

ADJUSTMENT  
OF  
JUNIOR HIGH SCHOOL PUPILS

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ADJUSTMENT  
OF  
JUNIOR HIGH SCHOOL PUPILS

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Anna Frank

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## CHAPTER I

### THE PROBLEM

#### Introduction

During the last decade, we have begun to take seriously the function of education as guidance--guidance of young people as they orient themselves in the basic and essential relationships of living within their culture. This function of education requires that the individual be understood as a whole more concretely than educators have thus far succeeded in doing. We should utilize as criteria for organizing the life of the school and selecting the subject matter and the experiences of the classroom the results of this all-round viewpoint.

#### Purpose

The purpose of this study may be stated as follows:

1. To determine the attitude of junior high school pupils toward:
  - a. Curriculum
  - b. Social life of the school
  - c. Administration
  - d. Teachers
  - e. Other pupils
  - f. Home and family
  - g. Personal life
2. To examine the relation between general intelligence and adjustment.



3. To help locate the most seriously maladjusted pupils.
4. To help form a partial basis for further study of the more seriously maladjusted pupils.
5. To help locate the areas in the school program which are least satisfactory.
6. To help in a more satisfactory grouping of pupils in the different subjects.
7. To help evaluate the extra-curricular program.
8. To help form a basis for replanning the curriculum in order to meet the needs of the pupils.

#### Origin of Study

A distinct trend in education today is the training of the whole child. This being the case, it is questionable whether or not we have enough data upon which we can rely to formulate a program which will help to meet this changing viewpoint of educators.

For example, most school systems have made very little study of the attitude of pupils toward the school program. The faculty of the junior high school has a feeling that the program is not meeting the needs of the pupils as well as it should meet them. In the school, there are a number of pupils who seem to be dissatisfied and unhappy, some who are failing, and others who are not working up to their capacity.

The writer feels that we need more information about the personal and social attitudes of the pupils. Two different questionnaires were given to each pupil. Results obtained from these questionnaires, together with other information concerning the individual pupil, give the guidance directors more information upon which to base their plans for assisting and directing the pupil in meeting and solving his every day problems.

With this viewpoint before us, the following corollaries may be formulated:

1. Learnings never come singly.
2. Pupils do their best work when satisfied and happy.
3. The pupil is a social being who develops a pleasing personality under proper conditions.
4. Pupils develop more rapidly when they actively participate in formulating their own program of activities.
5. Guidance is the essential function of administrators and teachers.

## CHAPTER II

## DESCRIPTION OF MATERIAL AND PUPILS USED IN SURVEY

## Personal and Social Adjustment Questionnaire

The adjustment questionnaire used in this survey was constructed by Percival M. Symonds, Teachers College, Columbia University, and Virginia Lee Block, Hasbrouck Heights High School, Hasbrouck Heights, New Jersey.

This questionnaire, consisting of 101 items divided into seven parts, tests both individual and group adjustment. It is designed for use in grades 7 to 14, inclusive.

The reliability of the questionnaire was estimated by the Pearson Product-Moment method on the basis of studies made in the Hasbrouck Heights High School. The first year it was given two weeks apart, resulting in a coefficient of correlation of .83. One year later it was given twice, three months apart. The coefficients of correlation were again estimated by the Pearson Product-Moment method. They were .71 and .80. The validity of the questionnaire was estimated by correlating with it the following criteria:

First, recorded statements of individual difficulties.

Second, check lists based on the questionnaire and submitted to teachers. The results showed a coefficient of .72 between recorded statements of pupils and questionnaire, and a coefficient of .70 between composite of scores by parents and teachers and questionnaire.

The seven parts of the questionnaire are:

- I. Adjustment in Relation to the Curriculum.
- II. Adjustment in Relation of Social Life of the School.
- III. Adjustment in Relation to the Administration.
- IV. Adjustment in Relation to the Teachers.
- V. Adjustment in Relation to the Other Pupils.
- VI. Adjustment in Relation to Home and Family.
- VII. Adjustment in Relation to Personal Affairs.

One group of statements presented to students will illustrate the type of material in the questionnaire:

1. My parents always treat me as though I were a child.
2. My parents often treat me as though I were a little child.
3. My parents sometimes treat me as though I were a little child.
4. My parents seldom treat me as though I were a little child.
5. My parents never treat me as though I were a little child.

The pupil decides which one of the five statements best expresses the way he feels. He then writes the number of the statement that best expresses his feeling in a bracket in the left-hand margin of the page.

The scale of values ranges from five, the most satisfactory, to one, the least satisfactory. These values were determined by having a number of persons indicate the response which shows the best adjustment to the pupil's personal and social environment.

The pupil's choices of statements were scored by comparison with the prepared key. The scores on the separate sections of the questionnaire were added to obtain the total adjustment score. According to the key, the possible total score is 500 points.

#### The Intelligence Quotients of the Pupils

The I. Q.'s used in this survey group were taken from the permanent records of these pupils. Each pupil's I. Q. is derived from the average of his three performances on the Otis Self-Administering Test of Mental Ability and the National Intelligence Test given in 1934, 1935, and 1936. The I. Q.'s of the individuals in the group vary greatly; the highest one is 165 and the lowest one is 65.

L. M. Terman<sup>1</sup> states that approximately ten per cent of the school population is in the group below 85 I. Q. According to his classification we have the following ranges of ability:

140-----up	Genius
120-----139	Very Superior
110-----110	Superior
90-----109	Normal intelligence
70-----79	Border line
Below 70-----	Very inferior

80-89 ?

---

<sup>1</sup> L. M. Terman, Measurement of Intelligence, p. 79.

For comparison and study, 200 junior high school pupils from five home rooms were used. Each of the home rooms has about an equal number of boys and girls in it and the range of general intelligence of the pupils in each home room is about the same.

The 200 pupils of the study were divided into five different groups.

1. The 200 pupils were studied as a whole group.
2. The boys, 100, were studied as a group.
3. The girls, 100, were studied as a group.
4. Twenty-five accelerated pupils, 13 boys and 12 girls comprise this group. The term, accelerated group is used to identify one group of pupils in the Tulsa City Schools who are taking part in an experiment carried on by the Progressive Education and the North Central Associations. Each pupil in the accelerated group is supposed to have an I. Q. of 125 or more; however, a few in this group do not have I. Q.'s of 125 but have other qualities which merit their being placed in the group.
5. The slow pupils, 25, were studied as a group. This group consists of 13 boys and 12 girls and each one of these pupils has an I. Q. below 85.

