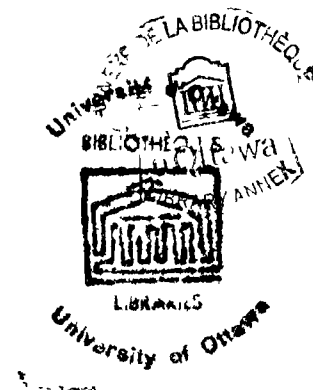


~~AN IMPROVED~~ SCORING OF THE FREE COMPOSITION
"MES CAUCHEIARS"

by Joseph E. McCarthy

Thesis presented to the Faculty of Arts
of the University of Ottawa through the
Institute of Psychology as partial ful-
fillment of the requirements for the
degree of Master of Arts.

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CURRICULUM STUDIORUM

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INTRODUCTION

Personal documents are relatively new arrivals (1) in the field of psychological research. Allport gives a division of the types of personal documents that have been devised (2) and establishes theoretically their use and value in general but very little is yet known of the value and usefulness of particular of these necessarily unstandardized and highly subjective materials.

However, Allport exhorts:

Continued bold and radical experimentation should be encouraged. Since the critical use of documents is not two decades old; since most of the incisive and original experimentation with techniques is the product of the past five years and since the range of uses of documents is still rapidly extending itself, it would be injurious in the extreme to discourage creative experiments whereby the techniques of writing, of organizing data, of validation, of prediction and of interpretation are explored in a systematic manner. These experiments if continued should eventually yield a fairly definite set of rules for the optimum use not only of first-person documents but of other types of case studies as well. (3)

The particular personal document "Les Cauchemars" that is dealt with in this work is of the free composition variety. In it the subject lists a number of things which are bothersome or disagreeable to him. This free composition

(1) Gordon W. Allport, The Use of Personal Documents in Psychological Science, Social Science Research Council, Edwards Bros., Ann Arbor, Mich., 1947, p. xi.

(2) Idem, pp. 67-121.

(3) Idem, p. 190.

originated at the Guidance Center of the University of Ottawa and this is the first research of any kind that has been made with it as its subject.

The work described herein will be seen to attack merely the fringes of a knowledge of this document. The title of the thesis, in the ideal, would have been "The Value of the Personal Document "Mes Cauchemars" as a Supplement to the Bell Adjustment Inventory in the Study of Personality". In seeking to discover something about the nature of "Mes Cauchemars", the writer chose as his point of reference the relationship that was thought to exist between "Mes Cauchemars" and the Bell Adjustment Inventory. The reasons why this relationship was thought to exist will be explained at length below (4).

However, the exigencies of time and thesis requirements demanded that the present work content itself with the mere periphery of a knowledge of the document. The original aim of the thesis was compromised by the necessity of a pedestrian search for a scoring system which would render the Cauchemar Sheet statistically relatable to the Adjustment Inventory. It was hoped that this could be done if a denominator common to each of the tests could be found.

The denominator, in theory, could have been either

(4) See p. 11.

a qualitative or a quantitative one. Using a qualitative denominator as common however would have demanded that the Adjustment Inventory (which had a quantitatively scored, established status) be reduced to the loose, qualitative system of assessment peculiar to personal documents. Needless to say, the quantitative denominator seemed much more practical since it meant that one of the materials at least would possess validated status and so be a more accurate point of reference. The choice of a quantitative denominator as common entailed the necessity of scoring the Cauchemar Sheet.

In practical fulfillment of these theoretical considerations, the study proceeded to attempt numerical scoring of "Mes Cauchemars". The method was of necessity of the trial and error variety.

Two distinct scoring systems were built and tried. The results of these trials were far from satisfactory as descriptions in the third and fourth chapters will show. However it was noted in these trials that "Mes Cauchemars" appeared, of its nature, to demand a scoring system that was qualitative. Therefore, as an addition to the work of this thesis, the author attempted a tentative scoring of the test on a qualitative basis. Only further research can determine the real value of this suggestion. However, the results obtained from this inquiry were thought to be, at

very least, interesting.

When the wide field of personal documents is observed as a panorama, the work reported here will appear to be of very slight consequence indeed. Very little positive knowledge of personal documents is gained herein. However certain negative findings are, it is believed, a fairly valuable contribution to the science of the personal document.

It will be noted that the writer has taken certain liberties with language. References to the free composition "Les Cauchemars" and to the "Cauchemar Sheet" are to be taken as meaning the same test. The word "peeves" and the word "aversions" are used throughout this work as descriptive of the items listed by the subject (on the Cauchemar Sheet) as bothersome to him. Moreover, the coining of words and phrases such as "load notation", "direction", "people peeves", "thing peeves" and "direction-split" will be explained when they first occur in the course of the search for a scoring system. These coinings will perhaps be excused by the reader when he considers that the writer was breaking a trail through new and consequently strange territory.

CHAPTER I

PERSONALITY AND ITS MEASUREMENT

In this chapter the problem of defining personality is satisfactorily dealt with. The chapter advances logical reasons for not discussing the concept of personality on the grounds that such discussion is not apropos to the object of the thesis enunciated in the Introduction. Bell's definition of personality (1) is accepted as apt and sufficient and an explanation of the foundation of the thesis is exposed.

In any study of personality there enters immediately the problem of an exhaustive definition of terms. Personality has been understood and is understood in many different senses. The truth of this statement is dramatically pointed up by Allport (2) when he lists forty-nine different definitions of personality that have been accepted at different times by different schools of thought and then proceeds to solve the problem (to his own mind) by arriving at a fiftieth definition.

(1) Hugh M. Bell, The Theory and Practice of Personal Counseling, Stanford University Press, Stanford University, Calif., 1939, p.1.

(2) G.W. Allport, Personality, A Psychological Interpretation, Henry Holt and Co., 1937, pp.24-50.

It is nonetheless necessarily beyond the scope of this work to wallow through a definitional crusade as far as personality is concerned. However it is necessary to have some idea of what is to be understood as the underlying factor studied by the two tests mentioned in the Introduction as being under study. That is to say, if these tests are to be compared, it is only logical to know what it is they study. A definition of personality of some kind is, apparently, de rigueur.

This difficulty can perhaps be circumvented at the very outset provided it is kept in mind that, for the purposes of this study, an understanding of personality itself is of only indirect and ultimate concern. The proximate and immediate concern is the determination of the relationship (or lack of relationship) between two separate tools which seek to measure personality. The limit of this study has been defined in the Introduction as being an inquiry into the relationship of the free composition Mes Cauchemars to the Bell Adjustment Inventory.

If this fact is kept firmly in mind it is seen to be a defensible position that is taken when it is stated that Bell's definition of personality as he intended to study it in his test will be adhered to throughout this work. Since the test was intended as a

counselling tool-as the central element of an entire case study-as a clinical instrument (3), Bell's definition is deficient and limited as far as a general understanding of what personality is is concerned. Bell did not intend to have his Inventory stand alone as the sole index to personality. It was intended merely as an instrument to be used in shedding light on the personality of the individual by measuring his degree of adjustment to certain personal and social situations. The fact that the test was presented as an aid to counselling shows that its use was limited by its very make-up to being only an auxiliary tool in the study of the individual personality.

Bell suggests that the behaviour characteristics which (in sum total) make up the personality (4) can best be studied by determining the person's adjustment (satisfactorily or unsatisfactorily) to certain social and personal situations.

Therefore, for the purposes of this study, the above definition was accepted as being sufficient and apt.

