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OF THE RESPONSES OF TENTH-GRADE BOYS TO
THE THEMATIC APPERCEPTION TEST.**

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A COMPARISON OF CERTAIN CHARACTERISTICS OF THE
RESPONSES OF TENTH-GRADE BOYS TO THE
THEMATIC APPERCEPTION TEST

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Norman, Oklahoma

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A COMPARISON OF CERTAIN CHARACTERISTICS OF THE
RESPONSES OF TENTH-GRADE BOYS TO THE
THEMATIC APPERCEPTION TEST

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CHAPTER I

INTRODUCTION

The literature indicates that there are many forces in the affluent society that have caused the nation to focus attention upon the dropout, or potential dropout. In Liddle's (1962, pp. 276-280) report in "The High School Journal" this focusing of attention on the dropout is attributed to the increasing need for highly skilled manpower and decreasing need for unskilled labor:

"In our complex, industrialized society, there will continue to be an increasing need for highly skilled manpower and a decrease in the need for unskilled labor. This has led to increased educational, industrial, and governmental concern about the dropout problem."

Schreiber (1963-64, p. 3) makes a more inclusive statement:

"It is the complex of these crises -- the youth population boom, unemployment, the labor market revolution, migration -- that has forced the dropout problem into existence."

Schreiber (1964, p. 1) extends this idea in "Student Life Highlights":

"Years ago, when your parents were high school students, a young man or woman who quit school could drop into a job. He had a choice, an alternative of growing up in a different setting. Today, more than one-fourth of dropout youth are unemployed, and two-thirds of the unemployed are school dropouts."

Lichter (1962, p. 245) takes a broader view in his statement:

"Education for all children has long been a prime goal of our American democracy. Education is a basic requisite for responsible citizenship, for maintenance of our way of life, and for successful entry into today's complicated working world. In the United States education is freely available and indeed is compulsory. Yet an alarming number of intellectually capable children leave school before high school graduation. They are wasting their mental capacities, dissipating their opportunities, and circumscribing their chances for a better life."

According to Reisman (1962), there are three factors at work in the new wave of educational concern for the culturally deprived. They are:

1. Economic and scientific competition with the Soviet World and the consequent desire to stop the waste of human resources in undiscovered scientists, mathematicians, social scientists, linguists, etc.
2. The desire to prove to the neutral portions of the world that we are fundamentally democratic and are not ignoring the disadvantaged.
3. The rise in juvenile delinquency, its cost, and the desire to control it.

The characteristics of the dropout as stated in the "Oklahoma Public School Holding Power Project" (1964, p. 3), are:

- "1. Eighty-four per cent of the dropouts are retarded at least one year.
2. Fifty-three per cent are retarded two or more years.
3. Many tend to be weak in the basic skills of reading and arithmetic.

4. Many dropouts have a long history of failure both intellectually and socially beginning as early as the fourth grade.
5. The dropout rate for boys is higher than for girls.
6. Most students drop out at the tenth grade level.
7. Many have no saleable skills.
8. Many dropouts are slow learners.
9. A significant percentage of them have good mechanical aptitudes.
10. The majority of them do not exhibit law-violation behavior.
11. Many dropouts demonstrate some degree of hostility, defiance, and suspiciousness.
12. Many lack active affiliation with a constructive school or community organization.
13. Dropouts feel they lack success in normal age range activities.
14. Approximately twenty-seven per cent of the dropout group is unemployed."

Lichter (1962, p. 247) describes the dropout by saying:

"Our drop-outs had serious and multiple school problems that interfered substantially with the educational process. Most of them were either failing in their school courses or working far below their mental capacity, a majority were also truanting, or cutting classes, and about half were presenting behavior problems in school."

Earlier, Lichter (1962, p. 2), had written in the same vein:

"Numerous educational studies have made it evident that school drop-out is a complex problem to which there is no simple solution. But from these studies a highly significant inference can be drawn: rarely do children who are successful in school leave prior to graduation. The highschool dropout is usually a child who has failed in his general school adjustment."

George Dawson (1962-63, p. 68), places responsibility on our educational institutions with this statement:

"Unless public and private educational institutions in America begin at once to prepare for the years immediately ahead, employers will be forced to hire a larger proportion of inexperienced persons, to provide more on-the-job training, to suffer greater job turnover, and to rely more heavily upon part-time employees. All these factors will result in loss of efficiency, an increased cost of production, and consequently, higher prices to the consumer. It would be far better to prepare now to prevent this happening."

In an attempt to accept this responsibility, the federal government and the state legislatures have allocated funds for special education for the retarded. Unfortunately, funds have not been provided to secure appropriate treatment for the slow learner and the culturally deprived--the potential dropout and the problem has become urgent and will require an investment of much human energy and intelligence as well as money (Schreiber, 1964).

There are more than 300 dropout programs and schools have modified their curriculums to include vocational courses (Oklahoma Public School Holding Power Project, 1964). And although behavioral science research and educational experience give much to draw on, there must be many studies to fill the gaps and add to this basic knowledge. The characteristics, interests, and needs of this group which is at odds with the schools must be more completely understood (Schreiber, 1964).

Good teaching is basically a job in human relations and involves the teacher's acceptance of the child as a person (Laycock, 1957).

The perceptual psychologists tell us that all behavior is a product of the perceptions of the behavior at the moment

of action (Combs, 1962, p. 50).

That is to say, how any person behaves will be a direct outgrowth of the way things seem to him at the moment of his behaving. To change behavior in this frame of reference requires that we understand the nature of the individual's perceptual field. Knowing the meanings that exist for a particular person, we may then be able to create the conditions which will facilitate changes in his behavior and personality."

Maslow, Kelly and Rogers (Combs, 1962, p. 67), agree with Combs on the following principles:

- "1. Behaving and learning are products of perceiving.
2. Behavior exists in, and can, therefore, be dealt with in the present."

On the basis of these principles, this study will endeavor to secure information (as revealed by The Thematic Apperception Test) about the present perceptions of some academically unsuccessful and considered by the school authorities to be "problem" students.

CHAPTER II

STATEMENT OF THE PROBLEM

Since the literature indicates that behavior is a product of the perceptions of the behavior at the moment of action and since the "dropout" is a paramount problem in the nation today, this study is concerned with investigating certain characteristics of the perceptual fields of the academically successful students as compared to the academically unsuccessful students and the academically unsuccessful students who are considered by the school authorities to be "problem" students. For this purpose, systems were devised to classify the subjects as optimistic or less optimistic, conscious of effort related to achievement or less conscious of effort related to achievement, and verbal or less verbal. The stories of the three groups of tenth grade boys were classified and the following hypotheses were tested:

1. It is expected that the stories of the students with high grade averages will reflect more optimism than the stories of the students with low grade averages.
2. The stories of the students with high grade averages will also reflect more optimism than the stories of the students with low grade averages and considered by the school

authorities to be "problem" students.

3. The stories of the students with low grade averages will, in turn, reflect more optimism than the stories of the students with low grade averages and considered by the school authorities to be "problem" students.

4. It is also expected that the stories of the students with high grade averages will depict more consciousness of effort as related to achievement than the stories of the students with low grade averages.

5. The stories of the students with high grade averages will also depict more consciousness of effort as related to achievement than the stories of the students with low grade averages and considered by the school authorities to be "problem" students.

6. The stories of the students with low grade averages will, in turn, depict more consciousness of effort as related to achievement than the stories of the students with low grade averages and considered by the school authorities to be "problem" students.

7. It is further expected that the stories of the students with high grade averages will denote greater verbalization than the stories of the students with low grade averages.

8. The stories of the students with high grade averages will also denote greater verbalization than the stories of the students with low grade averages and considered by the school authorities to be "problem" students.

9. The stories of the students with low grade averages will, in turn, denote greater verbalization than the stories of the students with low grade averages and considered by the school authorities to be "problem" students.

CHAPTER III

PROCEDURE OF THE STUDY

The Thematic Apperception Test

The Thematic Apperception Test, known as the TAT, reveals some of the dominant drives, emotions, sentiments, complexes and conflicts of a personality. Its value lies in its power to expose underlying inhibited tendencies which the subject will not admit, or cannot admit because he is unconscious of them.

The TAT was first introduced in 1935 by Murray and Morgan (Shneidman, 1951). It is a projective device customarily used in such a way that stories are told by the subject concerning the content of the pictures. The assumption is made in the use of this stimulus material that, in a relatively unstructured situation where subjects are simply asked to tell a story about the picture presented to them, individuals tend to project the world as they see it onto the stimulus (Allison, 1955).