### CHAPTER III

#### DESCRIPTION OF METHOD OF PROCEDURE

##### The Pupils' Intelligence Quotients

The I. Q.'s of the pupils were copied from the permanent records in the office of the junior high school. These I. Q.'s were grouped in frequency distributions. The frequency distributions were used:

First, to aid in finding the per cent in each of the five groups in the study.

Second, to aid in locating the median, the lower quartile point, the upper quartile point, and semi-interquartile range of the intelligence quotients for each of the five groups in the study.

Third, to aid in locating the maladjusted pupils in each of the five groups of the survey.

##### The Personal and Social Adjustment Scores

The questionnaire was given to more than 400 pupils in the junior high school and the first 200 questionnaires scored were used in this study.

A standard scoring key consisting of seven parts corresponding to the different divisions in the questionnaire was used. To the right of each number in the scoring key is a value. If the pupil indicated number three on the questionnaire, the value was found for number three on the scoring key and the statement was

assigned its value. Each division in the questionnaire has a stated value, as

1. Adjustment in Relation to the Curriculum - a possible score of 55 points.
2. Adjustment in Relation to Social Life of the School - a possible score of 35 points.
3. Adjustment in Relation to the Administration - a possible score of 35 points.
4. Adjustment in Relation to the Teachers - a possible score of 160 points.
5. Adjustment in Relation to Other Pupils - a possible score of 105 points.
6. Adjustment in Relation to Home and Family - a possible score of 45 points.
7. Adjustment in Relation to Personal Life - a possible score of 65 points.

The 101 statements were checked and a value assigned to each statement from the scoring key. Each division was totaled; then the totals were added for the composite adjustment score. The largest possible composite score is 500 points.

Each pupil's I. Q., composite score, and total score for each division were tabulated in alphabetical order.

The reasons for doing this were:

First, to make the material available to the junior high school faculty so that it may be used in further analysis of the problem;



Second, to use these records with other records of the junior high school to help locate the more seriously maladjusted pupils in each of the five groups.

The composite adjustment score of each pupil was tabulated in a frequency distribution. The number of pupils whose composite scores were in each step-interval of the frequency distribution was compared with the total number of pupils by finding the per cent in each interval. The same comparisons were made for the 100 boys, the 100 girls, the 25 accelerated pupils, and the 25 slow pupils.

The median, the first quartile point, the third quartile point, and the semi-inter-quartile range were calculated from the composite scores of the whole group, the boys, the girls, the accelerated group, and the slow group.

The total score made by each pupil on the first section of the questionnaire was tabulated in a frequency distribution and the per cent of pupils in each interval of each group in the frequency distribution was found:

For the 200 pupils of the whole group.

For the 100 boys.

For the 100 girls.

For the 25 accelerated pupils.

For the 25 slow pupils.

The median, first quartile point, third quartile point, and the semi-inter-quartile range were calculated for each group from the scores made on the first section of the questionnaire.

Garrett says:<sup>2</sup>

In mental, social, and educational measurements there are so many actual and potential sources of error due to the variability of the material dealt with, very few tests meet the requirement for a 'high correlation'. Very seldom do correlations between tests run above .70 or .75; and hence it is probably justifiable, in view of the limitations mentioned, to regard such coefficients as high. There seems to be fairly general agreement among workers with tests that an  $r$  from .00 to .20 denotes indifferent or negligible relation  
 $r$  from .20 to .40 denotes low correlation:  
 present but slight  
 $r$  from .40 to .70 denotes substantial or marked relationship  
 $r$  from .70 to 1.00 denotes high relationship.

The coefficients of correlation between the intelligence quotients and the total scores of the 200 pupils on each division of the questionnaire were calculated.

#### Norms

A percentile table was drawn up from the composite scores of each pupil and from the total score of each pupil for each of the seven sections of the questionnaire. Every pupil whose composite score was in the lowest quartile was located and an individual chart was made to show his rank in each division when compared with the whole group.

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<sup>2</sup>

H. E. Garrett, Statistics in Psychology and Education, p. 298.

All pupils whose total scores on the first section, In Relation to the Curriculum, were below the 25 percentile point were located. The number of pupils whose total scores in each section were below the first quartile point was determined and the per cent of pupils dissatisfied with the different phases of their personal and social life was found for each group in the study.

#### Interpretation of Scores

The composite and total scores for each division in the questionnaire of four pupils were compared with the scores of the entire group and the percentile rank of each composite and total scores for each division were located.

## CHAPTER IV

## TABULATION AND ANALYSIS OF DATA

## Intelligence Quotients of Pupils

Table I shows the range, the median, the lower quartile point, the upper quartile point, and the semi-interquartile range of the I. Q.'s of each group in the study.

The range of I. Q.'s for each group is:

The 200 pupils of the entire group,

from 65 to 165

The 100 boys, from 67 to 152

The 100 girls, from 65 to 165

The 25 accelerated pupils, from 108 to 165

The 25 slow pupils, from 65 to 89

The slow group is the most homogeneous group of the five divisions of the study.

The medians for the intelligence quotients of the different groups are:

For the 200 pupils in the whole group, 104

For the 100 boys, 102.2

For the 100 girls, 105.6

For the 25 accelerated pupils, 132.5

For the 25 slow pupils, 77.5

According to Terman's classification of a pupil's range of ability, the median, 104, places 100 boys and girls of the entire group in the normal intelligence and superior classes, and 51 boys and girls of the upper 100 pupils are found in the very superior and genius classes.