(3) Op.cit., p.1ff.

(4) Id.Ibid., p.1.

The concept of adjustment as a guiding principle for measurement in counselling is offered as providing a dynamic and meaningful description of the student's personality. Instead of ticketing the student as "introverted" or "neurotic" this concept permits describing his behaviour in terms of how satisfactorily or unsatisfactorily he is adjusted to certain personal and social situations. Such a description of personality has the advantage of being concrete and objective. (5)

There is however another difficulty which may arise from this arbitrary disposal of precise definition. It may be argued that it is all very well to accept Bell's definition since Bell's Inventory is under scrutiny. However this acceptance takes no notice of the fact that another material was also used—the free composition Mes Cauchemars. Thus the Cauchemar Sheet may not study personality as Bell intended to study it in his test. The objection is a valid one and to its statement that the Cauchemar Sheet may not study personality as the Bell Inventory studies it, it can only be answered that this may very well be true. This thesis was initiated with its main objective being to discover just to what extent the Cauchemar Sheet did study what the Bell Adjustment Inventory studied. Does the Cauchemar Sheet overlap the Bell Inventory? Does it study personality in the same understanding of the Bell

(5) Id., Ibid., p.1.

or does it study a different facet of personality? For the moment the answers to these questions were not known. It seemed logical then to proceed to use Bell's understanding of personality as an adjustment to certain personal and social situations at least until such time as the true function of the unknown quantity (i.e. Mes Cauchemars) would be satisfactorily determined.

In accord with this reasoning there will be no discussion with Bell on his understanding of adjustment itself (6). The concern here is not a critical analysis of the Bell Adjustment Inventory nor indeed a critical analysis of the Cauchemar Sheet but rather an inquiry into the relationship of the two.

The basis of the study has been set in this chapter. The comparison of the two test materials has been seen to be the principle object of the work. It remains now to give an adequate description of the test materials and of the subjects used in the testing and also to establish, on a theoretical and hypothetical plane, something common to each of the tests which will afford a foundation for their comparison.

(6) R.-H. Shevenell, O.M.I., Manuel pour l'inventaire des situations personnelles, l'Institut de Psychologie de l'Université d'Ottawa, 1943, p.1.

CHAPTER II

THE EXPERIMENTAL SETTING

In this chapter a description of the structure and theoretical basis behind each of the two tests used is afforded as well as a preliminary survey of their actual use.

The subjects who afforded the data for the experiment are described. Their similarities and differences are noted in tabular form so that these similarities and differences may be taken into account when their data is being studied.

This chapter also describes the inquiry that was necessary before one test (Mss Cauchemars) could be compared with the other (the Bell Adjustment Inventory). The common denominator was artificially created by assigning numerical values to the various peeves listed on the Cauchemar Sheet. These numerical values then make the Cauchemar Sheet comparable to the Bell Inventory. In this chapter too the reasons for comparing the Cauchemar Sheet scores to one particular scale on the Bell Inventory (in preference to the other scales) are given and explained.

I.-The Instruments

Many methods of studying personality have been

devised (7). This work is concerned with only two of them and moreover with only one example of each of these two methods. The Bell Adjustment Inventory is an example of the standardized test method of studying personality. As such it has been validated and found reliable (8) insofar as a personality test can be reliable (9). The representative of the other method (i.e. Mes Cauchemars) is a personal document of the free composition variety. As such it is a Johnny-come-lately to the field of psychological research. Its validity and reliability are unknown precisely because it is not known exactly what the Cauchemar Sheet studies. This work was the preliminary exploration into finding out what the Cauchemar Sheet does study. It was hoped that some contribution to knowledge of its validity or lack of validity could herein be determined.

This second material of the study, Mes Cauchemars,

(7) S. Rosenzweig, Available Methods for Studying Personality, Bibliog., Journal of Psychology, Vol. 28, pp. 345-368., Oct., 1949.

(8) Hugh M. Bell, Manual for the Adjustment Inventory, Adult Form, Stanford University Press, Stanford University, Calif., p. 3.

(9) Since personality is a dynamic ever-changing thing it is not surprising that the same results are seldom found in the repetition of a personality test.

is a personal document devised by the Assistant Director of the Guidance Center of the University of Ottawa, Mr. Maurice Chagnon. A copy of Mes Cauchemars will be found in an appendix (10). This test was advanced only in a very tentative way without solid foundation or vindication as to its validity or reliability and it has been used until now only as a trial instrument. It has been used only as a means of eliciting "leads" for the counselling interview much in the manner that the diverse questions on the Bell Adjustment Inventory are used to "zero in" on a zone of maladjustment. As the test stands, in its un-validated state, it is beyond doubt an illegitimate instrument if used in any definite and rigid capacity. This is the first study of the Cauchemar Sheet and it was hoped that its real function could be ascertained somewhat here so that its use might be broadened or constricted or done away with altogether as the findings would dictate.

The theory behind the use of the Cauchemar Sheet is, roughly, the following. It is an evident and so well accepted fact that the Bell Adjustment Inventory, used merely on the basis of total area adjustment scores is not very revealing from a clinical point of view. The

(10) See Appendix 1 on page 95 .

scores obtained in the various adjustment areas of the Inventory will inform the Counsellor as to whether the individual taking the test has excellent, good, average, unsatisfactory or very unsatisfactory home, health, social, emotional and occupational adjustment. However these scores do not, indeed they cannot tell the counsellor why the individual is adjusted or mal-adjusted in these areas. Of course, clinically speaking, the counsellor is interested only in those areas in which there is mal-adjustment so there is no need to require of the Bell that it give information as to why the individual is well adjusted. Nevertheless it is imperative (for counselling purposes) that the counsellor should know why the individual is mal-adjusted.

(In counselling)...the counsellor should present the Inventory itself to a student rather than merely a card bearing his scores. When the student is told his scores he will usually ask what they mean. If the score is an unsatisfactory one the counsellor will have prepared himself by going through the test before the student comes in, in order to locate the specific questions which the student has answered in a way to indicate mal-adjustment. His answers may suggest questions which the counsellor may ask of the student that will lead to an open and frank discussion concerning the student's problems. (11)

In clinical use therefore the Bell Inventory, at

(11) Hugh M. Bell, The Theory and Practice of Personal Counselling, Stanford University Press, Stanford University, Calif., 1939, p. 37.

the suggestion of its author, is gone over question-by-question by the Counsellor and the questions answered in a way to indicate mal-adjustment are used then clinically as probing instruments whereby the counsellor may determine just what exactly causes mal-adjustment in a specific area.

For example, an individual taking the test is found to be at the following adjustment levels in the scored Inventory:

Home Adjustment.....	Very Unsatisfactory
Health Adjustment.....	Good
Social Adjustment.....	Average
Emotional Adjustment.....	Very Unsatisfactory
Occupational Adjustment...	Excellent

The case is hypothetical.

Now, from these findings it can be seen that the individual in question has two areas in which he is very unsatisfactorily adjusted (or very mal-adjusted). That is indeed something to know. It is a step in the right direction. But Counselling and the purpose of Counselling is not only to determine what is wrong in a general sense but, more importantly, what makes it wrong in a very particular and individual sense so that it can be corrected. The Counsellor then goes over the individual's Inventory and seeks out those questions which bear on the zones in which the subject has shown mal-adjustment. Bell has facilitated this process somewhat by entitling

each question with an initial denoting the area the question affects in the total scores (12). The questions that are answered wrongly (and here must be understood in a general sense all those questions wherein the answer given contributes pointage to the total score and so shows mal-adjustment since the higher the score the poorer the adjustment); again, the questions which are answered wrongly are then used as counselling leads for a subsequent interview. The counsellor then has a few definite facts with which to confront the counsellee and so, does away in the interview with much preliminary folderol. As can readily be seen this is a somewhat labourious process.