"The expression of personality in the TAT is of necessity more in terms of words than in terms of action. That is, the conflicts and problems which are touched off by the TAT pictures often can be 'solved' by the person in fantasy and literary expression, although he might not be able to solve

them in life. In this respect, the TAT is different from the interview, which glimpses the individual's overt behavior in one life situation (the interview itself) and attempts to review his coping capacities in general. It differs from the Rorschach Test, in which the individual's manner of handling the ambiguous blots provides an indication of his capacity to cope with relatively unstructured material. It differs from the Figure-Drawing Test, where again the individual reveals himself in his graphic performance rather than just by what he says. (Witkin, 1954, p. 255)

According to Jensen, the TAT is perhaps the least standardized of all psychological tests with regard to administration, scoring and interpretation. In addition to Murray's original scheme and its later variations for scoring "needs" and "presses," there are a number of other scoring schemes although formal scoring is little used in actual practice (1959). Witkin shows Fine's scheme which is an adaptation of Horney's formulation (1954). Shneidman shows in action the systems of Magda Arnold, Betty Aaron, Leonard Eron, Leopold Bellak, Arthur Hartman, Robert R. Holt, Seymour Klebanoff, Sheldon Korchin (variation of Tompkins' method), Jose I. Lasaga, Julian B. Rotter and Shirley Jessor, Helen D. Sargent, Percival M. Symonds, and Ralph K. White (1951).

Selection of Subjects

All subjects were tenth-grade boys enrolled at John Marshall High School, Oklahoma City, Oklahoma. During the first nine weeks of the 1965-66 school term, ten (numbered with even numbers) of the subjects were successful students with grade averages of 3.0 (or more), ten (numbered with odd numbers) were students with grade averages of 1.0 (or less), and ten (numbered with odd numbers above 20) were students with grade averages of 1.0 (or less) and considered by the school authorities to be "problem" students.

One of the parents of each subject received a letter from the writer requesting permission to test the subject, and subsequently gave permission for the subject to be tested.

Records were completed on each subject showing the following information: Age, birthdate, whether he lived with his natural parents, ages of brothers and sisters (if any), and grade-point average for first nine-weeks of the 1965-66 school term.

Selection of Cards

Few clinicians use all 20 cards on one subject (Jensen, 1959). Pictures numbered 3BM, 6BM, 7BM, 8BM, 9BM, 17BM, and 18BM were selected because they were suitable for boys or men, according to the Test Manual. Murray describes these cards as follows:

3BM. On the floor against a couch is the huddled form of a boy with his head bowed on his right arm. Beside him on the floor is a revolver.

- 6BM. A short elderly woman stands with her back turned to a tall young man. The latter is looking downward with a perplexed expression.
- 7BM. A gray-haired man is looking at a younger man who is sullenly staring into space.
- 8BM. An adolescent boy looks straight out of the picture. The barrel of a rifle is visible at one side, and in the background is the dim scene of a surgical operation, like a reverie-image.
- 9BM. Four men in overalls are lying on the grass taking it easy.
- 17BM. A naked man is clinging to a rope. He is in the act of climbing up or down.
- 18BM. A man is clutched from behind by three hands. The figures of his antagonists are invisible (Murray, 1943).

Method of Administering the Test

The subject was seated in a chair at a table in the Counselor's office. The experimenter was seated at the table, at right angle to the subject. The following instructions were read to the subject:

"This is a test of imagination. . . I am going to show you some pictures, one at a time; and your task will be to make up as dramatic a story as you can for each. Tell what has led up to the event shown in the picture, describe what is happening at the moment, what the characters are feeling and thinking; and then give the outcome. Speak your thoughts as they come to your mind. Do you understand? . . . you can devote about five minutes to each story. Here is the first picture." (Murray, 1943, p. 3)

After finishing the first story the subject was commended (if there was any ground for it), and reminded of the instructions unless he had followed them faithfully. After that the examiner said nothing unless it was necessary to keep

him on time so that each picture consumed approximately 5 minutes. The subject's stories were recorded in shorthand by the examiner and then transcribed on the typewriter.

Scoring of the TAT

The 210 stories that were obtained from the 30 subjects (10 tenth-grade boys with grade averages of 3.0, or better; 10 tenth-grade boys with grade averages of 1.0, or less; and 10 tenth-grade boys with grade averages of 1.0, or less, and considered by school authorities to be "problem" students) were read and re-read by the researcher and classified according to the following three systems of comparison:

- I. Optimistic: A. Happy Beginning; Happy Ending
 B. Unhappy Beginning; Happy Ending
- Less Optimistic: C. Happy Beginning; Unhappy Ending
 D. Unhappy Beginning; Unhappy Ending

(Explanation: Webster (1937, p. 696) defines optimism as an inclination to anticipate the best possible outcome. Therefore, stories with Happy Endings are classified as "Optimistic" (A and B) and stories with Unhappy Endings are classified as "Less Optimistic" (C and D).

- II. Conscious of Effort: E. Some Achievement; Some Effort
 F. No Achievement; Some Effort
- Less Conscious of Effort: G. Some Achievement; No Effort
 H. No Achievement; No Effort

(Explanation: E and F depict Some Effort
 G and H depict No Effort
 E and G depict Some Achievement
 F and H depict No Achievement)

- III. Verbal: More than 500 Words Used
- Less Verbal: 500 (or less) Words Used

(Explanation: Webster (1937, p. 112) defines "verbal" as pertaining to words. Therefore the stories with the greater number of words have been classified as "Verbal" and the stories with fewer words have been classified as "Less Verbal.")

The classifications of the stories of the subjects, according to the three systems, were recorded in table-form. Then the totals in the tables were converted to percentages.

If a majority (4 or more) of a subject's stories were classified as A or B, the subject was considered to be optimistic. If a majority of a subject's stories were C or D, the subject was considered to be less optimistic. All subjects were classified as optimistic or less optimistic.

If a majority (4 or more) of a subject's stories were classified as E and F, the subject was considered to be conscious of effort as related to achievement. If a majority of a subject's stories were G or H, the subject was considered as less conscious of effort as related to achievement. All subjects were classified as conscious of effort or less conscious of effort.

If a subject used more than five hundred words in the telling of his stories, the subject was considered to be verbal. If a subject used five hundred words, or less, in the telling of his stories, the subject was considered less verbal. All subjects were classified as verbal or less verbal.

According to Seigel (1956, pp. viii, 96-101), one of the advantages of the nonparametric tests is their usefulness with small samples. The Fisher Exact Probability Test is an extremely useful technique for analyzing data when the two independent samples are small. It is used when scores from two independent random samples fall into one or the other of two

classes. Every subject obtains one of two possible scores. These scores are represented by frequencies in a 2 x 2 contingency table. This test determines whether the two groups differ in the proportion with which they fall into the two given classifications. The exact probability of the observed occurrence is arrived at by taking the ratio of the product of the factorials of the four marginal totals to the product of the cell frequencies multiplied by N factorial. The Fisher Exact Probability Test was applied to determine whether the groups of subjects differ in the proportion with which they fall into the classifications described.

CHAPTER IV

THE RESULTS

The results of classifying, according to the first system (Optimistic vs Less Optimistic), the stories of the students with High Grade Averages are shown in Table No. 1.

TABLE NO 1

CLASSIFICATION OF THE STORIES OF THE STUDENTS WITH
HIGH GRADE AVERAGES (ACCORDING TO SYSTEM I)

Subjects	A	B	C	D	A+B	C+D	A+C	B+D
Stories								
*2	0	5	1	1	5	2	1	6
4	2	1	0	4	3	4	2	5
*6	1	5	0	1	6	1	1	6
*8	2	5	0	0	7	0	2	5
*10	1	4	0	2	5	2	1	6
12	0	1	1	5	1	6	1	6
14	0	3	0	4	3	4	0	7
*16	0	5	0	2	5	2	0	7
*18	2	3	0	2	5	2	2	5
*20	<u>0</u> 8	<u>4</u> 36	<u>1</u> 3	<u>2</u> 23	<u>4</u> 44	<u>3</u> 26	<u>1</u> 11	<u>6</u> 59

Results:

7 of 10 subjects (majority of their stories are A or B) (*)
 8 of 70 stories--Happy Beginning; Happy Ending (A)
 36 of 70 stories--Unhappy Beginning; Happy Ending (B)
 3 of 70 stories--Happy Beginning; Unhappy Ending (C)
 23 of 70 stories--Unhappy Beginning; Unhappy Ending (D)
 44 of 70 stories--Happy Ending (A+B)
 26 of 70 stories--Unhappy Ending (C+D)
 11 of 70 stories--Happy Beginning (A+C)
 59 of 70 stories--Unhappy Beginning (B+D)

According to Table No. 1, the results indicate that of the ten tenth-grade boys (with High Grade Averages) seventy percent (70%) told a majority of stories that can be classified as having: Happy Beginning; Happy Ending or Unhappy Beginning; Happy Ending. Only eleven and forty-two hundredths plus percent (11.42+%) of the stories can be classified as having: Happy Beginning; Happy Ending. Whereas, fifty one and forty-two hundredths plus percent (51.42+%) of the stories can be classified as having: Unhappy Beginning; Happy Ending. Four and twenty-eight hundredths plus percent (4.28+%) of the stories can be classified as having: Happy Beginning; Unhappy Ending and thirty two and eighty five hundredths plus percent (32.85+%) of the stories can be classified as having Unhappy Beginning; Unhappy Ending. Since the scenes are customarily regarded as unhappy scenes, the endings become more significant as they more truly represent the perceptions of the subjects. In this

regard, sixty two and eighty five hundredths plus percent (62.85+%) of the stories can be classified as having a Happy Ending and only thirty seven and fourteen hundredths plus percent (37.14+%) can be classified as having an Unhappy Ending. Only fifteen and seventy-one hundredths plus percent (15.71+%) of the stories can be classified as having a Happy Beginning. Whereas, eighty four and twenty eight hundredths plus percent (84.28+%) can be classified as having an Unhappy Beginning.