TABLE I  
DISTRIBUTION OF I. Q.'S OF  
JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
165-169	1	.05			1	1	1	4		
160-164	0	0.0			0	0	0	0		
155-159	0	0.0			0	0	0	0		
150-154	3	1.5	1	1	2	2	3	12		
145-149	1	0.5	0	0	1	1	1	4		
140-144	3	1.5	0	0	3	3	2	8		
135-139	6	3.0	2	2	4	4	4	16		
130-134	6	3.0	3	3	3	3	3	12		
125-129	16	8.0	7	7	9	9	4	16		
120-124	15	7.5	8	8	7	7	4	16		
115-119	13	6.5	9	9	4	4	2	8		
110-114	14	7.0	5	5	9	9	0	0		
105-109	18	9.0	10	10	8	8	1	4		
100-104	20	10.0	9	9	11	11				
95- 99	27	13.5	15	15	12	12				
90- 94	25	12.5	13	13	12	12				
85- 89	11	5.5	5	5	6	6			4	16
80- 84	5	2.5	2	2	3	3			5	20
75- 79	7	3.5	7	7	0	0			7	28
70- 74	7	3.5	3	3	4	4			7	28
65- 69	2	1.0	1	1	1	1			2	8
N	200		100		100		25		25	
Mde	104.0		102.2		105.6		132.5		77.5	
Q <sub>1</sub>	93.6		92.6		94.6		141.8		82.5	
Q <sub>3</sub>	120.3		117.8		123.5		124.0		73.0	
Q	13.3		12.6		14.4		8.9		4.7	
R	100.0		89.0		100.0		57.0		20.0	

### Composite Personal and Social Adjustment Scores

Table II shows the composite ratings for the total group and for each of the four divisions of pupils on their attitude toward their personal and social adjustment.

The medians for the composite personal and social adjustment scores are:

For the whole group of 200 pupils, 394

For the 100 boys, 381.3

For the 100 girls, 400

For the 25 accelerated pupils, 400.6

For the 25 slow pupils, 349

The upper 50 per cent of the whole group is composed of 43 boys and 57 girls. The composite scores of 19 pupils in the accelerated group are above the median for the whole group, and the composite scores of 5 pupils in the slow group are found in the upper 100 pupils of the whole group. The slow group of pupils seems to be much more poorly adjusted in their social and personal life than the accelerated group of pupils.

The semi-interquartile ranges are:

For the entire group, 23

For the boys, 27.5

For the girls, 18.9

For the accelerated pupils, 14.5

For the slow pupils, 28.1

TABLE II  
COMPOSITE PERSONAL AND SOCIAL ADJUSTMENT SCORES  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
450-459	1	.5			1	1				
440-449	4	2.0	2	2	2	2	1	4		
430-439	13	6.5	4	4	9	9	2	8	1	4
420-429	19	9.5	6	6	13	13	3	12	0	0
410-419	27	13.5	13	13	14	14	5	20	1	4
400-409	21	10.5	10	10	11	11	4	16	2	8
390-399	26	13.0	8	8	18	18	4	16	3	12
380-389	17	8.6	8	8	9	9	1	4	2	8
370-379	21	10.5	11	11	10	10	2	8	3	12
360-369	12	6.0	7	7	5	5	1	4	1	4
350-359	12	6.0	12	12	0	0	0	0	0	0
340-349	11	5.5	6	6	5	5	2	8	5	20
330-339	7	3.5	7	7	0	0			2	8
320-329	4	2.0	3	3	1	1			2	8
310-319	3	1.5	2	2	2	2			2	8
300-309	2	1.0	1	1	0	0			1	4
N	200		100		100		25		25	
Mde	394.2		381.3		400.0		400.6		349.0	
Q <sub>1</sub>	369.2		355.0		382.2		390.6		336.3	
Q <sub>3</sub>	415.2		410.0		420.0		419.5		392.5	
Q	23.0		27.5		18.9		14.5		28.1	
R	147		134		140		88		123	

The accelerated group of pupils is the most homogeneous group toward their personal and social adjustment.

The lowest quartile points of the composite personal and social adjustment scores are:

For the entire group of 200 pupils, 369.2

For the 100 boys, 355.2

For the 100 girls, 382.2

For the 25 accelerated pupils, 390.6

For the 25 slow pupils, 336.3

According to the results shown in the study, there are nearly three times as many boys as girls and four times as many slow as accelerated pupils in the lowest group of 50 pupils. If the results of the questionnaire can be used as an indication of the adjustment of pupils toward their personal and social life; it must be concluded that the girls are much better adjusted than the boys and the accelerated pupils are better adjusted than the slow pupils.

#### Adjustment to Curriculum

Table III gives us a picture of the pupils' reactions to our present curriculum.

The medians for the scores on the Adjustment to Curriculum division of the questionnaire are:

For the whole group of 200 pupils, 46.7

For the 100 boys, 46

For the 100 girls, 47.3



TABLE III  
ADJUSTMENT TO CURRICULUM  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerat- ed Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
54-55	2	1.0			2					
52-53	10	5.0	5	5	5	5	3	12		
50-51	28	14.0	13	13	15	15	3	12	1	4
48-49	38	19.0	16	16	22	22	8	32	6	24
46-47	32	16.0	16	16	16	16	6	24	2	8
44-45	22	11.0	8	8	14	14	1	4	2	8
42-43	25	12.5	13	13	12	12	2	8	3	12
40-41	19	9.5	9	9	10	10	2	8	5	20
38-39	9	4.5	9	9	0	0			1	4
36-37	12	6.0	9	9	3	3			4	16
34-35	1	.5	0	0	1	1			0	0
32-33	1	.5	1	1	0	0			1	4
30-31	0	.0	0	0	0	0				
28-29	0	.0	0	0	0	0				
26-27	1	.5	1	1	0	0				
N	200		100		100		25		25	
M	46.7		46.0		47.3		48.4		43.0	
Q <sub>1</sub>	42.6		41.1		43.8		46.4		40.1	
Q <sub>3</sub>	49.6		49.1		49.7		49.9		48.3	
Q	3.5		4.0		2.9		1.7		4.1	
R	28		27		19		8		19	

For the 25 accelerated pupils, 48.4

For the 25 slow pupils, 43

The frequency distribution shows the upper group of 100 pupils is made up of 40 boys and 60 girls. About one-half of the accelerated group are above the median for the whole group of pupils and only 8 of the slow pupils were well enough satisfied with the present curriculum to get into the upper group of 100 pupils.

From these results we must conclude that the present curriculum is more satisfactory to the boys than the girls and the present curriculum for the accelerated group is satisfactory.

The lowest quartile points for the scores on Adjustment to Curriculum are:

For the whole group of 200 pupils, 42.6

For the 100 boys, 41.1

For the 100 girls, 43.8

For the 25 accelerated pupils, 46.4

For the 25 slow pupils, 40.1

An analysis of the lowest fourth of the whole group of pupils reveals 33 boys and 17 girls make up the group in the lowest division on the Adjustment to Curriculum division of the questionnaire. The number of boys in the lowest group of 50 pupils would indicate they are not so well satisfied with the present curriculum as the girls are.