The lengthiness of this procedure was what led, in fact, to the creation of the Cauchemar Sheet. It was thought, and admittedly such thinking was merely the expression of a half-formed opinion—a "hunch"—that perhaps a list made by the individual himself of things which he himself saw as contributing to his malaise, might cut down the time expenditure involved in the Bell "roundabout" process and so prove a less labourious and more rewarding venture.

The Cauchemar Sheet has been used over a period

(12) See Appendix 2, p. 97, a copy of the Bell Adjustment Inventory.

of three years with students of the University of Ottawa High School and it has been used only in the limited way that its as yet unknown value would warrant. That is to say, it was not simply taken for granted or surmised that the Cauchemar Sheet would supplant the Bell roundabout, question-by-question search for interview leads. As has been said, it was thought that it might supplant that system but, without experimentation and without establishing the validity of the Cauchemar Sheet it could not be used for that purpose. It has been used then, in this try-out period, as an aid to the Bell roundabout but, until now it has not been taken quite seriously and no general conclusions have been drawn from its findings. The following is a description of the use it has been allowed.

First, the Bell Adjustment Inventory was given and scored, noting the level of the individual in the various areas of adjustment. Then, for the counselling interview, Bell's direction concerning the employment of the test questions as counselling leads was followed. Then, and only then, the Cauchemar Sheet was invoked as an aid. What the Bell questions afforded as leads, together with the specific poves registered on the Cauchemar Sheet, formed a deposit of leads for the counsellor in initiating and facilitating the progress of the

interview.

For a concrete example, the case cited above may be examined (13).

The individual has a Home Adjustment score that rates it as "Very Unsatisfactory". The same is true of Emotional Adjustment. The counsellor, knowing these facts, goes through the test itself with special regard for the questions relating to Home and to Emotional Adjustment.

For Home Adjustment, he finds such questions as the following answered wrongly in the sense explained above (14):

"Is any member of your present home very nervous?"

"Have you had unpleasant disagreements over such matters as religion, politics or sex with the person or persons with whom you live?"

"Has there ever been a divorce among any members of your immediate family?"

"Have any of the members of your present home made you unhappy by criticizing your personal appearance?"

"Are you happy and contented in your present home environment?"

"Do the person or persons with whom you live now understand you and sympathize with you?"

(13) See Page 10.

(14) See Page 11.

"Is the home where you live now often in a state of turmoil and dissention?"

And so on. There are thirty-two questions in the Inventory which have to do with Family Adjustment. They concern themselves with inquiries as to conflicts with parents, divorce in the home, disputes over a choice of vocation and adopted children (15).

Now, for the sake of the example, suppose the same individual had submitted a Cauchemar Sheet like the following.

Mrs. Cauchemars

1. Living at home.
2. My stepmother.
3. Everyone at the University getting on my nerves.
4. Excessively severe rules are unbearable. I'm used to doing anything I want.

At first glance it might appear that the Cauchemar Sheet did nothing but corroborate the fact that there was home mal-adjustment. However, as far as its clinical use is concerned it not only corroborates the leads in this case given by reference to the Inventory questions but it adds something. It pins down the source of the mal-adjustment to an individual. The mention of the step-mother naturally could not be had in the Inventory but it can be seen that the step-mother is very probably the

(15) Hugh M. Bell, The Theory and Practice of Personal Counselling, Stanford University Press, Stanford University, Calif., 1939, p.68.

source of the individual's home mal-adjustment. This of course must be checked clinically by the interview itself but it is a valuable lead and saves the counsellor the embarrassment of the "tooth-pulling" routine he would have had to go through had he only the Inventory questions as leads. He would have had to ask: "Who is it in your home that you mention in the test as having had disagreements with you?" He might have hit upon this question only after he had tried most of the others with no appreciable result. With the aid of the Cauchemar Sheet leads the counsellor need only say: "You say you don't get along too well with your step-mother?" and the Counsellee can take it from there with volunteered information and without danger of embarrassment.

A point must be made quite clear here. It was not meant to imply from this one casual example that such close harmony always exists between the Bell Inventory and the Cauchemar Sheet. The purpose of this work itself was to determine insofar as it was possible just how much the Cauchemar Sheet agreed or disagreed with the findings of the Inventory. The example was given merely to illustrate the limited use to which the Cauchemar Sheet had been put thus far. It was meant neither to vindicate nor discourage the value of the Cauchemar Sheet but only to show how limited its application had

been. The Cauchemar Sheet might in fact corroborate the Bell findings, even overlap them. It might sustain them or add to them. However this could not be determined except by a more accurate comparison, which comparison follows later on in this study.

2.-The Sample

The test group was made up of one hundred and forty one students of the University of Ottawa High School and of nine students at the first year of college level at the University itself.

The group was selective in a double sense.

First, only students who had been tested on the Bell Adjustment Inventory and had also written the free composition Mes Cauchemars were used. The necessity for this selection is manifest since the essence of the experiment was in comparing the results of the two tests.

Second, since the purpose of the first scoring attempt (as will be described below) was to compare the scored Cauchemar Sheet with the degree of Emotional Adjustment on the Bell Inventory it was decided to make certain that a group be obtained which would be fully representative of the various degrees of adjustment on that emotional scale. Therefore the group was

selected in equal proportion from the five general levels of emotional adjustment. That is to say, since the total group numbered one hundred and fifty, that thirty members of the group had excellent emotional adjustment, thirty had good emotional adjustment, thirty average, thirty unsatisfactory and thirty very unsatisfactory emotional adjustment.

A word of explanation would perhaps be in order here as to why nine members of the test group were college students when all the rest were high school students. Since, even after the eligible (16) files of every high school student had been canvassed, there still remained three adjustment areas which lacked a few of meeting the required thirty, additional testing was done among the first year students of the University in order to complete the groups. It was not believed that this addition destroyed the homogeneity of the group since care was taken to test only students of the first year of college. To further insure homogeneity, only students were accepted who had attended the University High School prior to their college entry and thus, since the additional testing was done in January, it meant that only a few months separated these testees

(16) "Eligible" in the sense that the file contained both the Cauchemar Sheet and the Bell Adjustment Inventory for the same individual.

THE EXPERIMENTAL SETTING

from the upper limits of the high school members of the test group.

The distribution of the students according to age, class and language is shown on the table on the following page.

3.-The Method

It was seen at once, in order to study the relation (or lack of relation) between the Inventory and the Cauchemar Sheet, that there must be found a common denominator. Since one of the materials was a standardized questionnaire it was based on a system of score ratings. The other material (the Cauchemar Sheet) on the other hand, was a free composition in the sense that it was written with only the most elementary guide and was the creation, literary and otherwise, of its individual author. The problem then was to find a common denominator between the standardized, scored, rigid questionnaire and the unstandardized (personal), unscored, free document. The basis of the difficulty of course lay in the fact that the former was scored and the latter was not. The Cauchemar Sheet was not scored but did that mean to say that it was unscorable? Could a system of scoring be created which would reduce the Cauchemar Sheet to the denominator of

Table I. - Student Population divided according to age, language and class.