Classifications of the stories of the students with Low Grade Averages are shown in Table No. 2.

TABLE NO. 2

CLASSIFICATION OF THE STORIES OF THE STUDENTS
WITH LOW GRADE AVERAGES (ACCORDING TO SYSTEM I)

Subjects	A	B	C	D	A+B	C+D	A+C	B+D
Stories								
1*	1	5	1	0	6	1	2	5
3*	1	5	0	1	6	1	1	6
5*	1	6	0	0	7	0	1	6
7	0	2	0	5	2	5	0	7
9*	4	1	1	1	5	2	5	2
11*	0	5	0	2	5	2	0	7
13	0	3	0	4	3	4	0	7
15	0	3	1	3	3	4	1	6
17	1	2	0	4	3	4	1	6
19	$\frac{1}{9}$	$\frac{0}{32}$	$\frac{1}{4}$	$\frac{5}{25}$	$\frac{1}{41}$	$\frac{6}{29}$	$\frac{2}{13}$	$\frac{5}{57}$

Results:

5 of 10 subjects (majority of their stories are A or B) (*)
 9 of 70 stories: Happy Beginning; Happy Ending (A)
 32 of 70 stories: Unhappy Beginning; Happy Ending (B)
 4 of 70 stories: Unhappy Beginning; Unhappy Ending (C)
 25 of 70 stories: Unhappy Beginning; Unhappy Ending (D)
 41 of 70 stories: Happy Ending (A+B)
 29 of 70 stories: Unhappy Ending (C+D)
 13 of 70 stories: Happy Beginning (A+C)
 57 of 70 stories: Unhappy Beginning (B+D)

According to Table No. 2, the results indicate that of the ten tenth-grade boys (with Low Grade Averages) fifty percent (50%) told a majority of stories that can be classified as having: Happy Beginning; Happy Ending or Unhappy Beginning; Happy Ending. Only twelve and eighty five hundredths plus percent (12.85+%) of the stories can be classified as having Happy Beginning; Happy Ending. Whereas, forty five and seventy one hundredths plus percent (45.71+%) of the stories can be classified as having: Unhappy Beginning; Happy Ending. Five and seventy one hundredths plus percent (5.71+%) can be classified as having: Happy Beginning; Unhappy Ending and thirty five and seventy one hundredths plus percent (35.71+%) of the stories can be classified as having Unhappy Beginning; Unhappy Ending. Considering the endings, fifty eight and fifty seven hundredths plus percent (58.57+%) of the stories can be classified as having a Happy Ending and forty one

and forty two hundredths plus percent (41.42+%) can be classified as having an Unhappy Ending. Only eighteen and fifty seven hundredths plus percent (18.57+%) of the stories can be classified as having a Happy Beginning. Whereas, eighty one and forty two hundredths plus percent (81.42+%) of the stories can be classified as having an Unhappy Beginning.

The results of classifying the stories of the students with Low Grade Averages who are considered by the school authorities to be "problem" students are shown in Table No. 3.

TABLE NO. 3

CLASSIFICATION OF THE STORIES OF STUDENTS WITH LOW GRADE AVERAGE AND CONSIDERED BY SCHOOL AUTHORITIES TO BE "PROBLEM" STUDENTS (ACCORDING TO SYSTEM I)

Subjects	A	B	C	D	A+B	C+D	A+C	B+D
Stories								
21*	2	3	0	2	5	2	2	5
23*	1	5	1	0	6	1	2	5
25	1	1	0	5	2	5	1	6
27	1	2	0	4	3	4	1	6
29	0	1	0	6	1	6	0	7
31*	0	5	0	2	5	2	0	7
33	1	0	0	6	1	6	1	6
35	1	2	0	4	3	4	1	6
37*	3	2	0	2	5	2	3	4
39	$\frac{0}{10}$	$\frac{3}{23}$	$\frac{0}{1}$	$\frac{4}{35}$	$\frac{3}{34}$	$\frac{4}{36}$	$\frac{0}{11}$	$\frac{7}{59}$

Results:

4 of 10 subjects (majority of their stories are A or B) (*)

10 of 70 stories: Happy Beginning; Happy Ending (A)

24 of 70 stories: Unhappy Beginning; Happy Ending (B)

1 of 70 stories: Happy Beginning; Unhappy Ending (C)

35 of 70 stories: Unhappy Beginning; Unhappy Ending (D)

34 of 70 stories: Happy Ending (A+B)

36 of 70 stories: Unhappy Ending (C+D)

11 of 70 stories: Happy Beginning (A+C)

59 of 70 stories: Unhappy Beginning (B+D)

According to Table No. 3, the results indicate that of the ten tenth-grade boys (with Low Grade Averages plus "problem") forty percent told a majority of stories that can be classified as having: Happy Beginning; Happy Ending or Unhappy Beginning; Happy Ending. Only fourteen and twenty eight hundredths plus percent (14.28+%) of the stories can be classified as having: Happy Beginning; Happy Ending. Whereas, thirty four and twenty eight hundredths plus percent (34.28+%) can be classified as having Unhappy Beginning; Happy Ending. One and forty-two hundredths plus percent (1.42+%) can be classified as having Happy Beginning; Unhappy Ending and fifty percent (50.00%) of the stories can be classified as having Unhappy Beginning; Unhappy Ending. Forty eight and fifty seven hundredths plus percent (48.57+%) can be classified as having a Happy Ending and fifty one and forty two hundredths plus percent (51.42+%) of the stories can be classified as having an

Unhappy Ending. Fifteen and seventy-one hundredths plus percent (15.71+%) can be classified as having a Happy Beginning. Whereas, eighty four and twenty eight hundredths plus percent (84.28+%) can be classified as having an Unhappy Beginning.

The totals of each group are brought together in Table No. 4 for the purpose of making a comparison.

TABLE NO. 4
SUMMARY OF THE CLASSIFICATION OF ALL STORIES
(ACCORDING TO SYSTEM I)

	A	B	C	D	A+B	C+D	A+C	B+D
Groups	Stories							
HGA	8	36	3	23	44	26	11	59
LGA	9	32	4	25	41	29	13	57
LGA + "Pr."	10	24	1	35	34	36	11	59

A--Happy Beginning; Happy Ending

B--Unhappy Beginning; Happy Ending

C--Happy Beginning; Unhappy Ending

D--Unhappy Beginning; Unhappy Ending

A+B--Happy Ending

C+D--Unhappy Ending

A+C--Happy Beginning

B+D--Unhappy Beginning

Table No. 4A shows a comparison of the three groups of subjects as they were distributed according to System I.

TABLE NO. 4A

SUMMARY OF SUBJECTS (ACCORDING TO SYSTEM I)

Groups	Optimistic	Less Optimistic
HGA	7	3
LGA	5	5
LGA + "Pr. "	4	6

According to the first hypothesis, it is expected that the stories of the students with high grade averages will reflect more optimism than the stories of the students with low grade averages. Table No. 4B shows the comparison:

TABLE NO. 4B

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS OPTIMISTIC AND LESS OPTIMISTIC IN THE HIGH GRADE AVERAGE GROUP AND THE LOW GRADE AVERAGE GROUP

Groups	Optimistic	Less Optimistic
High Grade Average	7	3
Low Grade Average	5	5
(p = .24)		

Since the level of probability established by the Fisher Exact Probability Test is greater than .05, it must be concluded that the difference is not significant and the first hypothesis is not confirmed by this study.

The second hypothesis predicts that the stories of the students with high grade averages will reflect more optimism than the stories of the students with low grade averages and considered by the school authorities to be "problem"

students. Using the data in Table No. 4A, the Fisher Exact Probability Test was applied and the results are shown in Table No. 4C.