TABLE IV  
ADJUSTMENT TO SOCIAL LIFE OF THE SCHOOL  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
	35	3	1.5	1	1	2	2			
34	4	2.0	3	3	1	1	2	8		
33	10	5.0	6	6	4	4	0	0		
32	11	5.5	7	7	4	4	2	8	0	0
31	26	13.0	8	8	18	18	1	4	2	8
30	25	12.5	12	12	13	13	2	8	2	8
29	12	6.0	7	7	5	5	0	0	2	8
28	18	9.0	5	5	13	13	4	8	2	8
27	23	11.5	11	11	12	12	4	8	1	4
26	17	8.5	8	8	9	9	5	20	3	12
25	10	5.0	6	6	4	4	2	8	0	0
24	9	4.5	6	6	3	3	1	4	4	16
23	12	6.0	5	5	7	7	0	0	2	8
22	3	1.5	3	3	0	0	1	4	1	4
21	12	6.0	8	8	4	4	0	0	3	12
20	0	0.0	0	0	0	0	0	0	0	0
19	5	2.5	4	4	1	1	1	4	1	4

N	200	100	100	25	25
M	28.5	27.9	28.7	27.6	26.5
Q <sub>1</sub>	25.8	24.8	26.6	26.3	23.6
Q <sub>3</sub>	31.1	31.0	31.2	30.3	29.8
Q	2.6	3.1	2.3	2.0	3.1
R	16	16	16	15	14

Only 3 pupils in the accelerated group and one-half of the slow pupils seem to be dissatisfied with the present curriculum.

The semi-interquartile ranges of the scores on the Adjustment to Curriculum division of the questionnaire are:

For the whole group of 200 pupils, 3.5

For the 100 boys, 4

For the 100 girls, 2.9

For the 25 accelerated pupils, 1.7

For the 25 slow pupils, 4.1

The accelerated pupils are the most homogeneous group in the Adjustment of Curriculum division of the questionnaire.

The coefficient of correlation, .317, between the I. Q.'s and the composite scores of the entire group on this division of the questionnaire shows only a slight relationship between the two.

#### Adjustment to Social Life of the School

Table IV shows the reactions of the pupils toward clubs, student organizations, and assemblies of the school.

The medians for the scores on the Adjustment to Social Life of the School division of the questionnaire are:

For the whole group of 200 pupils, 28.5

For the 100 boys, 27.9

For the 100 girls, 28.7

TABLE V  
ADJUSTMENT TO THE ADMINISTRATION  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
35-36	2	1.0	1	1	1	1			1	4
33-34	1	0.5	1	1	0	0			0	0
31-32	17	8.5	8	8	9	9	2	8	0	0
29-30	35	17.5	16	16	19	19	5	20	3	12
27-28	59	29.5	29	29	30	30	4	16	6	24
25-26	37	18.5	16	16	21	21	7	28	3	12
23-24	24	12.0	11	11	13	13	5	20	4	16
21-22	15	7.5	11	11	4	4	1	4	6	24
19-20	5	2.5	3	3	2	2	0	0	0	0
17-18	3	1.5	2	2	1	1	0	0	1	4
15-16	1	0.5	1	1	0	0	1	4	0	0
13-14	0	0.0	0	0	0	0	0	0	0	0
11-12	0	0.0	0	0	0	0	0	0	0	0
9-10	1	0.5	1	1	0	0	0	0	1	4
N	200		100		100		25		25	
M	27.6		27.3		27.6		26.6		25.0	
Q <sub>1</sub>	25.4		24.3		25.4		24.7		22.4	
Q <sub>3</sub>	29.2		29.1		29.4		29.3		28.2	
Q	2.1		2.4		2.0		2.3		2.9	
R	26		26		18		16		26	

For the 25 accelerated pupils, 27.6

For the 25 slow pupils, 26.7

The results show there are about as many girls as boys in the upper group of 100 pupils. The accelerated and slow groups have about an equal number of boys and girls in the upper group.

The lower quartile points for the scores on Adjustment to Social Life of the School division of the questionnaire are:

For the whole group of 200 pupils, 25.8

For the 100 boys, 24.8

For the 100 girls, 26.6

For the 25 accelerated pupils, 26.3

For the 25 slow pupils, 23.6

About as many girls as boys are in the lowest fourth of the whole group. The accelerated group seems to be better satisfied with the social life of the school than the pupils of the slow group, as the results show more pupils in the lowest fourth of the whole group from the slow than from the accelerated group.

The correlation between the scores made on the Adjustment to Social Life of the School division of the questionnaire and the general intelligence tests is .128 which denotes an indifferent or negligible relationship.

### Adjustment to the Administration

Table V gives us the results and an analysis of the scores on the pupils' adjustment toward the administration.

The medians for the scores on this division of the questionnaire are:

For the whole group of 200 pupils, 27.6

For the 100 boys, 27.3

For the 100 girls, 27.6

For the 25 accelerated pupils, 26.6

For the 25 slow pupils, 25

The upper group of 100 pupils is composed of about an equal number of girls and boys. A comparison of the number of slow and accelerated pupils in the upper half of the entire group show about an equal number for each division in the upper half of the whole group.

The lowest quartile points for the scores on Adjustment to Administration division of the questionnaire are:

For the whole group of 200 pupils, 25

For the 100 boys, 24.3

For the 100 girls, 25.4

For the 25 accelerated pupils, 24.7

For the 25 slow pupils, 22.4

Probably the girls are a little better adjusted than the boys toward the administration. The analysis of the scores show 21 girls and 29 boys in the lowest fourth of

the whole group of pupils. The table reveals nearly twice as many pupils of the slow group as are accelerated pupils in the lowest fourth of the whole group. It seems that the slow group is the poorest adjusted to the curriculum of the two divisions of pupils.

The ranges for each group are:

For the whole group, 9 to 35

For the boys, from 9 to 35

For the girls, from 17 to 35

For the accelerated group, from 15 to 32

For the slow group, from 9 to 35

The ranges for the different groups would seem to indicate that no one group is very well adjusted to the administration.

The semi-interquartile ranges for the different groups on their Adjustment to the Administration are:

For the whole group of 200 pupils, 2.1

For the 100 boys, 2.4

For the 100 girls, 2

For the 25 accelerated pupils, 2.3

For the 25 slow pupils, 2.9

The girls are a slightly more homogeneous group than the other groups.

