. A carat is one twenty-fourth of the whole mass. Thus, a fourteen-carat ring is one with fourteen parts of pure gold and ten parts of some other metal, usually copper. A twenty-four-carat watch case is pure — twenty-five —. A bracelet that is one third silver and half copper may be called a — twenty-six — carat gold bracelet.
27-28. One of the paradoxical developments of the machine age is increased leisure-time interest in handicrafts. Such activities as weaving, woodworking, and knitting are carried on by large numbers of persons. By decreasing the amount of time necessary to perform many kinds of labor, the widespread use of — has increased the desire of people to do work with their — in their — time.

29-30. There were three great philosophers and leaders of thought in ancient Greece who are still revered by students everywhere. Socrates, the first of these, was put to death because of his teachings. Plato, a young student of Socrates, took up the latter's work after his death and taught the people what he had learned from his great instructor. After Plato came Aristotle, who, though he belonged to a different school of thought from that of — and —, was an equally great — and teacher.

31-32. We have two ready means of communication with others, speech and writing. But it has not always been easy to make one's self understood wherever one went. For this reason sign language was developed. The Indians whose various tribes spoke different dialects perfected — language to a high degree. Today a standard sign language has also been developed for the use of those unfortunate persons who by birth or accident cannot — or —. 32

33-35. "Blue stocking" means, figuratively, a female pedant, or one who emphasizes learning unduly. It derives its name from literary societies of the seventeenth and eighteenth centuries whose members wore — as a distinguishing mark. In present-day usage sign language has also been developed for the use of those unfortunate persons who by birth or accident cannot — or —. 35

36. Chile is a country of great versatility and wonderful natural gifts. In the mountains are rich mines, and in the lower regions the soil is fertile and productive. In the sea, rivers, and lakes all kinds of fish are to be found. This explains why — is able to satisfy the most varied —. 36

37-38. Hercules is one of the great heroes of mythology. He performed many wonderful deeds and feats of strength, but at last he was fatally poisoned by the blood of the Centaur. As his body lay on his funeral pyre with the — rising about him, Apollo, sent by the gods, came down from the heavens and took — up to Olympus, the home of the —.

39-40. Dryden tells us that "Solitude is as needful to the imagination as society is wholesome for the character." By this he means that the art of thinking and contemplation is developed by —, but that good character requires that one live in the — of his fellow men.
APPROVAL SHEET

The thesis submitted by Diamond Pappas has been read and approved by 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.

February, 1965
Date

Signature of Adviser