Classes	Sub-Classes	Sub-Totals	Totals
Ages	19	5	
	18	17	
	17	38	
	16	49	
	15	28	
	14	10	
	13	3	
			150
Grades, French	11th ⁽¹⁾	54	
	12th	59	
	13th	9	
			122
Grades, English	11th	12	
	12th	16	
			28

(1) "11th" and "12th" refer to the third and fourth year of high school respectively. "13th" refers to the first year of college.

the Bell Inventory?

In answer to this question it was decided to attempt to score the Cauchemar Sheet. The first scoring attempt was of the simplest sort and was based on the following theorizing.

Was there any relation between the number of peevess an individual listed on his Cauchemar Sheet and the score that same individual attained on the various scales of the Bell Inventory? It seemed as though it should be relatively easy to determine this.

However the problem then arose as to what should be taken as a starting point. In the first attempt at inquiring into the relation between the two tests, what scale of the Bell Inventory should be used?

The first scale of course that would appeal for comparison was the "total Adjustment Scale". However, from the experience at the Guidance Center of the University of Ottawa it had been found that, in the High School students tested, the Total Adjustment Scale on the Inventory was invalidated by the fact that one of its contributors (the Occupational Scale) had not been validated for the students. The procedure at the Center for the past few years has been the following. The student taking the Bell Inventory is given the Adult form and asked to answer the questions having to

do with Occupational Adjustment as if the questions pertained to his school work and environment. For example, the question : "Do you feel that your present employer or boss holds a personal dislike for you?" would be, in the ideal, understood by the student as: "Do you feel that any of your present professors or prefects hold a personal dislike for you?" It was hoped that, in this way, an idea of the student's school adjustment could be found as well as an idea of his home, health, social and emotional adjustment. However this procedure had not yet been regulated or validated and the answers to the questions on this scale, since they themselves were as yet un-validated, had the unhappy faculty of throwing off the Total Adjustment Scale. This would happen because this latter scale is merely an average of the emotional, social, home, health and occupational adjustment scales. For this reason using the Total Adjustment Scale was plainly out of the question.

What then would serve?

Since the highest intercorrelations between any of the scales in the Inventory existed between the Emotional Adjustment Scale and the others (i.e. between Emotional-Home, Emotional-Health, Emotional-Social and Emotional-Occupational) it was decided to use this scale

as a starting point for the inquiry. The theory here was the following: If correlation was found to exist between the Emotional Scale of the Inventory and the Cauchemar Sheet then there was some reason to suppose that (since correlation was high between the Emotional Scale and the other scales) correlation might also exist between these other scales and the Cauchemar Sheet. This of course was not necessarily so but this peculiarity of the Emotional Scale was the only note which distinguished one scale from the others so it was decided to use the Emotional Scale at least on a tentative basis. The table on the following page shows the intercorrelations of the various scales of the Inventory. As will be noted in the table all other intercorrelations than those including the Emotional Scale are below $r .35$, P.E. $.05$. Thus it seemed that the Emotional Scale could logically be defended as a starting point.

In this chapter the experimental setting has been described. Under this heading have been treated the Instruments (or test materials), the sample group and the method by which the study was to be directed. The test materials have been described and their use has been indicated. The sample group has been set forth and the similarities and differences of the members of

TABLE II.

Coefficients of Intercorrelation (with probable error existing between the various scales of the Bell Adjustment Inventory (n = 109)).(1)

Adjustment Scales	Health		Social		Emotional		Occupational	
	<u>r</u>	P.E.	<u>r</u>	P.E.	<u>r</u>	P.E.	<u>r</u>	P.E.
Home	.26	±.06	-.06	±.07	.35	±.05	.22	.06
Health			.10	±.07	.50	±.05	.10	.07
Social					.51	±.05	.04	.07
Emotional							.35	±.06

(1) From Hugh M. Bell, Manual for the Adjustment Inventory, Adult Form, Stanford University Press, Stanford University, Calif., p.4 .

the group have been noted. Finally the method of the study has been exposed and a tentative basis of comparison has been established by the arbitrary creation of a theoretical denominator common to both of the test materials. The following chapters will describe the experimental scoring systems that were built upon the foundation set in this chapter.

CHAPTER III

THE FIRST SCORING SYSTEM USED ON THE CAUCHEMAR SHEET

This chapter describes the first attempt at scoring the Cauchemar Sheet. The scoring rationale is exposed step by step as each possibly influential factor is recognized, analyzed and included or discarded. Also as the scoring system emerges, the Cauchemar Sheet is compared at each addition with the Emotional Scale on the Bell Inventory. The results obtained are given and discussed, a check is instituted on the scoring system used and appropriate conclusions are drawn.

1.-The Foundation of the System

Purely as a preliminary it was decided to lump together the total number of peeves listed on the Cauchemar Sheets according to the general classification in which the individuals possessing the peeves belonged on the Bell Emotional Scale. The distribution thus obtained is given in a graph on the following page. This distribution seemed to encourage an attempt at further, more exact relation.

The reason why this distribution was thought to be encouraging was that there seemed to be (at least on this very rough basis) a positive relation between

