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ASSISTING LIFE ADJUSTMENT THROUGH SELF- ANALYSIS

Worth Moore Jones

Kansas State Teachers College

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ASSISTING LIFE ADJUSTMENT THROUGH
SELF-ANALYSIS

A Problem Submitted in Partial Fulfillment of the
Requirements of the Course in
Research Problems 390b

By
Worth Moore Jones

KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas
July, 1952

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CHAPTER I

INTRODUCTION

Statement of the Problem

This problem is an attempt to construct and present an instrument that will motivate and direct adolescents in self-analysis. A series of questionnaires designed to provoke systematic reflective thinking relative to areas considered pertinent to life adjustment are presented. The areas covered by the respective questionnaire-units are: emotional adjustment, social adjustment, home adjustment, school adjustment, and vocational adjustment. Each unit is composed of a series of questions designed to lead the student progressively from simple recognition of values to useful generalizations and a clear recognition of needs in that specific area.

Need

Experience and research in testing, group therapy, and guidance techniques subsequent to broad study in the fields of sociology, education, and psychology have convinced the writer that the primary keys to satisfactory adjustment are self-understanding and insight. Listening to adolescent conversations and questioning many young people of high school age make the writer feel that the majority of these people have emotional, social, home, school, and vocational adjustment problems. Persistently seeking effective means of

helping youth to solve these problems, the writer has noted a defensive attitude toward criticism and a skeptical attitude toward all types of measurement devices. The adolescent is fearful that evaluative ratings will in some way be used as a basis for further criticism. He suspects the teacher of seeking this intimate knowledge of him for the purpose of forcing him to conform to her standards.¹ He fears that this intimate rating will become known not only to his peers but also to his competitors and companions and consequently break down the reputation that he so earnestly desires to build up. The need for some technique free from this stigma of fear to motivate and guide self-analysis is apparent.² The adolescent is seeking independence from "critical" authority, and he is seeking approval, recognition, and respect. He needs confidence in himself to attain a feeling of security. He is becoming vaguely aware of the portending separation from home, and senses that he must learn to rely upon himself instead of his parents. He is vaguely aware of changing desires and growing ambitions but he does not know how to attain these ambitions and satisfy these desires without bringing upon himself the disapproval and condemnation of society. The natural result is frustration.³ Our modern political and technological culture is very complex. The unscrupulous economic grasping,

¹Ruth Cunningham, "Toward Maturity--We Grow in Self Understanding," Childhood Education, XXVII (November, 1950), 103.

²M. Rockowitz, "Know Thyself: Techniques in Pupil Self-Evaluation," High Points, XXXIII (October, 1951), 50.

³H. S. Tuttle, Dynamic Psychology and Conduct, (New York: Harper and Brothers, 1949), p. 377.

the political graft, the conflicting ideologies, the threats of war, the talk of super-weapons, and the shadow of compulsory military service present a confusing picture to the youth who has been taught the ideal of "peace on earth, good will toward men." Youth is confused. He does not understand the world. He cannot understand the world until he understands himself.⁴ It is the writer's conviction that adolescents need skillful assistance and that the preservation of this nation's democratic freedom, social culture, and human sanity is at stake.

Purpose

Current limitations of financial support for the schools prohibit the employment of a sufficient number of qualified counselors to assist all youngsters with their many problems. There is a movement toward the utilization of group activities to facilitate pupil adjustment and reduce the needs for individual counseling.⁵ The purpose of this research is to devise and propose the use of an instrument that may be administered to large numbers of pupils (1) to motivate and guide self-analysis, (2) to facilitate insight and adjustment, (3) to resolve emotional conflicts, (4) to provoke reflective

⁴Cunningham, loc. cit.

S. Hiltner, Self-Understanding, (New York: Charles Scribner's Sons, 1951), p. 11.

K. C. Garrison, Psychology of Adolescence, (New York: Prentice-Hall, Inc., 1951), p. 193.

⁵E. L. Harden, How to Organize Your Guidance Program, (Chicago: Science Research Associates, Inc., 1950), p. 38.

thinking, (5) to develop a tolerance of others, (6) to promote a feeling of responsibility for self and others, (7) to improve attitudes, (8) to reduce the need for individual assistance and conserve counseling time, (9) to promote an awareness of the need for vocational planning, and (10) to suggest sources of occupational information.

Method of Procedure

In attempting to attain this purpose the writer has drawn upon the following experiences:

1. Five years of service in three churches where he had the privilege of teaching and counseling young people.
2. One semester observing three classes of senior high school pupils under the instruction of three different teachers in the public schools of Brownwood, Texas.
3. One semester's work as a supervised student-teacher in the seventh grade core of the laboratory high school of Kansas State Teachers College, Pittsburg, Kansas.
4. Broad study in the fields of education, sociology, and psychology.
5. Intensive studies of testing, group therapy, and guidance techniques.
6. Investigation of all available library material on self-analysis, and self-rating techniques.

An attempt has been made to apply the psychological insight thus attained to the construction of an instrument designed to motivate and guide self-analysis. Research has

consisted entirely of an investigation of related guidance techniques and related studies. As should be expected, the authors of these various techniques were found to have definite convictions of the need for and value of self-analysis. These principles advanced by specialists in their fields have been carefully studied and documented for this problem.