TABLE NO. 4C

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS OPTIMISTIC AND LESS OPTIMISTIC IN THE HIGH GRADE AVERAGE GROUP AND THE LOW GRADE AVERAGE AND CONSIDERED BY THE SCHOOL AUTHORITIES TO BE "PROBLEM STUDENTS GROUP"

Groups	Optimistic	Less Optimistic
High Grade Average	7	3
Low Grade Average + "Pr."	4	6
(p = .15)		

Since the probability level is greater than .05, it is concluded that the difference is not significant and the hypothesis is not supported by the data.

The third hypothesis is that the stories of the students with low grade averages will reflect more optimism than the stories of the students with low grade averages and considered by the school authorities to be "problem" students. Using the data in Table 4A, the Fisher Exact Probability Test was applied and the results are shown in Table No. 4D.

TABLE NO. 4D

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS OPTIMISTIC AND LESS OPTIMISTIC IN THE LOW GRADE AVERAGE GROUP AND THE LOW GRADE AVERAGE AND CONSIDERED BY THE SCHOOL AUTHORITIES TO BE "PROBLEM" STUDENTS GROUP

Groups	Optimistic	Less Optimistic
Low Grade Average	5	5
Low Grade Average + "Pr."	4	6
(p = .31)		

As the established probability is greater than .05, it must be concluded that the difference has no significance and that the hypothesis is unconfirmed.

The results of classifying, according to the second system, the stories of the students with High Grade Averages are shown in Table No. 5.

TABLE NO. 5

CLASSIFICATION OF THE STORIES OF THE STUDENTS WITH
HIGH GRADE AVERAGES (ACCORDING TO SYSTEM II)

	E	F	G	H	E+F	G+H	E+G	F+H
Subjects	Stories							
2*	4	2	0	1	6	1	4	3
4*	4	1	0	2	5	2	4	3
6*	4	3	0	0	7	0	4	3
8*	4	1	0	2	5	2	4	3
10*	3	1	1	2	4	3	4	3
12	1	0	1	5	1	6	2	5
14	0	3	0	4	3	4	0	7
16*	3	2	1	1	5	2	4	3
18	1	2	0	4	3	4	1	6
20*	<u>3</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>3</u>	<u>4</u>
	27	17	3	23	44	26	30	40

Results:

7 of 10 subjects (majority of their stories are E or F) (*)

27 of 70 stories: Some Effort; Some Achievement (E)

17 of 70 stories: Some Effort; No Achievement (F)

3 of 70 stories: No Effort; Some Achievement (G)

23 of 70 stories: No Effort; No Achievement (H)

44 of 70 stories: Some Effort (E+F)

26 of 70 stories: No Effort (G+H)

30 of 70 stories: Some Achievement (E+G)

40 of 70 stories: No Achievement (F+H)

According to Table No. 5, the results indicated that of the ten tenth-grade boys (with High Grade Averages) seventy percent (70%) told a majority of stories that can be classified as depicting: Some Effort; Some Achievement or Some Effort; No Achievement. Thirty eight and fifty seven hundredths plus percent (38.57+%) of the stories can be classified as depicting Some Effort; Some Achievement. Twenty four and twenty eight hundredths plus percent (24.28+%) of the stories can be classified as depicting: Some Effort; No Achievement. Only four and twenty eight hundredths plus percent (4.28+%) of the stories can be classified as depicting: No Effort, Some Achievement. Whereas, thirty two and eighty five hundredths plus percent (32.85+%) of the stories can be classified as depicting: No Effort; No Achievement. Sixty two and eighty five hundredths plus percent (62.85+%) of the stories can be classified as depicting: Some Effort. Thirty seven and fourteen hundredths plus percent (37.14+%) of the stories can be classified as depicting: No Effort. Forty two and eighty five hundredths plus percent (42.85+%) of the stories can be classified as depicting: Some Achievement. Fifty seven and fourteen hundredths plus percent (57.14+%) of the stories can be classified as depicting: No Achievement.

Classifications of the stories of the students with Low Grade Averages are shown in Table No. 6.

TABLE NO. 6

CLASSIFICATIONS OF THE STORIES OF THE STUDENTS WITH
LOW GRADE AVERAGES (ACCORDING TO SYSTEM II)

	E	F	G	H	E+F	G+H	E+G	F+H
Subjects	Stories							
1	3	0	0	4	3	4	3	4
3	1	1	2	3	2	5	3	4
5*	3	1	0	3	4	3	3	4
7	0	1	1	5	1	6	1	6
9*	5	0	0	2	5	2	5	2
11*	3	1	0	3	4	3	3	4
13	2	0	0	5	2	5	2	5
15	0	1	0	6	1	6	0	7
17	2	1	1	3	3	4	3	4
19	<u>3</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>4</u>
	22	6	4	38	28	42	26	44

Results:

3 of 10 subjects (majority of their stories are E or F) (*)

22 of 70 stories: Some Effort; Some Achievement (E)

6 of 70 stories: Some Effort; No Achievement (F)

4 of 70 stories: No Effort; Some Achievement (G)

38 of 70 stories: No Effort; No Achievement (H)

28 of 70 stories: Some Effort (E+F)

42 of 70 stories: No Effort (G+H)

26 of 70 stories: Some Achievement (E+G)

44 of 70 stories: No Achievement (F+H)

According to Table No. 6, the results indicated that of the ten tenth-grade boys (with Low Grade Averages) only thirty percent (30.00%) told a majority of stories that can be classified as depicting: Some Effort; Some Achievement or Some Effort; No Achievement. Thirty one and forty two hundredths plus percent (31.42+%) of the stories can be classified as depicting: Some Effort; Some Achievement. Only eight and fifty seven hundredths plus percent (8.57+%) of the stories can be classified as depicting: Some Effort; No Achievement. Only five and seventy one hundredths plus percent (5.71+%) of the stories can be classified as depicting: No Effort, Some Achievement. Fifty four and twenty eight hundredths plus percent (54.28+%) of the stories can be classified as depicting: No Effort; No Achievement. Forty percent (40%) of the stories can be classified as depicting: Some Effort. Sixty percent (60%) of the stories can be classified as depicting: No Effort. Thirty seven and fourteen hundredths plus percent (37.14+%) of the stories can be classified as depicting: Some Achievement. Sixty two and eighty five hundredths plus percent (62.85+%) of the stories can be classified as depicting: No Achievement.

The results of classifying the stories of the students with Low Grade Averages who are considered by the school authorities to be "problem" students are shown in Table No. 7.

TABLE NO. 7

CLASSIFICATION OF THE STORIES OF THE STUDENTS WITH LOW GRADE
AVERAGES AND CONSIDERED BY THE SCHOOL AUTHORITIES TO BE
"PROBLEM" STUDENTS (ACCORDING TO SYSTEM II)

	E	F	G	H	E+F	G+H	E+G	F+H
Subjects	Stories							
21	3	0	0	4	3	4	3	4
23	1	1	0	5	2	5	1	6
25	2	0	0	5	2	5	2	5
27	1	1	0	5	2	5	1	6
29	0	1	0	6	1	6	0	7
31*	4	0	0	3	4	3	4	3
33	1	2	0	4	3	4	1	6
35*	3	1	0	3	4	3	3	4
37	2	0	0	5	2	5	2	5
39	$\frac{1}{18}$	$\frac{0}{6}$	$\frac{1}{1}$	$\frac{5}{45}$	$\frac{1}{24}$	$\frac{6}{46}$	$\frac{2}{19}$	$\frac{5}{51}$

Results:

2 of 10 subjects (majority of their stories are E or F) (*)

18 of 70 stories: Some Effort; Some Achievement (E)

6 of 70 stories: Some Effort; No Achievement (F)

1 of 70 stories: No Effort; Some Achievement (G)

45 of 70 stories: No Effort; No Achievement (H)

24 of 70 stories: Some Effort (E+F)

46 of 70 stories: No Effort (G+H)

19 of 70 stories: Some Achievement (E+G)

51 of 70 stories: No Achievement (F+H)

According to Table No. 7, the results indicated that of the ten tenth-grade boys (with Low Grade Averages and considered by the school authorities to be "problem" students) only twenty percent (20%) told a majority of stories that can be classified as depicting: Some Effort; Some Achievement or Some Effort; No Achievement. Twenty five and seventy one hundredths plus percent (25.71+%) of the stories can be classified as depicting: Some Effort; Some Achievement. Eight and fifty seven hundredths plus percent (8.57+%) of the stories can be classified as depicting: Some Effort; No Achievement. Only one and forty two hundredths plus percent (1.42+%) of the stories can be classified as depicting: No Effort; Some Achievement. Sixty four and twenty eight hundredths plus percent (64.28+%) of the stories can be classified as depicting: No Effort; No Achievement. Thirty four and twenty eight hundredths plus percent (34.28+%) of the stories can be classified as depicting: Some Effort. Sixty five and seventy one hundredths plus percent (65.71+%) of the stories can be classified as depicting: No Effort. Twenty seven and fourteen hundredths plus percent (27.14+%) of the stories can be classified as depicting: Some Achievement. Seventy two and eighty five hundredths plus percent (72.85+%) of the stories can be classified as depicting: No Achievement.