The coefficient of correlation, .229, shows only a slight relationship between the intelligence quotients



TABLE VI  
ADJUSTMENT TO THE TEACHERS  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
147-149	5	2.5	5	5			2	8		
144-146	3	1.5	0	0	3	3	0	0		
141-143	7	3.5	2	2	5	5	1	4		
138-140	18	9.0	5	5	13	13	2	8		
135-137	21	10.5	10	10	11	11	6	24	1	4
132-134	20	10.0	9	9	11	11	4	16	0	0
129-131	16	8.0	8	8	8	8	1	4	3	12
126-128	17	8.5	7	7	10	10	2	8	1	4
123-125	18	9.0	9	9	9	9	3	12	3	12
120-122	12	6.0	5	5	7	7	1	4	2	8
117-119	6	3.0	5	5	1	1	0	0	2	8
114-116	11	5.5	6	6	5	5	1	4	1	4
111-113	12	6.0	9	9	3	3	1	4	1	4
108-110	8	4.0	4	4	4	4	0	0	1	4
105-107	9	4.5	6	6	3	3	0	0	2	8
102-104	5	2.5	3	3	2	2	1	4	3	12
99-101	0	0.0	0	0	0	0			0	0
96-98	5	2.5	2	2	3	3			0	0
93-95	4	2.0	3	3	1	1			3	12
90-92	1	.5	1	1	0	0			2	8
87-89	2	1.0	1	1	1	1			0	0
N	200		100		100		25		25	
M	127.2		124.6		129.4		133.8		115.5	
Q <sub>1</sub>	115.1		112.6		120.8		125.3		103.3	
Q <sub>3</sub>	135.5		134.0		136.3		137.3		124.8	
Q	10.2		10.7		7.7		6.0		10.7	
R	61		61		59		42		43	

of the entire group and the scores on the Adjustment to the Administration division of the questionnaire.

#### Adjustment to the Teachers

Table VI indicates the attitude of the pupils toward the teachers in the school.

The medians for each group are:

For the whole group, 137.2

For the boys, 124.6

For the girls, 129.4

For the accelerated group, 133.8

For the slow group, 115.5

Forty-three boys and 57 girls make up the upper half of the whole group of 200 pupils in the study. Seventeen of the 25 accelerated pupils and 4 of the 25 slow pupils are among the upper 50 per cent of the entire group. The accelerated pupils seem to be very well satisfied with the teachers but the slow group does not seem satisfied with the teachers. The girls seem to be better adjusted toward the teachers than the boys.

The lowest quartile points for each group on the Adjustment to the Teachers division of the questionnaire are:

For the entire group of 200 pupils, 115

For the 100 boys, 112.6

For the 100 girls, 120.8

For the 25 accelerated pupils, 125.3

For the 25 slow pupils, 103.3

If the 50 lowest scores represent the most poorly adjusted pupils, Table VI indicates this group is made up of 32 boys and 18 girls and 2 of this number are accelerated pupils and 13 are slow pupils. The results seem to indicate the slow pupils are very much dissatisfied with the teachers.

The semi-interquartile ranges are:

For the whole group, 10.2

For the boys, 10.2

For the girls, 7.7

For the accelerated group, 6

For the slow group, 10.7

The accelerated pupils compose the most homogeneous group on the Adjustment to the Teachers division of the questionnaire.

The coefficient of correlation, .372, between the scores made on the Adjustment to the Teachers division of the questionnaire and the intelligence quotients shows a slight relationship between the two.

#### Adjustment to Other Pupils

Table VII indicates how well pupils are able to get along with other pupils and how well they are adjusted socially.

The medians for the scores on the Adjustment to Other Pupils division of the questionnaire are:

TABLE VII  
ADJUSTMENT TO OTHER PUPILS  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
99-101	2	1.0	2	2	0	0				
96- 98	3	1.5	0	0	3	3				
93- 95	27	13.5	7	7	20	20	3	12	1	
90- 92	26	13.0	8	8	18	18	3	12	2	
87- 89	31	15.5	15	15	16	16	5	20	3	
84- 86	35	17.50	17	17	18	18	7	28	2	
81- 83	24	12.0	14	14	10	10	2	8	2	
78- 80	13	6.5	8	8	5	5	1	4	5	
75- 77	17	8.5	10	10	7	7	3	12	3	
72- 74	5	2.5	5	5	0	0	0	0	0	
69- 71	5	2.5	3	3	2	2	0	0	2	
66- 68	3	1.5	2	2	1	1	1	4	0	
63- 65	2	1.0	2	2					1	
60- 62	1	.5	1	1					1	
57- 59	1	0.5	1	1					0	
54- 56	2	1.0	2	2					2	
51- 53	0	.0	0	0					0	
48- 50	0	.0	0	0					0	
45- 47	1	.5	1	1					1	
42- 44	0	.0	0	0						
39- 41	1	.5	1	1						
36- 37	0	.1	0	0						
33- 35	0	.0	0	0						
30- 32	1	.5	1	1						
N	200		100		100		25		25	
M	86.0		83.8		88.3		86.3		79.5	
Q <sub>1</sub>	80.5		76.8		84.0		82.8		69.8	
Q <sub>3</sub>	91.0		88.4		92.6		89.8		86.6	
Q	5.2		5.8		4.3		3.5		8.4	
R	67		67		31		26		46	

For the entire group of 200 pupils, 86

For the 100 boys, 83.3

For the 100 girls, 88.3

For the 25 accelerated pupils, 82.8

For the 25 slow pupils, 79.5

The upper half of the entire group is composed of 49 boys and 51 girls. This would seem to indicate the boys and girls are about equally well adjusted socially. Seventeen of the 100 pupils in the upper half of the group are accelerated pupils and 8 of the slow pupils are in this upper half of the entire group. The slow pupils probably have more difficulty in their social adjustment than the accelerated pupils.

The lowest quartile points for the groups on the Adjustment to Other Pupils division of the questionnaire are:

For the whole group of 200 pupils, 80.5

For the 100 boys, 76.8

For the 100 girls, 84

For the 25 accelerated pupils, 82.8

For the 25 slow pupils, 69.8

The lowest fourth of the entire group is made up of 35 boys and 15 girls. The scores show about twice as many boys as girls of the entire group are maladjusted toward other pupils, if the scores for the lowest fourth of the entire group may be considered to point out the

poorest adjusted pupils. The accelerated group seem to be able to adjust themselves very well socially as only t pupils of this group are found in the lowest fourth of the entire group. Fifteen of the slow pupils are in the lowest 50 of the entire group. This number of slow pupils in the lowest fourth would seem to indicate that these pupils have difficulty in getting along with other pupils.