Limitations

Much material has been found on self-rating instruments devised primarily to assist the teacher or counselor in evaluation of the pupil and secondarily for encouraging the pupil to analyze himself in order to make adjustments. Representative of such instruments are the Bernreuter Personality Inventory, the Bell Adjustment Inventory, The Thurstone Personality Schedule, the Allport A-S Reaction Study, the Allport Vernon Study of Values, the Strong Vocational Interest Blank, the Humm-Wadsworth Temperament Scale, the Brown Personality Inventory for Children, the Heston Personal Adjustment Inventory, the Minnesota Personality Scale, The Personality Inventory, the Rogers Test of Personality Adjustment, the Washburne Social-Adjustment Inventory, the Mooney Problem Check List, the Kuder Preference, Personal, and the Kuder Preference, Vocational. The writer wishes to point out that these techniques are definitely different from the instrument set forth in this study both in purpose and in the degree of results likely to be attained. Several studies indicate that many of these instruments lack validity for securing accurate

personality measurements.⁶ Such instruments, because they are to be signed and returned to the examiner, disturb the adolescent, reduce rapport, and result in lack of honest, sincere self-analysis as well as questionable ratings. Furthermore, the wording and grouping of questions for the purpose of securing personality ratings destroy to a large degree the effectiveness of such questions for guiding self-analysis. The continuity so necessary for holding the adolescent's attention until he has formulated a logical conclusion or generalization is obviously lacking in these instruments. Consequently, the writer has limited the use of this research to verification of the need and value of self-analysis, and to the establishment of a sound psychological basis for the

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- ⁶F. L. Ruch, Psychology and Life, (New York: Scott, Foresman and Company, 1948), pp. 544 and 646.
- Anna Y. Reed, Guidance and Personnel Services in Education, (New York: Cornell University Press, 1947), p. 200.
- Lillian G. Portenier, "Personality Tests in a University Guidance Program," Journal of Educational Psychology, XXXIX (December, 1948), 482-3.
- W. J. Lodge, "A Validity Study of Personality Questionnaires At The Upper Elementary Grade Level," The Journal of Educational Psychology, XXXVII (January, 1951), 28-9.
- Gabriel Elias, "Self-Evaluative Questionnaires As Projective Measures of Personality," Journal of Consulting Psychology, XV (December, 1951), 496.
- Margaret G. Powell, "Comparisons of Self-Rating, Peer-Ratings, and Expert's-Ratings of Personality Adjustment," Educational and Psychological Measurements, VIII (Summer, 1948), 233.
- K. C. Garrison, Psychology of Adolescence, (New York: Prentice-Hall, Inc., 1951), pp. 297-8.

construction of the instrument; he has limited the purpose of the instrument to guidance of self-analysis and systematic thinking in specific problem areas.

CHAPTER II

METHOD OF PROCEDURE

The method of procedure used in this study might be classified as a survey of related techniques, documentation of the values of self-analysis, experimental application of psychological principles, and philosophical analysis of the proposed instrument.

Values of Self-Analysis

Desire. In the process of growing up children compare themselves with others. There seems to be a desire to know where one stands in relation to others as well as in relation to the environment. The resultant evaluation and comparison usually constitutes an incentive to modification; however, unpleasant associated feelings often cause the individual to repress certain disagreeable conceptions. Consequently, the individual fails to recognize a need for adjusting his attitudes or behavior. McKinney¹ explains this process of development using a slightly different presentation that may clarify the writer's explanation.

The human desire for analysis. Even in grade school we become conscious of the ways in which we differ from other children. At that time we impulsively and sometimes blindly attempt to overcome our defects; we retire to the bench in the building when comments are made on the playground

¹Fred McKinney, Psychology of Personal Adjustment, (New York: John Wiley and Sons, Inc., 1941), p. 16.

about our slightness of stature. We may, on the other hand, plunge feverishly into athletic pursuits when we become sensitive regarding our parents, our grades, or our stature, facial features, or physique.

In the late high school and college period, reflection on our problems begins to assume the form of analysis. Even at this time, however, the analysis is not systematic but highly superficial. We worry or become irritable over our problems but do not analyze them. Our emotional reaction to personal problems greatly colors our thinking. We usually merely brood over our differences and believed shortcomings. Rarely do we gain a clear understanding of the flaws in our personality. The problems are usually too unpleasant and too complex to dissect coolly, and in our great desire to adjust we deal with them quite irrationally.

Guidance Requirements. It is apparent that self-analysis is necessary to gain insight into emotional and social problems. A few words from Laird² makes clear the supplemental fact that guidance in self-analysis is needed in many cases to avoid further confusion and maladjustment.

Between the ages of fifteen and twenty-five we all pass through a period of self-analysis. Some come out of it finding fault with the world. Others emerge as conceited jackasses. A few never emerge because they have not made searching self-analysis; they bump headlong into life with their eyes shut and may blunder along without ever finding themselves.

Garrison³ says, "Deviated personalities begin to be observed to a large degree as the individual makes wider social contacts; the adolescent's physiological development, new contacts, heightened emotions, and enlarged mental life create

²D. A. Laird, and Eleanor C. Laird, The Technique of Personal Analysis, (New York: McGraw-Hill Book Company, Inc., 1945), p. 13.

³Garrison, op. cit., p. 321.

a new self, and this new self seeks an expression that needs sympathetic guidance if it is to develop along desirable lines." It is necessary to keep in mind the whole personality and all the potential problems of life in thinking through the values of self-analysis and guidance. Rogers⁴ says, "The aim is not to solve one particular problem, but to assist the individual to grow, so that he can cope with the present problem and with later problems in a better-integrated fashion."

Self-Direction. Guidance in self-analysis leads to self-direction and the ability to study self more adequately and make more satisfactory adjustments thereafter. Reinoehl⁵ says

Intelligent guidance requires that available information be used to the best advantage. School records and close observation inform the teacher and help her to know how to assist a pupil. Under her direction the pupil learns how to meet difficulties, develop his abilities, and satisfy his needs. He is active with his own guidance.

Burton Confrey⁶ in an article called "Student Self-Analysis" sets forth some ideas worthy of consideration.

Resourcefulness or adaptability or the ability to adjust oneself to circumstances will always characterize the intelligent person. Two other components are the ability to keep at a task until finished, which characterizes the inventor, for instance, and the ability to stand off and see oneself as others see him. Everyone finds

⁴C. R. Rogers, Counseling and Psychotherapy, (Chicago: Houghton Mifflin Company, 1942), p. 28.

⁵C. M. Reinoehl, and Fred C. Ayer, Classroom Administration and Pupil Adjustment, (New York: D. Appleton-Century Company, 1940), p. 317.

⁶Burton Confrey, "Student Self-Analysis," Education, LIX (October, 1938), 115.

that taking stock of himself in the light of these three criteria is profitable.