The totals of each group are brought together in Table No. 8 for the purpose of making a comparison:

TABLE NO. 8

SUMMARY OF THE CLASSIFICATION OF ALL STORIES
(ACCORDING TO SYSTEM II)

	E	F	G	H	E+F	G+H	E+G	F+H
Groups	Stories							
HGA	27	17	3	23	44	26	30	40
LGA	22	6	4	38	28	42	26	44
LGA + "Pr."	18	6	1	45	24	46	19	51

E--Some Achievement; Some Effort

F--No Achievement; Some Effort

G--Some Achievement; No Effort

H--No Achievement; No Effort

E+F--Some Effort

G+H--No Effort

E+G--Some Achievement

F+H--No Achievement

Table No. 8A shows a comparison of the three groups of subjects as they were distributed according to System II.

TABLE NO. 8A

SUMMARY OF SUBJECTS (ACCORDING TO SYSTEM II)

Groups	Effort	Less Effort
HGA	7	3
LGA	3	7
LGA + "Pr."	2	8

According to the fourth hypothesis, it is expected that the stories of the students with high grade averages will depict more consciousness of effort as related to achievement than the stories of the students with low grade averages.

TABLE NO. 8B

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS CONSCIOUS AND LESS CONSCIOUS OF EFFORT IN THE HIGH GRADE AVERAGE GROUP AND THE LOW GRADE AVERAGE GROUP

Groups	Conscious of Effort	Less Conscious of Effort
High Grade Average	7	3
Low Grade Average	3	7
(p = .07)		

Although the probability is not established at the .05 level and the fourth hypothesis is not confirmed, it should be noted that it does approach that level of probability and a larger sampling might confirm the hypothesis.

The fifth hypothesis predicts that the stories of the students with high grade averages will depict more consciousness of effort as related to achievement than the stories of the students with low grade averages and considered by the school authorities to be "problem" students. Using the data in Table No. 8A, the level of probability is calculated and the results are shown in Table No. 8C.

TABLE NO. 8C

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS CONSCIOUS OF EFFORT AND LESS CONSCIOUS OF EFFORT IN THE HIGH GRADE AVERAGE GROUP AND THE LOW GRADE AVERAGE AND CONSIDERED BY THE SCHOOL AUTHORITIES TO BE "PROBLEM" STUDENTS GROUP

Groups	Conscious of Effort	Less Conscious of Effort
High Grade Average	7	3
Low Grade Average + "Pr."	2	8
(p = .03)		

The level of probability established is less than .05. Therefore, it is concluded that the difference is significant and the hypothesis is confirmed.

The sixth hypothesis is that the stories of the students with low grade averages will depict more consciousness of effort as related to achievement than the stories of the students with low grade averages and considered by the school authorities to be "problem" students. Using the data in Table No. 8A, the level of probability is calculated and the results are shown in Table No. 8D.

TABLE NO. 8D

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS CONSCIOUS OF EFFORT AND LESS CONSCIOUS OF EFFORT IN THE LOW GRADE AVERAGE GROUP AND THE LOW GRADE AVERAGE AND CONSIDERED BY THE SCHOOL AUTHORITIES TO BE "PROBLEM" STUDENTS GROUP

Groups	Conscious of Effort	Less Conscious of Effort
Low Grade Average	3	7
Low Grade Average + "Pr."	2	8
(p = .34)		

The probability established is not significant and the hypothesis is not confirmed.

The results of classifying, according to the third system, the stories of the students with High Grade Averages are shown in Table No. 9.

TABLE NO. 9

COMPARISON OF THE NUMBER OF WORDS USED FOR EACH STORY
BY EACH SUBJECT IN THE HIGH GRADE AVERAGE GROUP

	3BM	6BM	Pictures		9BM	17BM	18BM	Totals
			7BM	8BM				
Subjects	Words Used							
2*	240	403	429	375	277	380	317	2421
4*	150	166	220	258	272	268	415	1749
6*	133	173	154	145	155	109	124	993
8*	35	89	116	119	107	73	70	609
10*	112	47	119	78	112	118	139	725
12*	83	136	118	93	93	84	118	725
14*	334	205	187	241	500	149	220	1836
16*	93	137	111	148	130	113	146	878
18*	94	131	154	114	93	117	121	824
20*	<u>116</u>	<u>169</u>	<u>162</u>	<u>107</u>	<u>159</u>	<u>168</u>	<u>224</u>	<u>1105</u>
	1390	1656	1770	1678	1898	1579	1894	11865

*10 of 10 subjects used more than 500 words.

One hundred percent (100%) of the subjects in the high grade average group used more than five hundred words in the telling of their seven stories.

Classifications of the stories of the students with Low Grade Averages are shown in Table No. 10.

TABLE NO. 10

COMPARISON OF THE NUMBER OF WORDS USED FOR EACH STORY BY
EACH SUBJECT IN THE LOW GRADE AVERAGE GROUP

	Pictures							Totals
	3BM	6BM	7BM	8BM	9BM	17BM	18BM	
Subjects	Words Used							
1	42	64	51	57	58	59	48	379
3*	120	211	175	225	137	251	273	1392
5*	91	113	90	114	163	95	163	829
7	38	112	121	69	78	69	13	500
9*	147	256	247	418	180	329	356	1933
11*	60	82	96	76	104	75	95	588
13	36	43	78	63	48	53	45	366
15*	94	135	96	88	70	82	59	624
17	44	41	56	42	47	53	50	333
19	<u>66</u>	<u>61</u>	<u>55</u>	<u>43</u>	<u>48</u>	<u>72</u>	<u>62</u>	<u>407</u>
	638	1118	1065	1195	933	1138	1164	7351

*5 of 10 subjects used more than 500 words.

Fifty percent (50%) of the subjects in the low grade average group used more than five hundred words in the telling of their seven stories.

The results of classifying, according to the third system, the stories of the students with low grade averages and considered by the school authorities to be "problem" students are shown in Table No. 11.

TABLE NO. 11

COMPARISON OF THE NUMBER OF WORDS USED FOR EACH STORY BY EACH SUBJECT IN THE LOW GRADE AVERAGE AND CONSIDERED BY THE SCHOOL AUTHORITIES TO BE "PROBLEM" STUDENTS

Subjects	Pictures							Totals
	3BM	6BM	7BM	8BM	9BM	17BM	18BM	
21*	59	142	142	141	102	137	171	894
23	34	79	49	49	79	62	90	442
25	37	49	14	43	45	24	50	262
27	55	80	77	73	54	69	52	460
29	30	44	49	51	45	55	40	314
31*	48	73	121	78	68	148	173	709
33	72	70	62	53	55	51	53	416
35	30	25	26	18	26	19	26	170
37	62	43	39	50	43	54	44	335
39	<u>30</u> 457	<u>37</u> 642	<u>35</u> 614	<u>50</u> 506	<u>45</u> 542	<u>34</u> 643	<u>24</u> 723	<u>255</u> 4127

*2 of 10 subjects used more than 500 words.

Only twenty percent (20%) of the subjects in the low grade average and considered by the school authorities to be "problem" students group used more than five hundred (500) words in the telling of their seven stories.

The totals of each group are brought together in Table No. 12.

Fifty one and four hundredths plus percent (51.04+%) of all words used in all the stories were used by the students with high grade averages. Thirty one and nineteen hundredths

TABLE NO. 12
SUMMARY OF STORIES (ACCORDING TO SYSTEM III)

Groups	3BM	6BM	7BM	Pictures				Totals	Average per Student	Average per Student	
				8BM	9BM	17BM	18BM				
				Words Used							
HGA	1390	1656	1770	1678	1898	1579	1894	11865	1186.5	169.500	
LGA	638	1118	1065	1195	933	1138	1164	7251	725.1	103.585	
LGA	"Pr."	457	642	614	506	542	643	723	4127	412.7	58.957
		<u>2485</u>	<u>3416</u>	<u>3449</u>	<u>3379</u>	<u>3373</u>	<u>3360</u>	<u>3781</u>	<u>23243</u>		

plus percent of all words used in all the stories were used by the students with low grade averages. Only seventeen and seventy five hundredths plus percent (17.75+%) of all words used in all the stories were used by the students with low grade averages and considered by the school authorities to be "problem" students.

The results of classifying the subjects, according to the third system, are shown in Table No. 12A.