THE FIRST SCORING SYSTEM USED ON THE CAUCHENAR SHEET 235

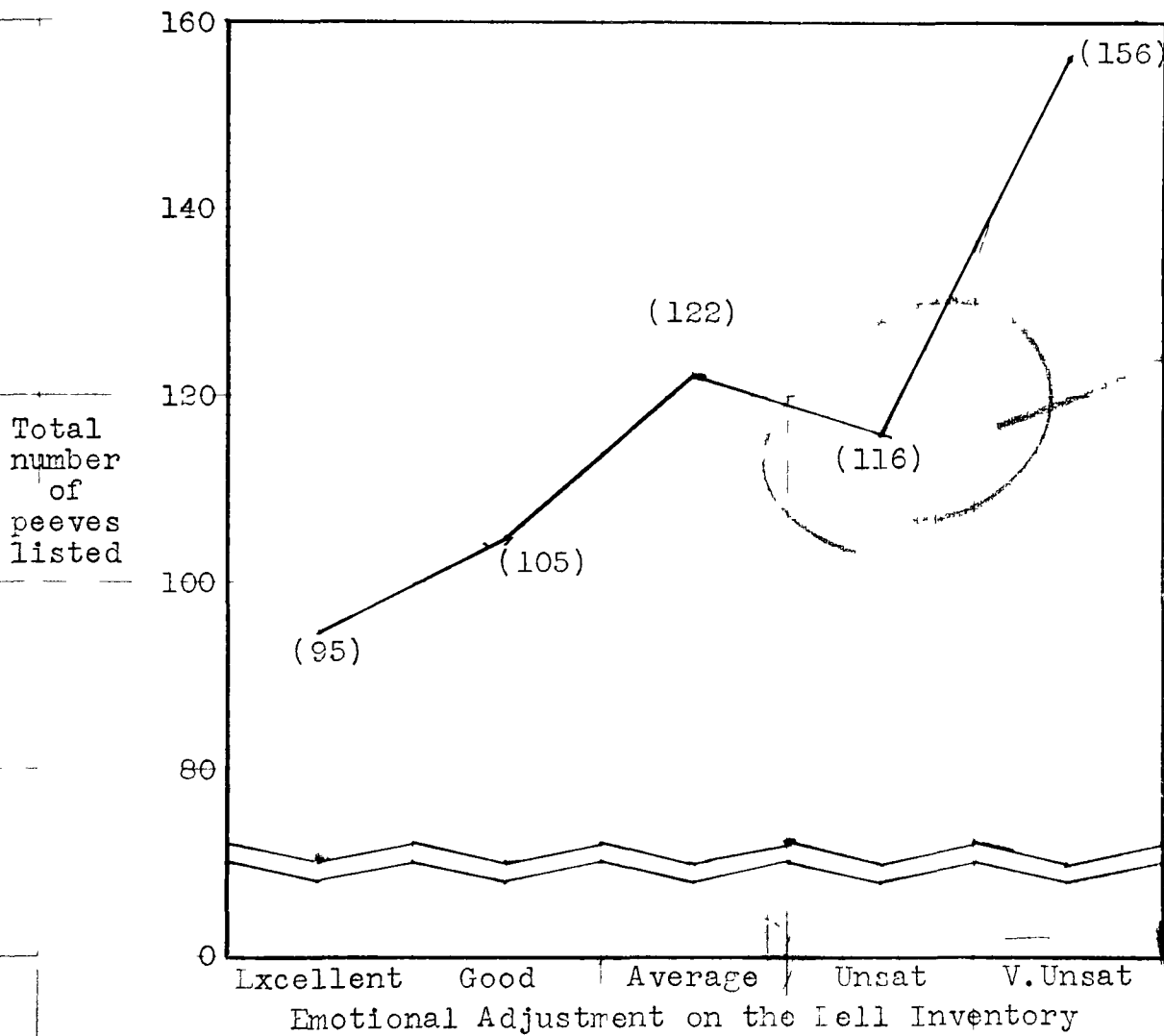


Figure 1.- Total number of peeves vs. Emotional Adjustment on the Bell Inventory.

Handwritten notes:
 116
 156
 95
 105
 122

the two variables. That is to say, as the Bell Emotional Score went up, the Cauchemar Sheet "Score" also went up or, the poorer the adjustment of the individual (according to his general classification on the Bell) the larger the number of peevs listed by him.

This is certainly true with the exception of the group observed on the graph in "Average Adjustment" and in "Very Unsatisfactory Adjustment". However this discrepancy might be explained by the possibility that there was extraordinary over-lapping in these groups. That is to say, there might be a number of persons in each of these two groups who, but for a point or two more or less would be in the "Unsatisfactory Adjustment" group.

This was indeed possible and plausible since the groups, as groups, were relatively small (thirty in each group-classification of adjustment, one-hundred-and-fifty in all) and two or three of the various groups who were of the "over-lap" type might conceivably have thrown the entire distribution off balance. Bell himself recognizes the possibility of over-lapping when he says:

The interpretation of individual scores is made more meaningful by the use of certain descriptive designations. However the difference between two descriptive terms should not be over-emphasized since a "difference of only one point

frequently determines whether a score falls under one heading or another. (17)

There was another factor also which might explain the seeming discrepancy. This other factor was concerned with the fact that the rating on the Bell Inventory is based on a sliding scale of norm scores.

For the Emotional Scale the norms for men (the ones used for the ratings herein described) are as follows: (18)

0 to 1 point.....	Excellent
2 to 3 points.....	Good
4 to 11 points.....	Average
12 to 15 points.....	Unsatisfactory
Above 15 points (15 to 32) ..	Very Unsatisfactory

It is evident then that an individual, to obtain a rating of "Excellent" on the Emotional Scale must have only 0 to 1 points on the test. There is a possibility then for a person having a rating of "Excellent" to have a score of "1" or "0". That is to say, there are only two scores possible for him.

To obtain a rating of "Good" he must have from 2 to 3 points on the test. He must then have a score of "2" or "3". That is to say, there are only two scores possible for him.

To obtain a rating of "Average" he must have

(17) Hugh M. Bell, Manual for the Adjustment Inventory, Adult Form, Stanford University Press, Stanford University, Calif., p.2.

(18) Id., Ibid.

THE FIRST SCORING SYSTEM USED ON THE CAUCHEMAR SHEET 2

from 4 to 11 points on the test. He must then have a score of "4", "5", "6", "7", "8", "9", "10" or "11". That is to say, there are eight scores possible for him.

To obtain a rating of "Unsatisfactory" he must have from 12 to 15 points on the test. He must then have a score of "12", "13", "14" or "15". That is to say, there are four scores possible for him.

To obtain a rating of "Very Unsatisfactory" the person may have a score anywhere from 16 to 32. That is to say, there are seventeen scores possible for him.

Now, if the graph on page 24b is observed again it will be noted that the discrepancies which mar an orderly progression occur in the "Average" group and in the "Very Unsatisfactory" group. They are both too high for the progression to be orderly. The point that must be made here is that discrepancies are observed in those very groups in which there is the greatest leeway as far as pointage is concerned.

This fact would force the conclusion that there is a decided variability of degree within the designation groups themselves. Thus, if the hypothesis advanced previously were correct and the graph represented an actual relation between Emotional Adjustment and the number of peeves listed on the Cauchemar Sheet, it is possible, since there is such variability of degree within the

areas themselves, that there might also be wide variability within the corresponding groups on the Cauchemar Sheet. This would follow from the hypothesized "close relation" of the scale to the number of peeves. What affected one would affect the other if the relationship were, in fact, close.

In order that this be made as clear as possible further explanation is probably necessary. First, there are discrepancies between the "Average" and the "Very Unsatisfactory" groups and the other groups on the graph. Second, these groups ("Average" and "Very Unsatisfactory") are the groups in which it is possible to have the greatest variety of scores and still remain within the group limits. Third, if the number of peeves is closely related to the score on the Bell Emotional Scale, it is possible that the areas of widest possibility (since they contain individuals with the widest variety of scores) will also show the widest variety in the number of peeves attributed to those same individuals. Is it not possible that the number of peeves belonging to those individuals will vary in number to at least as great a degree as the individual's actual score on the Emotional Scale does?

For example, suppose that of the thirty individuals in the "Average" group, two had scores of "4",

THE FIRST SCORING SYSTEM USED ON THE CAUCHEMAR SHEET

three had scores of "5", none of "6", none of "7", one of "8", six of "9", ten of "10" and eight of "11". It is evident that proportion among the possible scores in the "Average" group designation is not good. Most of the scores are located far up in the "Average" scale. Now, if relation between the Bell Emotional Scale score and the number of peevs listed on the Cauchemar Sheet is indeed close, is it not logical to suppose that proportion among the number of peevs listed by the individuals in the group designation is also distorted, i.e. that the individuals having high Emotional Adjustment scores (within the "Average" group designation) have also a larger number of peevs? It is apparent that if this were the case then the bunching of the subjects high on the limits of the "Average" group designation would certainly distort the balance of the graph.

This explanation then was, at very least, plausible. However the limitations and possible error of this conclusion were taken into account. It was remembered that the relation in question had been established only between groups and not between individual scores and therefore, since there was such a large margin for error, the relation, such as it was, was not a relation at all properly speaking but merely an elementary similarity. Nevertheless the chances of discovering a real

relationship did seem enhanced by this preliminary trial and this trial served as a foundation after which the more precise method of score to score correlation naturally seemed indicated.

2.-The Application of the Scoring System and Results

In this far more precise comparison the total number of peeves listed by each individual was correlated with the same individual's exact score on the Bell Inventory Emotional scale. In this way the disadvantages mentioned above that are inherent in the sliding norm scale on the Inventory were discounted. In other words the fact that the individual was of "average" or "Good" or "Very Unsatisfactory" Emotional Adjustment had no special influence. What was important here was not that the individual fell into a general group designation of adjustment but rather the exact score he had obtained on the Inventory which, per accidens, put him into that group.