Insight. We find in Karen's⁷ book, Self-Analysis, the question: "Would it not be possible to encourage the patient not only to make deliberate and accurate self-observations but also to arrive at some insight by using his power of reasoning?" Rautman⁸ tells us, "Success in the field of guidance depends primarily upon insight. It is dependent upon the ability of the worker to sense the significance of facts and the interrelationships of pertinent data." Wallin,⁹ in speaking of autobiographies, explains and stresses the value of self-study.

One of the values of these autobiographies of maladjustment is the demonstration that normal, intelligent adolescents and adults often are able, after they have reached the stage of insight and discretion, to reinvisage, describe, and interpret the adjustment problems of their childhood, and that results of unique value can frequently be obtained by this method of self-study.

Llewellyn Gross¹⁰ gives us a pertinent discussion of self-insight which is one of the primary objectives of self-analysis.

The concept of self-insight was found to include (a) objectivity toward the self or true

⁷Karen Horney, Self-Analysis, (New York: W. W. Norton and Company, Inc., 1942), p. 17.

⁸A. L. Rautman, "Guidance Is A Way of Life," The Journal of Education, CXXXV (January, 1952), 13-15.

⁹J. E. W. Wallin, Minor Mental Maladjustments In Normal People, (Durham, North Carolina: Duke University Press, 1939), p. 13.

¹⁰Llewellyn Gross, "The Construction and Partial Standardization of A Scale for Measuring Self-Insight," The Journal of Social Psychology, XXVIII (November, 1948), 219; 235.

judgments about oneself, (b) understanding of the origin and development of one's motives and conduct or of one's abnormal symptoms or the discovery that certain seemingly unconnected factors or impulses are actually interrelated, (c) acceptance of self including unpleasant and repressed aspects of the unconscious or admittance of errors and failures or emotional reconciliation of one's inadequacies, (d) positive choice of more satisfying goals or liberation of energies for action or awareness of the place of social adjustment in personality adequacy, and (e) social cooperation and international peace.

Tension Release and Improved Health. The public has been repeatedly informed of the ill effects of upset emotions and nervous tension on physical and mental health. People should slow down and take time off from the complex cultural interactions to do some reflective thinking and analyze their feelings. Dollard's¹¹ remarks taken from Personality and Psychotherapy verify this point.

Quite apart from the matter of revoking repression and resolving conflicts, self-study is independently valuable as "a chance to think". For most people, life goes by too fast. They find it hard to evaluate all the information that comes to them and assemble it into a useful plan of life. They find their security threatened in some oblique way; they forget the facts, but the event has registered and continues to bother them. A little reflection may enable them to recall the threat and estimate it at its proper value. Though "the mind" is highly honored and idealized in the abstract, it is surprising how little use most people make of it.

Wallin¹² says, "This clarified reinterpretation of the dynamic factors in his experience and deeper insight into the character and motivations of his mental mechanisms will, in many cases,

¹¹John Dollard, and N. E. Miller, Personality and Psychotherapy, (New York: McGraw-Hill Book Company, Inc., 1950), p. 441.

¹²Wallin, op. cit., p. 15.

result in valuable emotional release, resynthesis of his energies, and improved health and social adaptation." A quotation from Farrow's¹³ book, Analyze Yourself, presents his opinion of the value of psycho-analytical research. "In the author's opinion the great improvement in a person's health and mental liveliness which is produced by deep analysis indicates that careful and critical psycho-analytical researches are very important from the point of view of increasing human happiness and mental health in the future."

Social Attitudes and Democratic Citizenship. The writer would like to remain in the background as much as possible during this presentation and permit the reader to consider what others have said about self-analysis. Paul R. Grim¹⁴ makes the following statements:

Such a learning skill as self-appraisal is valuable in every facet of well-adjusted personal-social living. Hence the school is serving a vital function when it enables the pupil to learn better how to judge and place values upon his daily contributions to life. Successful social living and responsible citizenship require the ability to evaluate regularly one's contributions to his family and to the social institutions.

Molnar,¹⁵ presenting an article, "Self-Evaluation by Students," in the Music Educators Journal writes:

One of the valuable results apparent from the use of this type of evaluation is that it relieves the teacher, to some extent, in the difficult task

¹³E. P. Farrow, Analyze Yourself, (New York: International Universities Press, 1945), p. XII.

¹⁴P. R. Grim, "Youngsters Take a Hand," Educational Leadership, IV (April, 1947), 440.

¹⁵J. W. Molnar, "Self-Evaluation by Students," Music Educators Journal, XXXIV (February, 1948), 52.

of marking. More important by far, it improves student attitude toward self improvement and more firmly fixes aims and objectives. It trains in the highly important objective of education of taking stock of one's self and his success in reaching clearly defined goals.

Two quotations from Rockowitz¹⁶ should be especially significant for teachers everywhere.

If it is granted that a major aim of education is pupil self-understanding, then methods by which it can be more fully achieved should assume a major part in classroom methodology. Too long have pupils looked to others for evaluation of their learning. Too rarely have opportunities for self-analysis been successfully realized in the classroom.

In all these techniques, the emphasis is on pupil self-evaluation. In every case, the student shares in setting up criteria for judging a classroom learning situation. Understanding these fully, he is then in a position through any of the devices listed above to make judgments on his experiences in class. By so doing, the student is living his learning, since life is a continuous evaluation of one's own experience. The blessings of these self-evaluation techniques are many, but the most important one of all is that the student becomes a self-reliant citizen of our democracy, one who looks to himself rather than to external authority for judgment.

Phillips¹⁷ reporting a study published in the Journal of Consulting Psychology makes the following assertions:

Many clinicians and counselors have noted the apparent relationship between attitudes toward one's self and attitudes toward others, as these attitudes have been expressed by clients during counseling and psychotherapeutic interviews.

Many of our casual, everyday observations of people have led us to suspect that the individuals

¹⁶Murray Rockowitz, "Know Thyself: Techniques in Pupil Self-Evaluation," High Points, XXXIII (October, 1951), 50.