The semi-interquartile ranges are:

For the entire group, 5.2

For the boys, 5.8

For the girls, 4.3

For the accelerated group, 3.5

The slow pupils, 8.4

The accelerated group is the most homogeneous group in their adjustment to other pupils.

The coefficient of correlation, .314, indicates very little relationship between the intelligence quotients and the scores on the Adjustment to Other Pupils division of the questionnaire.

#### Adjustment to Home and Family

Table VIII shows the attitude of the pupils toward their homes and families.

The medians for the scores on the Adjustment to Home and Family division of the questionnaire are:

TABLE VIII  
ADJUSTMENT TO HOME AND FAMILY  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
44	5	2.5	2	2	3	3	1	4		
43	1	0.5	0	0	1	1	0	0		
42	3	1.5	1	1	2	2	0	0	1	4
41	2	1.0	0	0	2	2	0	0	1	4
40	9	4.5	3	3	6	6	3	12	1	4
39	15	7.5	4	4	11	11	2	8	2	8
38	17	8.5	6	6	11	11	3	12	0	0
37	18	9.0	8	8	10	10	4	11	0	0
36	23	11.5	11	11	12	12	3	12	2	8
35	18	9.0	11	11	7	7	0	0	2	8
34	15	7.5	9	9	6	6	4	16	3	12
33	18	9.0	10	10	8	8	1	4	2	8
32	15	7.5	11	11	4	4	2	8	2	8
31	6	.30	4	4	2	2	0	0	1	4
30	6	.30	3	3	3	3	1	4	3	12
29	10	5.0	7	7	3	3	0	0	3	12
28	4	7.0	2	2	2	2	0	0	2	8
27	2	1.0	2	2	0	0	0	0		
26	4	2.0	2	2	2	2	1	4		
25	4	2.0	2	2	2	2				
24	1	0.5	0	0	1	1				
23	1	0.5	1	1	0	0				
22	2	1.0	0	0	2	2				
21	0	.0	0	0	0	0				
20	1	.5	1	1	0	0				
N	200		100		100		25		25	
M	35.6		34.5		36.6		37.1		33.7	
Q <sub>1</sub>	32.6		32.0		33.5		34.2		30.4	
Q <sub>3</sub>	38.1		36.9		39.0		38.9		36.4	
Q	2.7		2.4		2.7		2.3		3.0	
R	24		24		22		18		16	

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For the entire group of 200 pupils, 35.6

For the 100 boys, 34.5

For the 100 girls, 36.6

For the 25 accelerated pupils, 37.1

For the 25 slow pupils, 33.7

If the scores made by the pupils on this division of the questionnaire are any indication of their attitude toward their homes and families, the boys are as well satisfied with them as the girls. When we study the results of the scores for the accelerated and for the slow groups, the scores for 17 of the 25 accelerated pupils and for 8 of the 25 slow pupils are found to be in the upper 100 pupils of the entire group. The accelerated pupils seem to be better satisfied and happier with their homes and families than the slow pupils.

The lowest quartile points for the groups on the Adjustment to Home and Family division of the questionnaire are:

For the whole group of 200 pupils, 32.6

For the 100 boys, 32

For the 100 girls, 33.5

For the 25 accelerated pupils, 34.2

For the 25 slow pupils, 30.4

This maladjusted group of 50 pupils is made up of 30 boys and 20 girls. The number of low scores made by the boys seem to indicate they are not able to adjust



themselves to their homes and families so well as the girls in the lowest fourth of the entire group. The accelerated group seem to be very well satisfied with their homes and families but the slow group is not so well adjusted.

The semi-interquartile ranges for the Adjustment to Home and Family division of the questionnaire are:

For the whole group, 2.7

For the boys, 2.4

For the girls, 2.7

For the accelerated group, 2.3

For the slow group, 3

The accelerated group is a slightly more homogeneous group than the other groups.

Again the relationship between the intelligence quotients and the scores on the Adjustment to the Home and Family division of the questionnaire is slight, for it was found to be only .216.

#### Adjustment to Personal Life

Table IX reveals to a certain extent the viewpoint of the pupils on their attitude toward their own personal life.

The medians for the scores on the Adjustment to Personal Life division of the questionnaire are:

For the whole group of 200 pupils, 48.2

For the 100 boys, 50

TABLE IX  
ADJUSTMENT TO PERSONAL LIFE  
OF JUNIOR HIGH SCHOOL PUPILS

	200 Pupils Whole Group		100 Boys		100 Girls		25 Accelerated Pupils		25 Slow Pupils	
	f	%	f	%	f	%	f	%	f	%
58-59	2	1.0	2	2	0	0				
56-57	12	6.0	6	6	6	6	2	8	1	4
54-55	13	6.5	5	5	8	8	2	8	0	0
52-53	27	13.5	10	10	17	17	1	4	0	0
50-51	25	12.5	6	6	19	19	6	24	1	4
48-49	38	19.0	19	19	19	19	6	24	8	32
46-47	24	12.0	11	11	13	13	2	8	3	12
44-45	21	10.5	16	16	5	5	1	4	5	20
42-43	14	7.0	11	11	3	3	5	20	1	4
40-41	7	3.5	6	6	1	1			1	4
38-39	9	4.5	4	4	5	5			3	12
36-37	6	3.0	3	3	3	3			2	8
34-35	0	0.0	0	0	0	0				
32-33	2	1.0	1	1	1	1				

N	200	100	100	25	25
M	48.2	50.0	48.9	49.5	46.3
Q <sub>1</sub>	44.0	47.0	45.1	46.3	42.5
Q <sub>3</sub>	48.4	52.6	52.4	51.5	48.9
Q	2.2	2.8	3.6	2.6	3.2
R	26	26	25	14	20

For the 100 girls, 48.9

For the 25 accelerated pupils, 49.5

For the 25 slow pupils, 46.3

When the scores for the pupils above the median for the whole group are analyzed, the group is found to be composed of 61 girls and 39 boys. If the scores are any indication of the adjustment of the upper 100 pupils of the whole group, the girls are much better satisfied and happier in their personal life than the boys of the group. Of the upper 100 pupils of the entire group, 13 of the 25 accelerated and 6 of the 25 slow pupils are in this group. The scores of the accelerated pupils seem to indicate they are happier than the slow pupils in their personal life.