The following result was obtained from this comparison.

The coefficient of correlation obtained between the total number of peeves listed on the Cauchemar Sheet and the scores on the Emotional Scale of the Bell Inventory was r.30 (f.18.45,p. 1~~2~~). The coefficient,

though significantly different from $r .00$ at the 1% level of confidence, was disappointingly low, absolutely speaking. However, when it is remembered that the scoring for the Cauchemar Sheet was, at best, a very crude method and also that the nature of one of the testing instruments (the Cauchemar Sheet) was very elastic, it might almost be said that the coefficient was surprisingly high. The system of scoring employed on the Cauchemar Sheet was very rudimentary-it produced nothing but a very ambiguous raw score-the total number of peeves listed per person. Thus the fact that only very low correlation was found in comparing this raw score to the Emotional Scale score did not necessarily mean that there was actually little relation between the peeves themselves and the individual's score on the Inventory but only that there was a minor correlation between the number of peeves listed per person and the individual's score on the Inventory.

It might have been said that the scoring system itself was the cause of this low correlation. The scoring system might not contain (and did not pretend to contain) all the factors of influence. The system employed took in only quantitative factors and, at that it took them in only in a very crude way. The qualitative factors (which could be taken quantitatively) were

ignored in this preliminary scoring of the Cauchemar Sheet.

The problem then was the following. Was the fore-going poor correlation obtained because there actually was little relation between the Bell Emotional Scale and the Cauchemar Sheet or was it obtained because the scoring system used on that Cauchemar Sheet left much to be desired? It seemed worthwhile to try to find out.

But again, how was the quality of the Cauchemar Sheet to show up in the Cauchemar Sheet score? If it was to be scored numerically then quality must be taken quantitatively.

There were many ways in which the quality of the peeves could be assessed. The first that appeared logical was to denote quality by the direction of the peeves. From studying the individual Cauchemar Sheets it became apparent that all of the peeves were directed either toward people or toward things. This fact afforded the basis for the first possible general division in the attempt to get at the quality of the Cauchemar Sheet.

It was remembered that this proposed scoring of the direction of the peeves was merely splitting the total number of peeves into three general groups,

THE FIRST SCORING SYSTEM USED ON THE CAUCHEMAR SHEET 32

the peeves aimed at people in general (or at groups of people), the peeves aimed at individual persons and the peeves aimed at things (actions, situations etc.- in short anything that was not concerned primarily with people or persons).

Even though these groups, in sum total, gave the same scores that had already been related to the Bell Inventory under the heading "Total number of Peeves listed", still there was a possibility that, by thus splitting the total into these directional groups, the correlation with the Bell Inventory Emotional Scale might be affected. It was a case where the whole might not be a true indication of its parts.

For example, although the total number of peeves had only a minor correlation with the Emotional Scale ($r .30$) still the components of this total, taken separately according to their direction, might have, individually, a far different correlation with the Bell Emotional Scale.

The theory here was that, although the total number of peeves did not correlate well with the Emotional Scale, nevertheless a certain part of that total (according to the division explained above) might have a very high correlation with the Emotional Scale, which correlation had not appeared when this "part" was massed

THE FIRST SCORING SYSTEM USED ON THE CAUCHEMAR SHEET 33

together with other parts which, in fact, had no correlation with the Emotional Scale. Accordingly the next step was to compare the number of "People Peeves" listed by the individual to his Bell Emotional Adjustment score and to compare the number of "Thing Peeves" in the same manner.

The same procedure was followed here as in the preliminary comparison of the total number of peeves with the group designation on the Emotional Scale in the Inventory. First the number of "People Peeves" was determined for all those who had "Excellent" Emotional Adjustment, for all those who had "Good" Emotional Adjustment, for those having "Average", "Unsatisfactory" and "Very Unsatisfactory" Emotional Adjustment. The graphs on the following page were obtained. They seemed certainly to bear out the theory developed above that the massing of two parts of a total, one of which had a high relation and the other a low relation to some other variable, reduced the relation to an average so that neither the high relation of the one nor the low relation of the other showed up in the relation of the total to that other variable.

In the first graph, Figure 2, it is clear that, as far as groups are concerned, there is no clear relation between the number of "People Peeves" per group