¹⁷E. L. Phillips, "Attitudes Toward Self and Others: A Brief Questionnaire Report," Journal of Consulting Psychology, XV (February, 1951), 79.

who are prone to express negative attitudes toward others, to be constant fault-finders, also harbour negative self attitudes. Conversely, those who seem to like and respect themselves are inclined to be positive, at least, in their attitudes toward others and to be generally less critical of those around them.

Grace Rawlings¹⁸ and Helen Hermon report, "Practice in democratic living in the school and at home, with continuous self-evaluation, has done much in our community to remove class, group, and individual antagonisms and to cultivate, on the part of both children and adults, the attitudes, habits, and skills that are essential to democracy." Two quotations from Hiltner¹⁹ should awaken all people who have aspirations for liberty.

The need for self-reflection has been made more urgent by the appalling social consequences produced by those who have acted without such reflection. Fascism and Nazism were not impositions by Mussolini and Hitler upon wholly unwilling peoples. They were desperate and opportunistic social programs which many seized upon in their own desperation, anxiety and isolation.

While Communism has been imposed on some nations in a way in which Fascism was not, yet the same fact is again apparent. Some people despair and are promised bread. Others lust and are promised power. Still others, in cynicism, exploit all such feelings. Only in the case of the cynics has there been any self-reflection, and that is without value because they discard all the humanistic principles of western civilization before they start.

Only through responsible persons moving toward illuminating self-knowledge can we have either a communion of saints or a fellowship of world citizens.

¹⁸Grace Rawlings, and Helen Hermon, "Self-Evaluation Promotes Democratic Living," National Elementary Principal, XXII (July, 1943), 497.

¹⁹Hiltner, op. cit., pp. 4 and 10.

Philosophy of Life. There is much evidence to show that self-analysis is requisite to the formulation of an enduring philosophy of life. A clear cut statement by Ruth Cunningham²⁰ is worth considerable reflection. "These are times when men and women, and children, too, need to know where they stand. A supreme test of self-understanding is whether, in these days of conflicting values, one can take stock and decide what is worth living for, and what is worth dying for." In concluding this treatment of the values of self-analysis the writer thought it appropriate to reproduce the following bits of wisdom which were discovered in Sadler's²¹ book, Mental Mischief and Emotional Conflicts:

In attempting the real psychic reconstruction of mental, nervous, and emotional patients, one's basic purpose must be to help them acquire an effective and consistent philosophy of life.

An adequate philosophy of life should include:
1. Ability to adjust to the disagreeable and horrific experiences of life. 2. Self-realization of one's personality on high cosmic levels of spiritual reality.

The master technic of personality adjustment (on the higher levels of self-realization) is worship.

The physician, more fully than anyone else, can appreciate the amazingly large percentage of human disease and suffering that is directly traceable to worry, fear, conflict, immorality, dissipation, and ignorance--to unwholesome thinking and unclean living. The sincere acceptance

²⁰Cunningham, loc. cit.

²¹W. S. Sadler, Mental Mischief and Emotional Conflicts, (St. Louis: The C. V. Mosby Company, 1947), pp. 364-9.

of the principles and teachings of Christ with respect to the life of mental peace and joy, the life of unselfish thought and clean living, would at once wipe out more than one-half the difficulties, diseases, and sorrows of the human race.

Advantages of Questioning Methods

Psychological Principle. The writer by alternating lecturing methods with questioning methods in teaching a class of boys became convinced that a direct question or a statement or story that raised a question in the pupil's mind was the most effective means of provoking thought and establishing real learning. In Sunday school work the writer naturally gave earnest consideration to the methods which the Master teacher, founder of Christianity, utilized in teaching groups and in approaching individuals. Extensive analysis of the words of Jesus point quite conclusively to the fact that He usually created a question pertinent to the problems and interests of the individual approached. The parables are excellent examples of this principle in practice. The direct questions which He often utilized to answer those who questioned Him also illustrate this principle. The wisdom of Socrates who went about asking the young students questions is recognized by most of us. A few modern educators are beginning to propose the use of tests for instructional objectives instead of testing purposes.²² In the writer's opinion this constitutes a great

²²R. D. Allen, Self-Measurement Projects in Group Guidance, (New York: Inor Publishing Company, 1934), p. 5.

improvement over the traditional practice of using tests in such a way as to instigate fears of failure and negative attitudes.²³ Too much effort, much of it futile, has been made to evaluate the pupilⁱⁿ order that we might know how to guide him; whereas, it appears that the more obviously direct method of attaining our ends would be to teach the pupil how to evaluate himself and guide himself accordingly. As conditions stand, we are always testing and evaluating and too seldom find time to adequately apply the results to guiding the pupil.

Observing Differences. In observing two English classes during a course in observation-practice teaching for undergraduate work the writer had the privilege of watching an experienced teacher lead a class in what appeared to be very democratic discussions. This teacher encouraged pupils to express themselves and to analyze their feelings, attitudes, and opinions. The spirit in this class was something to be admired; the pupils respected each other and cooperated with enthusiasm. Seldom, if ever, did anyone criticize in a derogative manner. This teacher invariably utilized suggestive questions to provoke thought and stimulate active searching for desirable information.²⁴ This fact verified the writer's faith in the questioning principle. In contrast with this teacher, the other English teacher gave the impression that

²³Ibid., p. 6.

²⁴P. M. Symonds, "Introduction to The Special Issue On Classroom Dynamics," Journal of Educational Research, XLV (October, 1951), 84.

she knew it all; just ask her and she would give the authoritative answer. If pupils tried to voice their opinions or attempted to explain anything learned from their study this teacher invariably found something a little bit wrong with the information or the pupil's manner of presenting it; she never failed to criticize the pupil in a tone that sounded sarcastic. The result was very few pupils responded in this class. When they did respond they were so fearful of criticism that they made many blunders purely because of this fear. It is and was at the time the writer's opinion that this teacher was herself maladjusted. She apparently had personal problems that made her irritably express herself with sharply negative feelings. She needs helpful guidance, not criticism. The writer is only describing this teacher's classroom methods for the purpose of establishing a point. The point is this, sometimes the teacher constitutes an additional problem for the pupil; therefore, the pupil needs guidance in evaluating teacher-pupil relationships. Sometimes the parent constitutes a problem for the pupil; therefore, the pupil needs guidance in evaluating family relationships.²⁵ The pupil needs guidance in emotional and social analyses that will lead to the development of tolerant and sympathetic attitudes toward others. The units on school, home, emotional, and social adjustment attempt to provide guidance in this direction.