The lowest quartile points are:

For the whole group, 44

For the boys, 47

For the girls, 45.1

For the accelerated group, 45.1

For the slow group, 42.5

The lowest fourth of the entire group of 200 pupils is composed of 34 boys and 16 girls. There are over twice as many boys as girls whose low scores placed them in the lower fourth of the Adjustment to Personal Life division of the questionnaire. The boys seem to be more dissatisfied with their personal life than the girls. Six of the

TABLE X  
 PERCENTILE NORMS OF 200 JUNIOR HIGH SCHOOL PUPILS

Percentile	Section							Total
	I	II	III	IV	V	VI	VII	
95	54.5	33.7	34.1	143.1	95.4	41.5	56.6	436.1
90	51.4	32.7	31.0	140.1	94.3	40.0	54.0	428.9
80	50.0	31.6	29.8	137.0	92.0	38.7	53.0	418.8
70	48.9	30.7	28.9	134.1	89.8	37.5	51.6	411.5
60	47.8	29.9	28.1	130.8	87.8	36.5	49.9	402.3
50	46.6	28.5	27.5	127.2	86.0	35.6	48.9	394.2
40	45.0	27.5	26.7	123.8	84.3	34.4	47.7	384.7
30	43.3	26.5	25.6	118.5	82.0	33.2	46.0	374.3
20	41.6	24.9	24.2	112.5	78.2	31.8	44.2	360.8
10	39.1	23.0	22.3	106.0	73.8	29.1	40.8	343.6
5	37.1	21.6	21.0	97.8	67.0	26.3	38.4	331.4

TABLE XI  
INTERPRETATION OF SCORES

Pupil K. M., I. Q. 79, made the following scores on the various parts of the questionnaire			
		SCORE	PERCENTILE
PART I	Curriculum	43	29
	II Social Life	24	15
	III Administration	21	5
	IV Teachers	105	9
	V Pupils	76	15
	VI Home and Family	23	5
	VII Personal	39	7
	Total	331	5

  

Pupil D. B., I. Q. 65, made the following scores on various parts of the questionnaire			
		SCORE	PERCENTILE
PART I	Curriculum	48	68
	II Social Life	31	73
	III Administration	35	100
	IV Teachers	133	67
	V Other Pupils	93	84
	VI Home and Family	41	94
	VII Personal	49	51
	Total	430	90

25 accelerated and 9 of the 25 slow pupils are in the lowest group of 50 pupils of the entire group. Accelerated pupils as well as slow pupils are unhappy and dissatisfied with their personal life.

The semi-interquartile ranges for the Adjustment to Personal Life division of the questionnaire are:

For the whole group of 200 pupils, 2.2

For the 100 boys, 2.8

For the 100 girls, 3.6

For the 25 accelerated pupils, 2.6

For the 25 slow pupils, 3.4

The whole group is a little more homogeneous than the other divisions of the study.

The coefficient of correlation between the intelligence quotients and the scores of the Adjustment to Personal Life division of the questionnaire is .331.

#### Percentile Norms

Table X locates each pupil's composite score and his scores made on the different divisions of the questionnaire by comparing his score with the scores of all the other pupils of the study. From this table each pupil's rank may be easily determined by finding his composite score or his score in each division of the questionnaire.

#### Interpretation of Scores

In order to make clear the meaning of the scores on the Adjustment Questionnaire, the composite scores and

the total scores for each division of the questionnaire of four pupils in the study are interpreted.

Two of these pupils are in the slow and two in the accelerated groups of the study.

Pupil K. M., I. Q. 79, made a composite score of 331 points. By referring to Table X, Percentile Norms, the score 331 points places this pupil below the fifth percentile of a distribution obtained from the 200 pupils in the survey. The low score of this pupil indicates he is rather badly out of adjustment when compared with the other pupils of the entire group. He apparently, by his own admission, is more deeply discontented and dissatisfied with his life in and out of school than 95 per cent of pupils in general.

His low scores on these divisions of the questionnaire are:

Administration, 21 points, 5 percentile  
 Teachers, 105 points, 9 percentile  
 Home and Family, 23 points, 5 percentile  
 Personal Life, 39 points, 7 percentile

This boy admits that he is very much dissatisfied and unhappy with his home and family, and the administration. His rank indicates only 5 per cent of the 200 pupils of the study are more unhappy and dissatisfied than he. Less than 10 per cent of the entire group are more dissatisfied with the teachers and their personal life

than he. It may be possible that his dissatisfaction and unhappiness with his home and family, and his personal life may be reflected in his attitude toward the administration and teachers. This then becomes a clue to serve as a guide in initiating a more intensive study of this pupil.

Pupil D. B., I. Q. 65, has a composite score of 420 out of a possible 500 points.

When her composite score, 420 points, is compared with the composite scores of the 200 pupils of the survey, Table X, Percentile Norms, shows her to be above the 90 percentile of the entire group. This high percentile rank indicates she is a very well adjusted pupil, as only a few pupils have a higher percentile rank.

Her scores for the different divisions of the questionnaire places her in the following ranks:

Curriculum, 48 points, 68 percentile rank

Social Life of the School, 31 points, 73  
percentile rank

Administration, 35 points, 100 percentile rank

Teachers, 133 points, 67 percentile rank

Other Pupils, 93 points, 84 percentile rank

Home and Family, 41 points, 94 percentile rank

Personal Life, 49 points, 51 percentile rank



TABLE XII  
INTERPRETATION OF SCORES

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Pupil R. J., I. Q. 125, made the following scores on the various parts of the questionnaire

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			SCORE	PERCENTILE
PART	I	Curriculum	41	18
	II	Social Life	19	0
	III	Administration	16	4
	IV	Teachers	124	40
	V	Other Pupils	67	55
	VI	Home and Family	34	37
	VII	Personal	43	16
		Total	344	10

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Pupil S. R., I. Q. 126, made the following scores on the various parts of the questionnaire

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			SCORE	PERCENTILE
PART	I	Curriculum	48	62
	II	Social Life	30	61
	III	Administration	29	71
	IV	Teachers	139	86
	V	Other Pupils	95	93
	VI	Home and Family	40	90
	VII	Personal	57	96
		Total	436	95

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These pupils, one with an I. Q. of 79 and the other one with an I. Q. of 65 illustrate two extremes in their Personal and Social Adjustment.