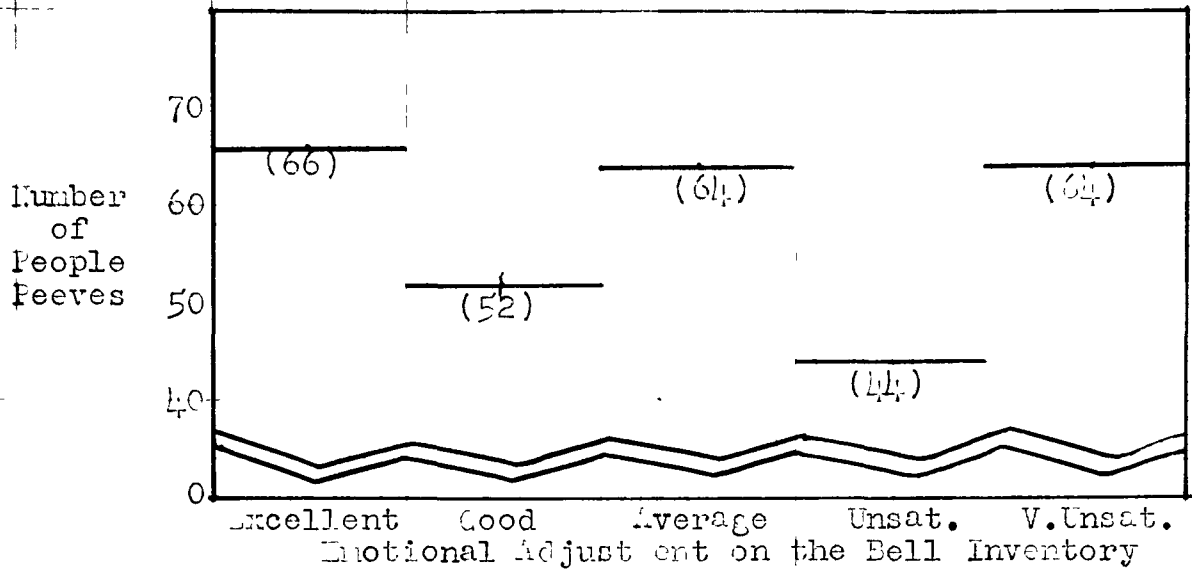


Fig. 2. Number of "People peeves" vs. Emotional Adjustment

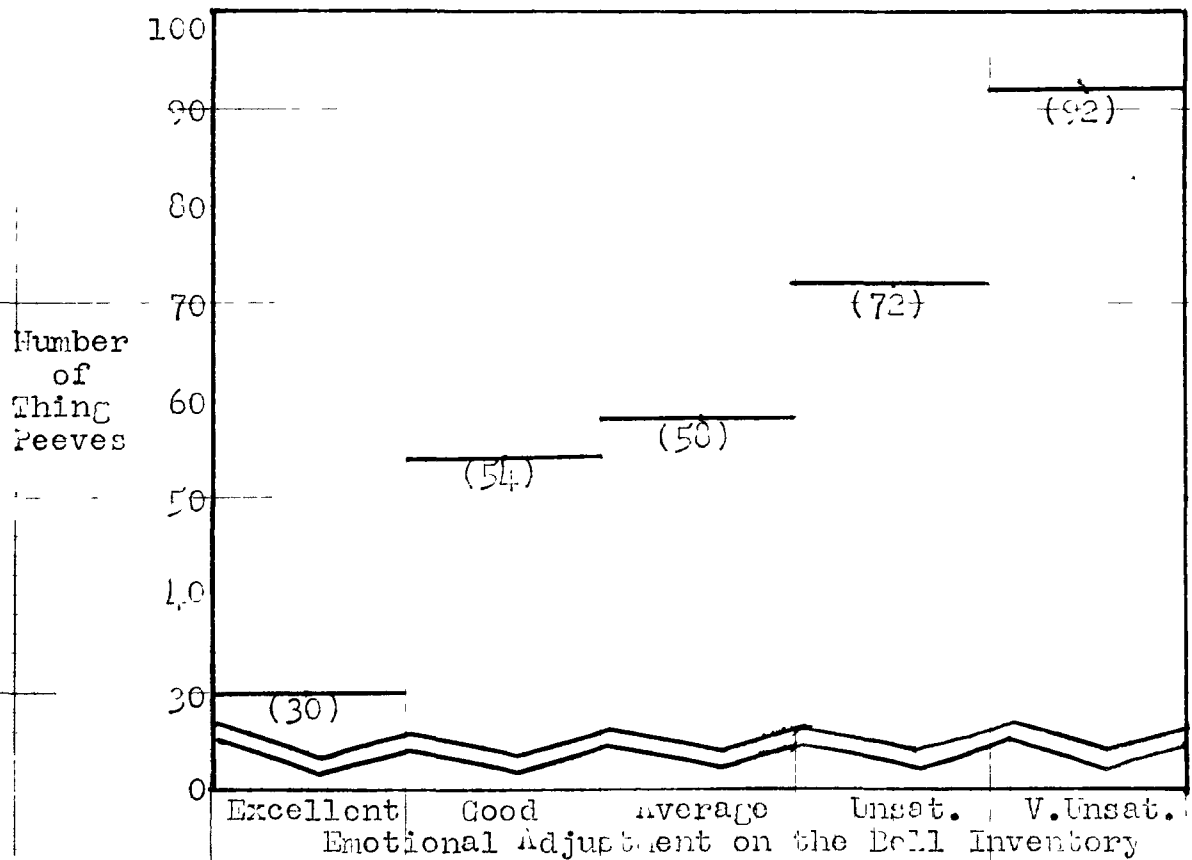


Fig. 3. Number of "Thing peeves" vs. Emotional Adjustment.

THE FIRST SCORING SYSTEM USED ON THE CAUCHEMAR SHEET 34

and the Emotional Adjustment of the group designation on the Bell Inventory.

However, in the second graph (Figure 3) it is also clear that on a group basis there is a high relation between the number of "Thing Peeves" and Emotional Adjustment on the Bell Inventory. There is a bit of irregularity noticed in the general rate of rise of the graph but at least it rises a little in each group designation. As has been observed above (19) this irregularity might be due to over-lapping of the groups. At any rate it appeared worthwhile to proceed on with the plan of determining if there was a more exact relation than the graphs could show. The second step, a correlation, follows.

First, the number of "People Peeves" listed by each individual was correlated with his score on the Emotional Scale in the Bell Inventory. Second, the number of "Thing Peeves" listed by each individual was correlated with his score on the Emotional Scale in the Inventory. The results follow:

The number of "People Peeves" correlated with the scores on the Emotional Scale yielded a coefficient of correlation of $r .006$, ($f .005$, p . above 5%).

(19) See page 24.

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This, it seemed, was as it should be since, even on the rough basis of a group graph it was apparent that little or no relation existed in this case.

For the second, the number of "Thing Peeves" correlated with the scores on the Emotional Scale yielded a coefficient of correlation of $r .38$. This was found to be significantly different from $r 0.00$ at the one percent level of confidence ($r .38, f 24.67, p. 1\%$) but the coefficient was surprisingly low considering the favourable augur of the graphic representation. Nevertheless there was some correlation here between the individual's "Thing Peeves" and his score on the Emotional Scale in the Inventory.

As soon as the foregoing experiment was begun it became apparent that the full quality of the peeves was not being taken into account by merely noting their direction. Some of the peeves listed appeared to be "loaded" because of writing style or method of expression. They contained two, three, four or more separate peeves enclosed within the framework of one sentence. It would seem, for example, that there is a vast difference between a peeve stating: "I don't like a fellow who lies." and "I don't like my French professor because he is a liar; he's too bossy and proud and he is always making cracks about my family."

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In the first example the peeve seems to be directed only toward a person who lies. In the second the peeve also seems directed toward a person who lies but at a lying person who, at the same time is bossy, who is proud and who is always making unkind remarks about the subject's family.

Although it may be logically argued that, on the one hand, after all it was only one person who possessed all these peeve-provoking characteristics, still, on the other hand, it is evident that all of these characteristics and each of them had a part in the formation of the peeve. Each had a contribution to make to the peeve, which contribution, by the very nature of the scoring system employed, would have been sufficient by itself to form a peeve. In the numerical system used, all peeves were scored even though, to the examiner, they might appear inconsequential and even silly. This was as it must be unless a "threshold of rejection" (i.e. a criterion which would determine which peeves could safely be rejected as unimportant and which retained) had been established and this "threshold" had not been set up.

Taken separately the material included in the one peeve given above would be sufficient to form at least four different peeves. Integrated as the material

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is into one peeve it gives this peeve a great "load" and this "load" it was believed, was only justifiably recognized by scoring the peeve "4" instead of "1". If the subject himself had split up the provoking characteristics of the individual toward whom his peeve is directed, these characteristics would have been scored separately. The fact that he did not split them up himself did not appear to be significant. (It might be the result of the working of a logical mind evincing itself in automatic integration; or again, the product of a particular writing style). However the fact that the subject mentioned each of the characteristics did seem significant even though he lumped them all together.

It seemed then that the four peeve-provoking characteristics could not possibly have been given their full quality connotation importance by scoring them collectively as "1". Since the scoring system was meant to be only an exploration in the first place, it was believed that the "quality point" or "load" scoring was justified as long as it was kept rigidly standard. The criterial for the election of additional "quality points" follow.

(1) All peevs which contained a definite peeve which had been integrated by the subject with another or other peevs were scored an additional point for each of these "hedged-in" peevs. An example of this type is given above.

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(2) If the peeve listed implied another peeve and that peeve was clearly discernible from the wording of the original peeve, an additional point was scored for each of the implied peeves.

An example of this: In the list of peeves offered by a subject the following is found: "I don't like rainy days-nothing to do." Here two peeves are scored. The first is "Rainy days". The subject does not like rainy days because rainy days are synonymous with unpleasantness of some kind for him. The additional point is scored on "Nothing to do" since it appears, although nothing to do is given as his reason for disliking rainy days, that nevertheless, the state of having nothing to do (whether it is a rainy day or not) is a peeve with this individual. One of the above factors is a state (having nothing to do) and the other is a condition (rainy days). However, as far as their status as peeves is concerned they are two. The implication is clear that "having nothing to do" is the central peeve and is objectionable to the subject under any conditions. However the condition under which it is most apparent to him is on "rainy days", which, in turn, are synonymous with objectionableness to the subject and, consequently, a peeve with him.