²⁵J. H. S. Bossard, and Winogene P. Sanger, "Children Have Insight, Too," National Parent-Teacher, XLIII (January, 1949), p. 27.

Construction of Self-Analysis Units

Experiment. While taking the subjects of Adolescent Psychology and Juvenile Delinquency during undergraduate study the writer was inspired to undertake an experiment with two Sunday school classes of boys from fourteen to fifteen years of age. First, a questionnaire was constructed and administered to determine the boys' interests and problem areas. Second, a self-analysis guide similar to that proposed in this study was constructed, administered, and collected after an intervening week in which the boys were to re-examine and reconsider their responses. Then the boys were questioned to ascertain their attitudes toward the questions, to determine to what extent reflective thinking was stimulated, and to determine to what extent generalized conclusions were reached as a result of this stimulation and direction. The findings of this experiment verified the writer's growing conviction that young people can and will evaluate their feelings, modify their attitudes, and solve many of their own problems when properly motivated and given some guidance.²⁶ The findings further indicated that this guidance can be offered effectively by means of a written guide as well as by oral counseling.

Composing Questions. In developing the instrument proposed in this study the writer started with the questions used in the Sunday school experiment and extended the list by analyzing

²⁶A. H. Froemming, "Comparative Group Results in Self-Analysis of Personal Qualities," Vocational Guidance, X (March, 1932), 272.

the suggestions contributed by the Sunday school class. A primary consideration was to select life situations common to the understanding of most pupils and to formulate questions using words that the average pupil would understand. Further useful suggestions were gleaned from an analysis of many self-rating techniques and self-adjustment questionnaires. In no case were questions copied from these instruments. In fact, most questions as worded in these instruments for the examiner's use in securing an evaluation of the pupil were considered inappropriate for guiding the pupil in self-analysis. The distinguishing difference between these two types of questions is that in the one case they are designed to leave the pupil free to select the answer most applicable to his feelings or opinions while in the other case they are designed to suggest and lead the thinking to some positive conclusion commonly considered desirable. Although some questions in this instrument properly require a negative answer, the thinking suggested is positive.

Selecting and Grouping Questions Into Units. Originally, a total of one hundred seventy tentative questions were compiled. After selecting specific areas that would be of particular significance to the adolescent's life many questions were discarded and others were combined in the process of arranging a progressive sequence for each adjustment area. The areas of emotional adjustment, social adjustment, school adjustment, home adjustment, and vocational adjustment were

finally settled upon as the most specific and significant to the pupil's interests and needs.²⁷ The questions were selected, sometimes reworded, and sometimes combined, and were grouped in these areas. Some difficulty was met in determining to which area certain questions would be most appropriate. Some duplication was necessary in order to supply the sequential continuity and completeness deemed necessary for each unit. Extensive efforts were made to place relatively simple questions susceptible to easy comprehension at the beginning of each unit, and to progressively draw together all related considerations requisite to the formulation of logical conclusions and useful generalizations further along in the units. An exception to this policy is evident in questions four and five of the unit on emotional adjustment where there was a problem of leading the pupil to comprehend some basic principles of emotional response before proceeding to an analysis of emotional feelings involved in inter-personal relationships. All units were planned to stimulate thinking along avenues that would result in a better understanding of self and others. The respective units were designed to lead pupils to formulate generalizations, and to attain insight into specific adjustment problems. With some questions it was thought necessary to provide adequate space for the pupil to formulate and establish his thinking by writing it down in his own selected words. With other

²⁷E. W. Bovard, Jr., "The Psychology of Classroom Interaction," Journal of Educational Research, XLV (November, 1951), 223.

questions it was considered more important to limit the space in order to prevent unnecessary searching for words and lead quickly to pertinent objectives without interrupting the continuity of thought. Another consideration was to conserve time. Many questions of doubtful value to the objectives desired were weeded out to further conserve the pupil's time for significant reflection. Every psychological principle familiar to the writer was utilized to construct a guide that will assist young people to make worthwhile adjustments.

CHAPTER III

PRESENTATION OF SELF-ANALYSIS INSTRUMENT

General Instructions

The writer offers a series of five questionnaire-units designed to promote self-study relative to the areas indicated by the designation of the respective units, namely: emotional adjustment, social adjustment, home adjustment, school adjustment, and vocational adjustment. Because most self-rating instruments lack validity as has been pointed out in the previous chapters no attempt should be made to rate or evaluate the pupil by his answers to these questions. The writer cautions that such an attempt would not only attain doubtful results, but it would destroy the purpose for which the instrument is designed, self-analysis.¹ Every effort should be made by the examiner to secure the earnest cooperation of each pupil. The examiner positively should not give obvious attention to a pupil's answer unless requested to do so by the pupil. The examiner that can not respect the pupil and refrain from curious snooping should not be administering this instrument. The units are not to be collected or scored; they are to be retained by the students and compared with another set of answers to the same units at some future date.

¹F. P. Robinson, Principles and Procedures in Student Counseling, (New York: Harper and Brothers, 1950), p. 61.

Motivation. The pupils must be motivated--they must recognize the need for self-analysis and reflective thinking in problem areas.² They must be made to see the potential values that may be derived from such self-analysis and thoughtful reflection. The examiner should carefully explain the objectives of each unit and exhort its potential value to the pupil. The writer has attempted to set forth some of the general objectives of each unit merely as a suggestive guide for the examiner. Due to the abstract nature and overlapping functions of these respective units it is considered unwise to attempt to formulate any specific distinguishing objectives. The deeper one delves into the potential values of these units, the more overlapping and interdependence of functions he perceives. The complete series of five units should contribute to the following broad general objectives:

1. Stimulation of reflective thinking relative to the attitudes and feelings which accompany an individual's relations with others.
2. Thoughtfulness and tolerance for others.
3. Self-understanding and confidence.
4. Recognition of need for counseling.
5. Clarity of mind.
6. Formulation of a better philosophy of life.
7. Satisfactory life adjustment.