Pupil R. J., I. Q. 125, in the accelerated group has a composite score of 344 points out of a possible 500 points.

By referring to Table X, Percentile Norms, the composite score 344 points places the pupil in the lowest 10 percentile rank of the 200 pupils of the whole group. By his own admission this pupil is more dissatisfied and unhappy than 90 per cent of the 200 pupils of the whole group. This pupil is very much in need of personal guidance from both the home and the school to help him to become better adjusted in his personal and social life.

R. J.'s scores and percentile ranks for the different parts of the questionnaire are:

Curriculum, 41 points, 18 percentile rank

Social Life of the School, 19 points, 0 percentile (Nineteen points is the lowest score made on this division of the questionnaire.)

Administration, 16 points, 4 percentile rank

Teachers, 124 points, 40 percentile rank

Other Pupils, 67 points, 55 percentile rank

Home and Family, 34 points, 37 percentile  
rank

Personal Life, 43 points, 43 percentile  
rank

If the low scores of R. J. are any indication of the areas in his life that are most unsatisfactory, he admits he is unhappy and dissatisfied with his social life, the administration, the curriculum, and personal life. J. R. probably has great difficulty in getting along with other pupils of his own age and feels that he is not a social success.

Pupil W. R., I. Q. 126, in the accelerated group has a composite score of 436 out of a possible 500 points.

When his composite score, 436 points, is compared with the composite scores of the 200 pupils of the survey, Table X, Percentile Norms, shows him to be in the 95 percentile rank of the entire group. W. R. seems to be satisfied and happy in his personal and social life, if his high scores are any indication of his reactions toward these phases of his life.

His scores for the different divisions of the questionnaire place him in the following percentile ranks:

Curriculum, 48 points, 62 percentile rank

Social Life, 30 points, 61 percentile rank

Administration, 29 points, 71 percentile rank

Teachers, 139 points, 86 percentile rank  
Other Pupils, 95 points, 93 percentile rank  
Home and Family, 40 points, 90 percentile  
rank  
Personal Life, 57 points, 96 percentile  
rank

By his own admission W. R. is enjoying his life both in and out of school.

The percentile ranks of these two pupils in the accelerated group seem to indicate pupils of high intelligence quotients may be either poorly or well adjusted.

When the composite scores and the total scores for the different divisions of the Personal and Social Adjustment questionnaire were analyzed, the results seem to indicate the pupils who made low scores on the Home and Family, and Personal Life divisions of the questionnaire also made low scores on two or three other divisions of the questionnaire.

## CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

A summary of the distribution of the pupils from their general intelligence quotients shows the 200 pupils used in the survey are a well distributed group. The intelligence quotients range from a low of 65 to a high of 165. Twenty-five accelerated and twenty-five slow pupils are in the whole group. These distributions give a fairly representative group and the results obtained from the questionnaire should be of some value in helping to solve individual and group adjustment problems.

The girls, by their own admission, are much better satisfied and happy with their life in and out of school than the boys, if high composite scores are an indication of their reactions to their personal and social life.

The boys seem to be poorly adjusted in these areas:

- Adjustment to the Teachers
- Adjustment to the Curriculum
- Adjustment to Other Pupils
- Adjustment to the Home and Family
- Adjustment to Personal Life

These low adjustment scores probably indicate that neither the home nor the school is studying and analyzing the problems of the boys as they should be. The school needs the advice and help of the home, community, and the boys themselves before it is possible to formulate satisfactory plans for the better adjustment of the boys.

Most of the 25 accelerated pupils are better adjusted than the 25 slow pupils in the following areas of the questionnaire:

Adjustment to the Curriculum

Adjustment to the Teachers

Adjustment to Other Pupils

Adjustment to Home and Family

Adjustment to Personal Life

It would seem that pupils with high intelligence quotients are better able to adjust themselves to the demands of the times than the slow pupils are.

Adjustment to Social Life division of the questionnaire seems to be the least satisfactory area of the study. Not any one group is entirely satisfied with the present set-up for assemblies, clubs, and school organizations. The social life of the school program should be reorganized on a more democratic basis, and each pupil should be allowed to offer suggestions and help to plan the social life of the school.

The coefficients of correlation between general intelligence quotients and the total scores for each division of the questionnaire are positive but low. This low correlation indicates that other factors than intelligence must be taken into consideration when an adjustment program is being planned.

The interpretation of the individual scores shows that a pupil of low general intelligence may be very well adjusted, but the composite scores of most pupils of low general intelligence for the entire group of 200 pupils place them in the lowest fourth of the whole group. The composite scores of pupils of high general intelligence place most of them in the upper half of the whole group of 200 pupils. This again emphasizes the fact that pupils of both high and low intelligence quotients may be very much dissatisfied and unhappy in and out of school, and other factors than general intelligence must be taken into consideration when the home and school unite to help solve the adjustment problems of the pupils.

The pupils who made the 50 lowest scores on the Personal and Social Adjustment Questionnaire should have an individual chart showing the interpretation for each of the total scores made on the different parts of the questionnaire. If a pupil's percentile rankings in certain areas are very low, a further study of the statements for those divisions of the questionnaire should be made. The statements checked by the pupil are his personal reactions to certain situations and may give valuable clues upon which to attack his problem in a constructive way.

A study of the socio-economic status of the 50 pupils who made the lowest scores of the whole group of 200 pupils might yield some valuable information about the

causes for the dissatisfaction and unhappiness of these pupils.

A study of the general health of the entire group of 200 pupils with special attention given to the health of the lowest 50 pupils of the whole group would probably aid every agency that comes into contact with these pupils in formulating more satisfactory plans for their personal and social adjustment.

The Personal and Social Adjustment Questionnaire used in this study or one that has similar material should be given to all pupils at least once each year. This questionnaire or a similar one given at least once each year records the changes that have taken place. No program is static. We either move forward or backward. This retesting program will show the direction that our program is taking.

It is the hope and ambition of every one interested and working on any adjustment program that some plan may be formulated or discovered for living that will conserve and produce as many values for as many of these pupils as is possible over as long a time as possible.



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