TABLE NO. 12A
SUMMARY OF SUBJECTS (ACCORDING TO SYSTEM III)

Groups	Verbal	Less Verbal
HGA	10	0
LGA	5	5
LGA + "Pr."	2	8

According to the seventh hypothesis, it is expected that the stories of the students with high grade averages will denote greater verbalization than the stories of the students with low grade averages. Using the data in Table No. 12A, a comparison is made and shown in Table No. 12B.

TABLE NO. 12B
COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS VERBAL AND LESS VERBAL IN THE HIGH GRADE AVERAGE GROUP AND IN THE LOW GRADE AVERAGE GROUP

Groups	Verbal	Less Verbal
High Grade Average	10	0
Low Grade Average	5	5
(p = .016)		

Since the established level of probability is less than .05, it is considered to be significant. The hypothesis is thus confirmed.

According to the eighth hypothesis, it is expected that the stories of the students with high grade averages will denote greater verbalization than the stories of the students with low grade averages and considered by the school authorities to be "problem" students. Using the data from Table No. 12A, a comparison is made and shown in Table No. 12C.

TABLE NO. 12C

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS VERBAL AND LESS VERBAL IN THE HIGH GRADE AVERAGE GROUP AND THE LOW GRADE AVERAGE AND CONSIDERED BY THE SCHOOL AUTHORITIES TO BE "PROBLEM" STUDENTS GROUP

Groups	Verbal	Less Verbal
High Grade Average	10	0
Low Grade Average + "Pr."	2	8
(p = .00035)		

Since the level of probability is .00035 the difference is significant and the eighth hypothesis is confirmed.

According to the ninth hypothesis, it is expected that the stories of the students with low grade averages will denote greater verbalization than the stories of the students with low grade averages and considered by the school authorities to be "problem" students. Using the data from Table No. 12A, a comparison is made and shown in Table No. 12D.

TABLE NO. 12D

COMPARISON OF THE NUMBER OF SUBJECTS CLASSIFIED AS VERBAL AND
LESS VERBAL IN THE LOW GRADE AVERAGE GROUP AND THE LOW
GRADE AVERAGE AND CONSIDERED BY THE SCHOOL AUTHORITIES
TO BE "PROBLEM" STUDENTS GROUP

Groups	Verbal	Less Verbal
Low Grade Average	5	5
Low Grade Average + "Pr."	2	8
(p = .14)		

Since the probability established is greater than .05,
the difference is not significant and the ninth hypothesis is
unconfirmed by this study.

CHAPTER V

DISCUSSION OF RESULTS

This study was designed to secure information about the present perceptions of some academically successful, academically unsuccessful, and academically unsuccessful students who are considered by the school authorities to be "problem" students. Although cognizant of the danger when confronted with so much material, of quantifying and categorizing to an extreme and becoming elementaristic, as pointed out by Witkin (1954), it was necessary to confine the study to certain characteristics. For this purpose systems were devised to classify the subjects as optimistic or less optimistic, conscious of effort related to achievement or less conscious of effort related to achievement and verbal or less verbal.

Contrary to the expectations expressed in the first three hypotheses with regard to System I (Optimistic or Less Optimistic), no significant differences were demonstrated between the group with the high grade averages, the group with the low grade averages, and the group with the low grade averages and considered by the school authorities to be "problem" students. Although the tables of the stories classified

according to System I indicated a slight trend in the direction hypothesized, no significance could be proved statistically when the subjects were classified as Optimistic or Less Optimistic. Although the hypotheses were not confirmed, it is important to know that there appeared to be no significant differences in the optimism of the three groups. It might be noted that in Horrall's (1957, p. 39) study of students with High IQ and average IQ reported similar findings expressed as follows:

"The experimental subjects (Upper 4%) did choose a more optimistic ending but the difference is small enough to be a chance difference at the .325 level of confidence."

With regard to the three hypotheses based on System II (Conscious of Effort or Less Conscious of Effort), the difference between the group with high grade averages and the group with the low grade averages was not significant although it approached the .05 level of probability. The trend of the difference continued when the group with the high grade averages was compared to the group with low grade averages and considered by the school authorities to be "problem" students and the fifth hypothesis was confirmed. The number of students who depicted Some Effort in a majority of their stories decreased in the group with low grade averages, and decreased further in the group with the low grade averages and considered by the school authorities to be "problem" students. The scant difference between the group with the low grade averages and the group with low grade averages and considered by the school

authorities to be "problem" students would not warrant further attention.

With regard to the three hypotheses based on System III (Verbal or Less Verbal), the difference between the number of words used by the high grade average group in the telling of their stories and the low grade average group in the telling of their stories was statistically significant. The difference was even more significant between the number of words used by the high grade average group in the telling of their stories and the words used by the low grade average and considered by the school authorities to be "problem" students group in the telling of their stories. The difference between the number of words used by the low grade average group in the telling of their stories and the words used by the low grade average and considered by the school authorities to be "problem" students group in the telling of their stories was not statistically significant.

In addition to the information gained from the comparison of the three groups of students, this analysis yielded valuable information about particular individuals which could be helpful in the teacher's attempt to understand the student and give him the acceptance essential to an effective teaching-learning situation. Each subject was classified as Optimistic or Less Optimistic, Conscious of Effort as related to achievement or Less Conscious of Effort as related to achievement, and Verbal or Less Verbal.

It is hoped that this preliminary investigation of these characteristics of the stories of the academically successful students, the academically unsuccessful students, and the academically unsuccessful students who are considered by the school authorities to be "problem" students will serve as a basis for further exploration into the thought content of individuals in order to help them improve their "behaving and learning" in the school situation.

CHAPTER VI

SUMMARY

The purpose of this study is to secure information about the present perceptions of some academically successful, academically unsuccessful, and academically unsuccessful and considered by the school authorities to be "problem" students. A comparison of certain characteristics of the responses of three groups of tenth-grade boys to the Thematic Apperception Test was made.

Seven cards selected from the 1943 edition of the TAT were used in testing ten academically successful (grade averages of 3.0 or better) tenth grade boys, ten academically unsuccessful (grade averages of 1.0 or less) tenth-grade boys, and ten academically unsuccessful (grade averages of 1.0 or less) tenth grade boys who were considered by the school authorities to be "problem" students.

The stories of the students were classified according to their reflection of optimism, depiction of effort as related to achievement, and denotation of verbalization. Students were then classified as optimistic or less optimistic, conscious of effort as related to achievement or less conscious of effort as related to achievement, and verbal or less verbal.

It was hypothesized that the stories of the students with high grade averages would reflect more optimism than the stories of the students with low grade averages and the stories of the students with low grade averages and considered by the school authorities to be "problem" students. In turn, it was expected that the stories of the students with low grade averages would reflect more optimism than the stories of the students with low grade averages and considered by the school authorities to be "problem" students. Although the number of students classified as optimistic decreased from the group with high grade averages, to the group with low grade averages, to the group with low grade averages and considered by the school authorities to be "problem" students, the variance proved to be statistically insignificant.

It was hypothesized with regard to the depiction of effort as related to achievement, that the stories of the students with high grade averages would depict more consciousness of effort as related to achievement than the stories of the students with low grade averages and the stories of the students with low grade averages and considered by the school authorities to be "problem" students. In turn, it was expected that the stories of the students with low grade averages would depict more consciousness of effort as related to achievement than the stories of the students with low grade averages and considered by the school authorities to be "problem" students.

The number of students classified as conscious of effort as related to achievement decreased from the group with the high grade averages, to the group with low grade averages, to the group with low grade averages and considered by the school authorities to be "problem" students. The difference between the first two groups approached significance. The difference between the first and third groups was statistically significant. The difference between the second and third groups was insignificant.

Lastly, it was hypothesized with regard to the verbalization of the subjects in the telling of the stories, that the stories of the students with high grade averages would denote greater verbalization than the stories of the students with low grade averages and the stories of the students with low grade averages and considered by the school authorities to be "problem" students. In turn, it was expected that the stories of the students with low grade averages would denote greater verbalization than the stories of the students with low grade averages and considered by the school authorities to be "problem" students. The number of students classified as verbal decreased from the group with the high grade averages, to the group with low grade averages, to the group with low grade averages and considered by the school authorities to be "problem" students. The postulations that the stories of the students with high grade averages would denote greater verbalization than the stories of the students with low grade averages and that the stories of the students with high grade averages would denote

greater verbalization than the stories of the students with low grade averages and considered by the school authorities to be "problem" students were statistically confirmed. Whereas, the variance in the number of students classified as verbal in the group with low grade averages and the number of students classified as verbal in the group with low grade averages and considered by the school authorities to be "problem" students was not statistically significant.