Although many values may be realized by some pupils in all grades on the junior and senior high school level it is the writer's

²Karen Horney, Self-Analysis, (New York: W. W. Norton and Company, Inc., 1942), p. 20.

opinion that this instrument will be most effective in grades ten, eleven, and twelve. However, the dire needs of the pupils should usually justify the administration of all units except unit five on vocational adjustment to grades seven, eight, and nine also. The examiner will probably find it necessary to explain the meaning of certain words and possibly of certain questions to individual pupils that request such information. In clarifying questions the examiner should attempt to stimulate the pupil's thinking and permit him to formulate his own conclusions. He should limit his supervision to the aim of encouraging all pupils to apply themselves.

Objectives of Unit One: Emotional Adjustment. This unit should provoke reflective thinking relative to the attitudes and feelings which accompany an individual's relations with others, promote self-understanding and confidence, develop thoughtfulness and tolerance for others, and lead to more clarity and serenity of mind.

EMOTIONAL ADJUSTMENT

Directions: This is a guide to self-study offered solely for your benefit. It will not be scored. You need not sign your name. The examiner will not even look at it unless you ask him to explain a word or a question. You will be expected to apply yourself earnestly to thinking through each question. You should for your own welfare faithfully consider all questions and write in your answers. It is suggested that you keep this unit in a safe place and re-examine it from time to time. You will be given other units related to this one. Keep them all; together they form a fair guide to self-study for life adjustment, happiness, and efficiency in all areas of life.

1. Do boys or girls cry because they're unhappy? _____, or because they can't get what they want? _____
2. Do some people apparently cry for help? _____, for sorrow? _____, for joy? _____, and to get their way or to get what they want? _____

3. Do some people "cry" at heart without showing it--without tears or noise? _____
4. When something prevents a person from satisfying a desire or from solving a problem which he wants to solve he is frustrated; some type of emotional feeling usually results; some people express their feelings, some inhibit or repress their feelings, and some try to control or guide their feelings; what do you think you do? _____; what should you do? _____
5. Do some persons get angry because they're frustrated? _____, do some persons use strong language because they're frustrated? _____; some persons fight in self-defense, do some persons fight because they're frustrated? _____
6. Do I resent being criticized? _____, do I resent unjust punishment? _____, do I resent being "bawled out"? _____, do I resent being imposed upon or taken advantage of? _____, do I resent people disagreeing with me? _____, do others resent me disagreeing with them? _____
7. Could this lead to misunderstanding and quarreling? _____
8. Do I like to have my word accepted as right by the group?

9. Would it be better to compromise or say something that would permit the other person to retreat gracefully without sacrificing the respect of the group? _____
10. If someone disagrees with me do I like to prove him wrong so that my word and my reputation will be upheld in the group? _____
11. Others may feel the same way about this, should I be careful and diplomatic in disagreeing with them? _____, should I remember the golden rule? _____
12. Is diplomacy usually the best policy? _____
13. Have I ever been proved wrong? _____, did I believe I was wrong? _____, did I graciously apologize and admit I was wrong? _____, may I be proved wrong again? _____, should I then be careful, reasonable, diplomatic? _____
14. If I'm wrong but persuade the others that I'm right does that make it right? _____
15. If someone at home makes me angry or resentful just before I start to school do I notice how pretty the flowers and the trees are? _____, do I hear the birds sing? _____; is it possible I might even fail to notice a car coming and consequently get injured because my mind is clouded with resentment? _____

16. With anger and resentment in my mind can it function properly? _____
17. Can I efficiently apply such an upset mind to school work? _____, or to friendly diplomatic relations? _____
18. If I resent something the teacher criticizes can I do it better with my mind occupied with resentment? _____; if I resent something the teacher asks me to do can I do it properly with my mind occupied with resentment? _____
19. Is it possible for resentment and worry to rob me of an effective education? _____
20. Is it possible for resentment and anxiety to deprive me of peace of mind? _____, of happiness? _____, of friends? _____, of vocational efficiency? _____
21. Is it possible for such emotional tensions to make me sick? _____
22. Can I eliminate a lot of worry and anxiety by applying myself persistently to a sensible solution of problems? _____
23. Can I avoid a lot of worry and anxiety by being well prepared for assignments? _____, by being educationally prepared for life's problems? _____
24. Will these preparations also eliminate much cause for criticism and the resulting resentment? _____
25. Will proper compliance with parent's commands, and will diplomatic relations with friends and associates reduce criticism, disagreeable arguments, and resentment? _____
26. Can I avoid getting emotionally upset by seeking to understand myself and others and developing tolerance for others and confidence in myself? _____
27. Resentment is an enemy to happiness. Are all emotions disagreeable? _____
28. Are affection, joy, and love disagreeable? _____
29. Ideas need to be selected, controlled, and cultivated. Emotions also need to be selected, controlled, and cultivated.
30. Has this questionnaire helped me to consider and understand some things which I would not have otherwise thought of? _____

31. List these things: _____

Objectives of Unit Two: Social Adjustment. This unit should encourage the development of social skills, more active participation in social activities, and a more thoughtful consideration of others.

SOCIAL ADJUSTMENT

Directions: This is a guide to self-study offered solely for your benefit. It will not be scored. You need not sign your name. The examiner will not even look at it unless you ask him to explain a word or a question. You will be expected to apply yourself earnestly to thinking through each question. You should for your own welfare faithfully consider all questions and write in your answers. It is suggested that you keep this unit in a safe place and re-examine it from time to time. You will be given other units related to this one. Keep them all; together they form a fair guide to self-analysis for better adjustment, happiness, and efficiency in all areas of life.

1. Do I enjoy visitors? _____, parties? _____, clubs? _____, sports? _____, school assemblies? _____, Sunday school? _____, church socials? _____
2. Do I have good neighbor friends? _____. Do I like most of my relatives? _____
3. Do I take an active part in clubs? _____, Sunday school? _____, parties? _____, the classroom? _____; am I active in sports? _____
4. Do I respond pleasantly to greetings? _____, to introductions? _____
5. Do I like to make new acquaintances? _____
6. Do I try to help others feel at ease at social gatherings? _____
7. Do I like to eat with others? _____; would I rather eat alone? _____

8. Do I like most of my school teachers? _____; do they like me? _____
9. Is it the teacher I dislike? _____, or the work she requires of me? _____
10. Is the work for my benefit? _____, or just to fulfill teacher's requirements? _____
11. Do I like all my classmates? _____, do they all like me? _____, do I know why? _____
12. Am I tolerant and considerate of them? _____, always? _____
13. Is it likely that their friendship may be valuable some day? _____
14. Do I look for unhappy persons and try to help them? _____
15. Do I like people who think they are better than I am? _____; do I think I am better than some people? _____; am I a snob? _____
16. Do I like for people to criticize me? _____; do I criticize anyone? _____
17. Does anxiety, insecurity, hate, jealousy, and resentment make people nervous, irritable, and sometimes insane? _____
18. Does unhappiness sometimes make people sick? _____
19. Should I help all persons even if they are not my friends to enjoy life so they won't become burdens on society? _____; do I know the golden rule? _____
20. Are friendly smiles, courteous words, and kind deeds some of the easiest and most effective ways of helping people? _____
21. Do I look for "awkward" or "backward" persons and try to help them feel at ease and take part in social activities? _____
22. Are there times when I would like for someone to help me feel at ease and accepted as a worthy member of a group?@ _____
23. Is one of the most valuable things in life a good friend? _____
24. How many friends can I have? _____; does it depend on me? _____

25. A friend in need is a friend indeed; can I be a better friend to those in need? _____
26. It takes all kinds of people to make a world and I'm one of them.
27. Has this questionnaire helped me to consider and understand some other things which I would not have otherwise thought of? _____
28. List these things: _____
- _____
- _____
- _____

Objectives of Unit Three: Home Adjustment. This unit should assist the pupil to re-evaluate the contributions which his home makes to his life; to analyze his position in the home; to appreciate his home; to improve himself; and to win respect, approval, and recognition in the home.

HOME ADJUSTMENT

Directions: This is a guide to self-study offered solely for your benefit. It will not be scored. You need not sign your name. The examiner will not even look at it unless you ask him to explain a word or a question. You will be expected to apply yourself earnestly to thinking through each question. You should for your own welfare faithfully consider all questions and write in your answers. It is suggested that you keep this unit in a safe place and re-examine it from time to time. You will be given other units related to this one. Keep them all; together they form a fair guide to self-analysis for better adjustment, happiness, and efficiency in all areas of life.

1. Does my father work to pay the family bills? _____
- For house rent, payments, or repairs? _____
- For food, clothing, furniture, and utilities? _____
- For the automobile and recreation expenses? _____

2. Does my mother work to keep the house clean, the floors swept and cleaned, the beds made up, the clothes mended, the food prepared, the dishes washed, and the clothes laundered? _____
3. Do I help father by obeying and not bothering him? _____
 By careful use of the car, furniture, and house? _____
 By conservation of food, clothing and utilities? _____
 By limiting recreation expenses? _____
 By working to earn part of my expense money? _____
4. Do I help mother by obeying and not pestering her? _____
 By helping look after the baby brothers and sisters and not provoking them? _____
 By helping with the house work? _____
 By running errands without complaining? _____
 By expressing appreciation of her cooking and her thoughtfulness? _____
5. Do I help myself as well as the family and friends? _____
 By maintaining a good disposition? _____
 By being friendly, kind, and helpful? _____
 By being considerate, respectful, and courteous? _____
 By being tolerant, forgiving, and patient? _____
 By being cooperative and enthusiastic? _____
 By making the best of my opportunities? _____
6. Do I need the consideration and help of others in these same ways? _____
7. Am I satisfied with myself? _____, maybe I can do my part better to improve home life? _____
8. Can I help maintain emotional serenity (peace) in the family? _____
 By attempting to remain calm when others get upset? _____
 By saying a kind word at the right time? _____

By volunteering to do little jobs when there's a disagreement on who should do them? _____

By helping out when others are evidently tired or irritable? _____

9. Do I realize that acts like these are relatively easy, cost me nothing, yet secure the sincere approval, appreciation, and cooperation of parents, and siblings? _____
10. Do I get a deep satisfaction out of helping others to feel better? _____
11. Does this partially explain the scripture "It is better to give than to receive"? _____
12. Does this possibly explain why some people devote their lives to helping others? _____
13. List some vocations which seem to require a willingness to serve others? _____

Objectives of Unit Four: School Adjustment. This unit should facilitate self-analysis of motives, ambitions, and achievements; stimulate a feeling of responsibility for one's own education; promote pupil cooperation with each other and with teachers; and stimulate projective planning for responsible citizenship.

SCHOOL ADJUSTMENT

Directions: This is a guide to self-study offered solely for your benefit. It will not be scored. You need not sign your name. The examiner will not even look at it unless you ask him to explain a word or a question. You will be expected to apply yourself earnestly to thinking through each question. You should for your own welfare faithfully consider all questions and write in your answers. It is suggested that you keep this unit in a safe place and re-examine it from time to time. You will be given other units related to this one. Keep them all; together they form a fair guide to self-analysis for better adjustment, happiness, and efficiency in all areas of life.