From these results, it would appear that although there is no major difference in the optimism of the three groups, there is a significant difference in the consciousness of effort as related to achievement between the group with high grade averages and the group with low grade averages and considered by the school authorities to be "problem" students, and a significant difference in the verbalization of the group with high grade averages and the other two groups. Also, it would appear that the optimism, the consciousness of effort as related to achievement, and verbalization of individuals could be effectively assessed through the use of the Thematic Apperception Test.

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APPENDIX

APPENDIX 1

The following seven stories were told by a tenth grade boy who is in the High Grade Average Group. These stories are his responses to the TAT Pictures numbered as follows:

Picture No. 3BM

"He and his girl-friend were out riding and they got this bright idea that they would hold up a store. He was in the car waiting for her to come back with the money. As she came out of the store a policeman was there and he told her to stop and she didn't and he shot her. So, this guy drove off and the policeman got in his car and took after him and he was caught and he is in jail in shock because his girl friend got shot. He is tried and found guilty of assisting in a robbery and sent to prison for a couple of years."

Score: System I--D; System II--H; System III--112 words.

Picture No. 6BM

"Well, this guy has a brother and he just saw his brother get run over by a car and he just told his mother about it and they are both kind of meditating and sad. They both come out of it after about a year or so."

Score: System I--B; System II--H; System III--47 words.

Picture No. 7BM

"The son has just gone through an ordeal where he doesn't know what to do. He flunks out of his class and his father is telling him that just because he flunked out of this one class it doesn't mean his life was over, so to speak. This guy looks like he has a smile on his face and he is telling his son that maybe things are not as bad as they seem to be. Some things happen to him that makes him think his father was right--he gets a scholarship to college and he goes to college and does real good and gets real popular and he realizes his father was right--what he told him."

Score: System I--B; System II--E; System III--119 words.

Picture No. 8BM

"About the only thing I can make anything out is this boy in the overcoat and this man were hunting and the boy accidentally shoots this guy and in the picture the doctor is getting the bullet out of the guy. The boy should be feeling pretty sorry. He looks like he might be sad. They get the bullet out of the guy and the kid gets over it and he is more careful hunting from now on."

Score: System I--B; System II--G; System III--78 words.

Picture No. 9BM

"These are escapees from a German Prison war camp during the war, and they have been running a couple days and they are wearing clothes made out of uniforms so they can get out. They are tired and they are down in the grass in the field resting and they went to sleep. They might be dreaming of their homes and how they would like to be back there. And, the Germans find them while they are asleep and re-capture them. And, they are sent back and tortured for a couple of weeks. Then, they are put back in the prison until the end of the war, then, they are shipped home."

Score: System I--B; System II--F; System III--112 words.

Picture No. 17BM

"This is in a circus and this guy does this in the circus--he climbs a rope and is a trapeze artist. And, he is climbing up the rope to his trapeze and he is feeling pride and confidence that he is going to do his best job tonight and he is looking out over the crowd with a smile on his face. And, he gets up there and he does a real good and the crowd applauds and he comes down the rope and gets a bonus from the guy who works the circus for his superb job he has done in the circus lately. And, he goes up the next time and does real good too."

Score: System I--A; System II--E; System III--118 words.

Picture No. 18BM

"This is a witness to a crime that these gangsters did. They shot into a group of people coming out of a theater. This guy saw it and the gangsters took him to their hide-out and they are torturing him and they want him to tell what he

saw and he won't tell them anything so they are beating him across the face and hitting him in the stomach. He is real brave about telling them anything. He wants to run away and get out there. Finally, the gangsters stop beating him up and release him and he goes to the police and tells them all he saw. And, the police, using his information, go to the hide-away and the gangsters are tried and found guilty and are sent to Alcatraz and the prisoners die of old age."

Score: System I--D; System II--E; System III--139 words.

The following seven stories were told by a tenth grade boy who is in the High Grade Average Group. These stories are his responses to the TAT Pictures numbered as follows:

Picture No. 3BM

"She is a widow and has just received a telegram from the War Department. Her husband was in Vietnam for 10 months. He was a career man in the army. She has just received news that he has been killed. He left behind two small children: ages 10 months and 2. She is grief stricken. The world has just fallen down around her with her husband's death. After the funeral she realizes she will have to find some kind of work and she attends night classes in shorthand and typing and becomes a secretary."

Score: System I--B; System II--E; System III--94 words.

Picture No. 6BM

"He is a man in his early twenties and this is his mother. All of his life she has dominated him and run his life for him, telling him what to wear and what to do. Finally, he has come to the point of deciding to make decisions for himself. He has decided to drop out of school and join the army and they have just had a terrible quarrel about it. The mother feels she is right and feels her boy has forsaken her. And, the boy feels badly about having an argument with his mother, but realizes this is the only thing he can do. So he runs off and joins the army. He writes his mother, but he receives no reply and she never speaks to him again."

Score: System I--D; System II--F; System III--131 words.

Picture No. 7BM

"This is a young man and his grandfather. His parents died at an early age and he was left to be raised with his grandparents. He is very bitter about his parents dying and is very disappointed about it. His grandparents are good but don't know how to cope with him. Right now they are waiting in court in front of the judge's bench and the boy has been brought in on a charge of breaking and entering. He and some other boys got drunk and broke into a house. His grandfather is trying to talk to him and is feeling closer to the boy than he has been since the boy came to him. He realizes he has failed to understand the boy and prays he will be given another chance. The court released the boy to his grandfather and through this incident they grow closer together and everything turns out happy.

Score: System I--B; System II--F; System III--154 words.

Picture No. 8BM

"This boy's father has been in a terrible accident and he witnessed the accident. It was a hit-and-run accident and there was no other help available and he realized this, but he ran to a corner and cried. Someone found his father and called an ambulance. The boy came back and tried to help his father. They rushed his father to the hospital. The boy went with them. He is now in the waiting room thinking they are operating on his father and plagued with guilty conscience for running away as he did. All he can think is that if his father dies it will be his fault. Fortunately, his father recovers."

Score: System I--B; System II--G; System III--114 words.

Picture No. 9BM

"The men in the picture are bums. They have all come from broken homes, or orphans, or some other misfortune in life and they blame the world for what they are now. And, they think the world owes them something. They are waiting for a train. They don't really know where they are going, but they don't really care. They live a day-to-day existence, just barely eking out enough for them to eat and most of them will die lonely and friendless in some back street, alley, or country field."

Score: System I--D; System II--H; System III--93 words.

Picture No. 17BM

"This is a young boy in his teens, about the seventh grade, and he is exercising on a rope and learning to climb it. Not long ago his physical education coach was holding some physical education tests and one of the tests was to climb the rope hanging from the gym ceiling. Every boy in the class could do it except him. As he hung on the rope trying to hold on the rope, his classmates were laughing and the coach ridiculed him and he determined to learn to climb the rope, which he did. He learned that to sublimate one's problems one must look squarely at them and work hard. You don't get it by wishing."

Score: System I--B; System II--E; System III--117 words.

Picture No. 18BM

"This man is being chased and he just now is being caught. His conscience was chasing him and these hands on his shoulder are--he only imagines them. They are his conscience. He witnessed a murder and didn't lift a hand in assistance. He did not even phone an anonymous tip to the police and he feels very bad about it. His conscience is bothering him, but he doesn't want to get involved. Finally, to relieve his conscience, he goes to the police and tells them he witnessed and he testifies in court. His testimony leads to the capture of the murderer. He discovers the difference between turning in a murderer and snitching on the boy who stole the apple."

Score: System I--B; System II--E; System III--121 words.

APPENDIX 2

The following seven stories were told by a tenth grade boy who is in the Low Grade Average Group. These stories are his responses to the TAT Pictures numbered as follows:

Picture No. 3BM

"Well, this looks like a girl. It looks like she has just lost her last friend and she wants to get away from everybody and have everybody leave her alone so she can feel sorry for herself. She just wishes she would die so she wouldn't have any more problems. She could try to straighten herself out. She could talk it over with her parents and try to figure out what is wrong with her, or what is wrong with her attitude so she won't go far enough to commit suicide, or go insane."

Score: System I--D; System II--H; System III--94 words.

Picture No. 6BM

"This seems to be her son and he is trying to break it to her that she is going to have to go to a home for old people. He doesn't know how to break it to her because he doesn't want to leave her here in this old home by herself. He loves her very much and he doesn't want to hurt her feelings. In her face, it looks like she knows what is coming on and is about ready to break down and cry. He is trying to say it as nicely as he can. The outcome will be that he will be brave and she will have a broken heart, but she will go and it is real nice and she will make some friends and she will like it there, finally."

Score: System I--B; System II--H; System III--135 words.

Picture No. 7BM

"Well, the boy looks like he is having problems and he has gone to his father about it. And, his father is trying to explain it simply and to help him do what is right. The son is probably wanting advice--to know what to do. Father knows, but he doesn't want to tell the son because he should work the problem out for himself because he got himself in it. I think the father is telling him and the son is listening to every word and is going to do what he thinks is best."