1. Do I have good reasons of my own for going to school? _____
2. Is it sensible to go to school and not try to learn after I get there? _____

3. Are the teachers there to help me get an education? _____
4. Do teachers have difficulty helping all of us get the the most out of school? _____
5. If I were a teacher and knew the requirements of life-- the requirements of college, the requirements of making a home, and the requirements for filling a lifetime occupation would I try to help students attain these requirements? _____
6. As a student am I trying for my own sake to attain these requirements? _____
7. Do parents pay taxes for schools because they believe all young people need a good education? _____
8. Do my parents trust me to take advantage of the educational opportunities thus provided? _____
9. What and how much can I do to justify the operation of this institution? _____
10. Do I know how to study efficiently? _____. Am I trying to learn? _____
11. Do I help my teacher as well as my classmates? _____
 - By being cooperative and enthusiastic? _____
 - By being prompt in complying with requests? _____
 - By being careful and thorough with written work? _____
 - By being respectful, courteous, and cooperative with the whole class? _____
12. Do I plan to graduate from high school with good enough grades to gain entrance into the college of my choice? _____. Do I plan to go to college? _____
13. Do I hope to receive good recommendations from my high school teachers when I start looking for a job? _____
14. Will I know what, where, and how to find any additional information that I may need later in life? _____
15. Am I mastering the fundamentals that will enable me to understand any information that I may seek later in life? _____
16. Am I learning to express myself effectively both in writing and speaking? _____

17. Am I learning to cooperate with and get along with people? _____
18. Am I assuming responsibility for my behavior and my future welfare? _____
19. Am I willing and able to take my share of the responsibility of adult citizenship, to make sensible decisions, and to vote intelligently? _____
20. Am I willing to help and lead others who may not have as much ability or as good an education as I have? _____
21. Has this questionnaire helped me to consider and understand some things which I would not have otherwise thought of? _____
22. List these things: _____

Objectives of Unit Five: Vocational Adjustment. This unit should stimulate interest in vocational planning; provoke a systematic search for occupational information; develop an awareness of technological, economical, and social trends; promote self-evaluation of ability; and awaken a feeling of need for counseling.

VOCATIONAL ADJUSTMENT

Directions: This is a guide to self-study offered solely for your benefit. It will not be scored. You need not sign your name. The examiner will not even look at it unless you ask him to explain a word or a question. You will be expected to apply yourself earnestly to thinking through each question. You should for your own welfare faithfully consider all questions and write in your answers. It is suggested that you keep this unit in a safe place and re-examine it from time to time. You will be given other units related to this one. Keep them all; together they form a fair guide to self-analysis for better adjustment, happiness, and efficiency in all areas of life.

1. Do I have average, below average, or above average ability? _____
2. How do I know this, what or who and how many am I comparing myself with? _____. What kind of ability am I comparing? _____
3. Do I have any special ability? _____, do I have a hobby? _____
4. Have I had any special experience? _____
5. Have I had a variety of experiences? _____
6. Do I have any special interests? _____, Are they permanent or fleeting? _____
7. Do I have a pleasing personality? _____, do I get along well with people? _____
8. Can I take criticism or does it upset me? _____, are my feelings easily hurt? _____, can I control my temper? _____, always? _____
9. Are my desires and ambitions reasonable, sensible and practical? _____
10. Can I attain my desires without harm to others? _____
11. Do I have the ability to attain my ambitions? _____, what additional training do I need? _____
12. What kind of experience would help prepare me for the work required? _____
13. Do I know much about the thousands of vocations in this country? _____
14. Do I know what kinds of jobs are now available? _____, and what kinds of skills are required by those jobs? _____
15. Do I have any idea of the kind of job I'd like to have? _____
16. Would I be satisfied with the working conditions and the pay? _____
17. Could I adjust and fit into the social relations--the contacts with fellow-workers, employers, foremen, supervisors, etc.? _____
18. Do I know anything about economic trends? _____, technological changes in methods of production? _____, development of new industries? _____, labor trends--fields in which there is an oversupply or shortage? _____

19. These things determine what jobs will be available when I get out of school, they will affect my life; I'd better find out all I can about them; do I know where to start?

20. Should I ask my teacher some of these things? _____
21. Should I propose some of these things for class projects (units)? _____
22. Can the librarian help me locate some of this information? _____
23. Can the guidance director, counselor, or adviser help me? _____
24. How may I assimilate, organize and clarify all this information for my personal use? _____
25. Can I compare my abilities, training, and experience with the requirements of jobs that will be available when I'm ready to go to work? _____

CHAPTER IV

SUMMARY

Procedure and Findings

Procedure. The procedure followed in developing this instrument consisted of (1) an intensive study of psychological principles, (2) determining the significant values to be realized from self-analysis, (3) considering the advantages of questioning to provoke thinking, and (4) utilizing the findings of an experiment in compiling questions and grouping them into units significant to the interests and needs of adolescents.

Findings. It has been found that self-analysis (1) is generally beneficial, (2) is especially beneficial to adolescents, (3) is instrumental in the release of tensions, (4) facilitates clear thinking, (5) contributes significantly to favorable democratic social attitudes, and (6) is requisite to the formulation of a satisfying philosophy of life. Evidence has been found to indicate (1) that young people can and will undertake effective self-analysis when motivated and guided, and (2) that written questions can be made effective in provoking and guiding self-analysis.

Conclusions and Recommendations

The degree of effectiveness of this instrument will be determined by the examiner's ingenuity in motivating earnest

pupil application. The writer has concluded that motivation should be the primary concern in administering these units. They are recommended for use in grades ten, eleven, and twelve. It is further recommended that experiments be made to determine their value in junior high schools and junior colleges. It is recommended that experiments be planned to further determine the effectiveness of each question and of each unit. Questions have been included at the end of the units on emotional, social, and school adjustment to facilitate such experimentation. It is suggested that after these units have been administered according to instructions the examiner explained the need for checking the effectiveness of the units and request volunteers to turn their completed units unsigned in to the examiner after two or three days of reflection. Care should be taken not to violate any agreements with the pupil. Careful study of the pupils' responses to questions should determine to some extent the effectiveness of those questions. Another test of unit effectiveness could be carried out by constructing tests to measure the degree of understanding of concepts relative to the respective units and administering these tests both before and after administration of the units. Certain attitude tests such as Remmers' scales might be used advantageously to determine possible improvement in attitudes.¹

¹A. E. Traxler, "The Use of Tests and Rating Devices in the Appraisal of Personality," Educational Records Bulletin No. 23 (Revised), (New York: Educational Records Bureau, 1942), p. 25.

Finally, it is recommended that additional units on morality and sex be developed to provide youth with guidance in these important areas.

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