Score: System I--B; System II--H; System III--96 words.

Picture No. 8BM

"This boy looks like he has been hunting and he has just shot his best friend and he is going to die. It was an accident, but he feels like dying because he would rather die than the person that did. He could imagine the operation and all the pain and he wishes he were having that pain instead of that boy. The boy should try to face up to it and learn to face his mistakes and pray that the boy doesn't die."

Score: System I--B; System II--H; System III--88 words.

Picture No. 9BM

"These don't seem like bums because of their clothes. They could be workers resting at lunch just beside a construction job on a highway they are building. This man looks like he is dead tired from holding two jobs and working so hard. Everyone looks like they need a couple of days off to rest. They shouldn't work so hard. They need time off--a longer lunch period, or something."

Score: System I--D; System II--H; System III--70 words.

Picture No. 17BM

"Well, this is a circus and this man is climbing down from the trapeze and sliding down the rope. He is muscular. He is looking at the audience to see whether people really appreciate the entertainment. He is thinking he could have dropped someone today and if he makes one slip, someone might die. He has this on his mind all the time. And, he should get out of this job if he doesn't like to have their lives in his hands."

Score: System I--C; System II--F; System III--82 words.

Picture No. 18BM

"It looks like this man is dead and some men have killed him and they are holding him up to make him look alive so they won't be caught. If someone goes by and sees him, they will be caught. The man who killed him should not have done it in the first place because they may get caught."

Score: System I--D; System II--H; System III--59 words.

The following seven stories were told by a tenth grade boy who is in the Low Grade Average Group. These stories are his responses to the TAT Pictures numbered as follows:

Picture No. 3BM

"It looks like a girl crying because her mother and father are breaking up--getting a divorce, or something. This came about because the father was going out with other women and the mother found out and they had a big fight. The outcome is that they get a divorce and the girl lives with her mother. The court put the girl in the mother's custody."

Score: System I--D; System II--H; System III--66 words.

Picture No. 6BM

"This is about a man and his mother. He comes home to tell her he has just joined the "Service" and he is going to be sent overseas. She takes this hard because this is the first time he has ever been away from her. He goes overseas and he doesn't come back from the Service. He is "Missing in Action."

Score: System I--D; System II--H; System III--61 words.

Picture No. 7BM

"The man sitting down is on trial and the man standing is the prosecuting attorney. This man is charged with armed robbery and the prosecuting attorney has got him to the point where he is just about ready to change his plea from "not guilty" to "guilty". This man is sentenced for armed robbery."

Score: System I--D; System II--H; System III--55 words.

Picture No. 8BM

"This is back during the Korean War and the man lying on the table is the boy's father. He got shot and they had to operate on him. This son takes his revenge by joining the Korean Gorillas to help end the war.

Score: Sytem I--D; System II--E; System III--43 words.

Picture No. 9BM

"These men are just completing a wheat harvest in Kansas and they have been working all night and day and this is the first chance they have had to rest. They feel tired and exhausted from the wheat harvest. In the morning they will be at it again.

Score: System I--D; System II--E; System III--48 words.

Picture No. 17BM

"This man is in the circus. He is an acrobat on the flying trapeze and he is coming down from a performance. He is wondering how the people liked his performance. He is hoping that they would have. And so he thinks that tomorrow he will be better than what he was because he is going to try to do a triple somersault that just seven men in the world have done."

Score: System I--A; System II--E; System III--72 words.

Picture No. 18BM

"This is about a man who had never done anything wrong in his whole entire life until he met this guy and he went in with him. He didn't know what his friend and the others were doing and then he wanted out, but they said he knew too much. He wanted out but they wouldn't let him so they beat him."

Score: System I--C; System II--H; System III--162 words.

APPENDIX 3

The following seven stories were told by a tenth grade boy who is in the Low Grade Average plus "Problem" Group. These stories are his responses to the TAT Pictures numbered as follows:

Picture No. 3BM

"This is a dope addict. She is probably thinking of the things she has done wrong. She is probably in a jail cell. I guess there wouldn't be any charges. She gets off of it and comes out O.K."

Score: System I--B; System II--E; System III--37 words.

Picture No. 6BM

"Well, they look like they are out of a comic strip. It looks like this man came to her house to give her the news of a death. They are at her house. She is very shocked. It was her son's death. I don't know what happened after that----."

Score: System I--D; System II--H; System III--49 words.

Picture No. 7BM

"These look like two gangsters making plans to rob a bank. They get caught."

Score: System I--D; System II--H; System III--14 words.

Picture No. 8BM

"I see this boy shot this man and the doctors are operating. The boy shot him because he hurt one of his relatives. He is now thinking that he shouldn't have done it. The man dies and the boy goes to a reformatory."

Score: System I--D; System II--H; System III--43 words.

Picture No. 9BM

"This looks like a bunch of men who have been out in a field picking cotton. They are now having a siesta. They

are thinking how wonderful it would be if they could find a swimming hole, but they have to go back to work."

Score: System I--D; System II--H; System III--45 words.

Picture No. 17BM

"This is an athlete and he is in training. He is training for a trick they do with ropes. He goes on and wins."

Score: System I--A; System II--E; System III--24 words.

Picture No. 18BM

"This looks like a man that dies and somebody is just holding him up. He has already become stiff. Somebody is holding him up so they can take a picture of him. He has killed somebody before and this picture will be put in the news for everybody to see."

Score: System I--D; System II--H; System III--50 words.

The following seven stories were told by a tenth grade boy who is the Low Grade Average plus "Problem" Group. These stories are his responses to the TAT Pictures numbered as follows:

Picture No. 3BM

"This is a girl in bad shape because she is a dope addict. She is on heroin and she needs some. She is having a real bad attack now and feeling kind of cold. She is probably thinking of a way to get some dope. She will end up in a hospital and possibly die."

Score: System I--D; System II--H; System III--55 words.

Picture No. 6BM

"This is a picture of a mother and son and the mother and son are having an argument about what the son has grown up to be. They have just got through with the argument. The

mother is disappointed. The son is hurt. She cannot understand why he can't get any further in the world than he did. The son is thinking about his future. The son will go out and try harder and try to please his mother."

Score: System I--B; System II--F; System III--80 words.

Picture No. 7BM

"This is a picture of a Dean of a college and a boy. The boy has been clowning around in school and hasn't been trying and come up with several failing marks. The Dean has been talking to him--telling him he can't continue his education here. The boy thinks he is getting a pretty bum steer and that it isn't his fault. The boy will go out into the world and to be as a "nothing"."

Score: System I--D; System II--H; System III--77 words.

Picture No. 8BM

"This is a boy at the hospital. His father is on the operating table. He has been in a serious accident. The doctors are working on him--trying to save his life. He got into an accident because of careless driving. The son is thinking it might be his fault and the father comes out of it all right. And the boy is careful what he does and says for his father."

Score: System I--B; System II--E; System III--73 words.

Picture No. 9BM

"This is a picture of a bunch of bums and they got that way because they ran off from school. They are just lying in a field resting with no place to go. They are wondering why they didn't try harder in school and picked such a lousy life. They continue in that way because they don't have any other way to go."

Score: System I--D; System II--H; System III--54 words.

Picture No. 17BM

"This is a man in a circus. He is a trapeze artist and he just got through with his act and he is coming down at the moment and he is wondering if his act was all right and

if the crowd liked him and what they thought of him. He will go on being a trapeze artist as long as he has his youth to do it because that is the only art he knows how to do."

Score: System I--A; System II--H; System III--69 words.

Picture No. 18BM

"This is a moving picture and it is a "Dracula" picture and the man who is being held here is nosey and is snooping around in the woods by himself. He fell in a ditch and Dracula got him. He is unconscious. He will probably end up being killed for being nosey."

Score: System I--D; System II--H; System III--52 words.

12-8-65

Dear Parent:

I wish to give the Thematic Apperception Test to a group of boys in the tenth and eleventh grades. It is a creative type of test which involves making up short stories about pictures of normal situations. The stories will be disconnected from your son's name and used to make comparisons with the stories of boys with different grade averages. The underlying purpose is the improvement of instruction.

The test will be administered in my office and will take approximately 30 minutes.

If you wish further information, please call me at VI 2-8871.

May I have your permission? Please sign and return this notice.

Very truly yours,

(Miss) Frances Peters, Counselor

Signature of Parent

Name of Student

Name of student _____ Grade Average _____
Age _____ Date of Birth _____
Grade _____
Do you live with your natural parents? _____
If not, with whom do you live? _____
Is your mother living? _____ Is your father living? _____
If you have any brothers, give their ages _____
If you have any sisters, give their ages _____
Test Score _____
Number by which stories are identified _____