(3) However if the peeve listed by the subject seemed to imply another peeve but the nature of that other peeve was not clearly discernible from the wording of the original peeve, only one point was scored (for the original peeve).

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For an example of this: "Class sometimes". The original peeve is of course "class" but there seems to be another peeve implied. That is to say, what is it that raises class, upon occasion, to the status of a peeve? It could be the monotony of certain classes; the fact that in certain classes the subject has teachers he dislikes; the fact that in certain classes he is teased, or it may be that he looks upon certain classes (Saturday morning classes for example) as a restriction upon his liberty. There are many possible reasons but it is clearly impossible to tell which of them is really responsible. Therefore in cases such as this no additional points were scored. This may appear inconsistent with the theory of the "load" of peeves and it may be argued that no matter what specifically the additional peeve was, it was certainly there and it would still receive only a point value of "1" if it were scored "in absentia" so that no real harm would be done if the point were scored in these cases no matter what the "implied" peeve might be.

This course of action was rejected for a number of reasons. First, it placed too much reliance upon the good judgement of the scorer. Second, the fact that the peeve was given in such a vague way might have some meaning in itself which could not be determined by

merely adding points on its behalf. Third, there was always the possibility that the peeve as listed represented its full content (i.e. that all that was meant in the example above was that class at times was something that the subject did not like for no special or at least for no known reason). Fourth, there was the possibility that the peeve as listed represented much more than the one earned point and even the "quality point" (were it added) could indicate. For example, the subject might have a number of peeves which would elevate class to the status of a peeve at times. His dislike of monotony would elevate monotonous classes to the status of a peeve. His dislike of a certain teacher would elevate all classes with that teacher to the status of a peeve, and so on. He simply did not list all these as separate peeves precisely because class was objectionable at times for such a variety of reasons that they could not all be listed.

The central point here was, although there were strong reasons to believe that peeves of this kind were not yielding up their full "load" connotation, nevertheless there was no strict logical basis to substantiate additional scoring in these cases and so no additional scoring was done.

The actual scores, according to this division,

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are given in an Appendix (20).

After the Cauchemar Sheets had been rescored with this new qualification of "load" in mind, the individual scores obtained were correlated with the corresponding individual scores on the Bell Emotional Scale and the following results appeared.

The coefficient of correlation between "People in General" peeves and the score on the Emotional Scale of the Inventory was $r \text{ } -.07$. The test for significance showed that no correlation significantly different from $r \text{ } 0.00$ existed between the two variables. ($r \text{ } -.07$, $F \text{ } .728$, p above 5%)

The coefficient of correlation between "Individual People" peeves and Emotional Adjustment on the Inventory was $r \text{ } .02$. The test for significance showed that no correlation significantly different from $r \text{ } 0.00$ existed between the two variables. ($r \text{ } .02$, $F \text{ } .594$, p above 5%).

The coefficient of correlation between "Thing" peeves and the scores on the Emotional Scale of the Inventory was $r \text{ } .06$. The test for significance showed that no correlation significantly different from $r \text{ } 0.00$ existed between the two variables. ($r \text{ } .06$, $F \text{ } .608$, p above 5%).

The results on the whole were disappointing. Of course the previous correlations in which "People" peeves (unqualified by the "load" notation) showed no correlation with the Bell Emotional Scale had prepared somewhat for the lack of correlation found after the "load" notation had been added. However the lack of correlation of the "Thing-peeves-plus-load-notation" with the Emotional Scale of the Bell was rather surprising, considering that the same peeves, without the "load" notation had shown a correlation of r .38 with the Emotional scale on the Inventory.

How was this lack of correlation to be interpreted? Since there had been some correlation (however small) between the "Thing" peeves and the Emotional Adjustment score until the "load" notation had been added, it could mean that the "load" theory was false from its first premise and that this fact had destroyed correlation.

However it might also mean that the theory was correct as far as it went but it perhaps did not go far enough.

One type of peeve that did not seem satisfactorily scored had already been noted (21). It was possible that there were a sufficient number of peeves of

(21) See page 39ff.

this type to distort and vitiate and even completely destroy the appearance of a correlation. Other factors also might have contributed sabotage. Perhaps there was distinction to be made in the intensity with which the peeve was put forth. Perhaps too there was distinction to be made among the various types of persons, people and things.

As far as scoring intensity was concerned, the author had no criterion against which to measure intensity. In the belief then that any attempt to measure anything so volatile could only lead further down the path of subjectivity than he was prepared to stray, the notion of scoring intensity was dropped, at least for the time being.

However the possibilities of the other factor mentioned (i.e. distinction between types of persons, people and things) were explored to some extent.

In an attempt to pin down the quality of the Cauchemar Sheet, the possibilities of dividing the general directions taken by the peeves into specific types or categories of direction were explored. This additional division has been called, for brevity, "Direction-Split".

The division of the peeves directed toward people first took in the scope of the peeve as well as

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the direction. (i.e. was the peevd aimed at people in general or at individual persons?). Then the type of people or persons toward whom the peeves were directed was taken into account. The ideal of the division was to discover a number of categories into which all the people (or persons) mentioned in the peeves would fit. The reason for this division was to determine if some of the categories thus found (being only thinly populated) might be ignored in a rescoring of the Cauchemar Sheet.

After extensive search, twenty-one general classes, or types, or categories were found in which all the people peeves mentioned in the Cauchemar Sheets of the one-hundred-and-fifty students could be included.

The following are those general classes.

1. People with no control
2. Too-serious people
3. Vain people
4. People who opppse or disagree with subject
5. Criticizers
6. Lazy people
7. Unjust people
8. Inconsiderate people
9. Teasers-Naggers
10. Certain guys ("Direction-indefinite" category)
11. Girls
12. Effeminate people
13. Ill-mannered people
14. People who have no confidence in the subject
15. Family (people in the subject's family)
16. Stuck-up people
17. Repetitious-Monotonous people

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18. Professors
19. Bossy people
20. Hypocrites
21. Liars

The question will probably arise as to whether or not the list could have been shortened considerably by a further combination of the categories. To answer this the only plea that can be made is that the author was striving to avoid over-simplification. For this reason "Stuck-up people" are listed as such and not included in the "Vain people" category. "Liars" and "Hypocrites" are likewise distinguished.

It must be noted at once also that the phenomenon of "loading" was found to be present here also. The previous experiment with the scoring of this "loading" which ended so disastrously naturally warned against trying to score it again. However the very nature of the peeves demanded that some provision be made for it. This will perhaps be better understood by the use of an example.

The category "Professors" was necessary because in many cases the peeve was stated simply as: "I don't like my chemistry prof", or "I don't like the profs at the University". The only discernible scorable qualification in these peeves is the qualification of being a professor. "Chemistry" in the first example is used adjectivally merely to specify the person toward whom

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the peeve is directed and "at the University" in the second example is used only to specify the general group. Therefore if the peeve is to be scored at all it must be scored on the basis of its mention of a professor as a peeve. Naturally the reason for the professor being a peeve with the subject is not known but it is certain that he is a peeve with the subject, otherwise he would not be mentioned as one. There is no question of "load" here but the category "Profs" is seen to be necessary.

However, in other cases, the subject may list as one of his peevs "My chemistry prof-he's so boring". The question then is: Into which category shall the person named be placed? If he is placed in the "Professor" category, one of the essential notes is left out of the peeve (i.e., the fact that the professor named is a monotonous person). However if he is relegated to the "Monotonous" category because he is boring, then here too an essential note of the peeve is omitted (i.e., the fact that this boring person is a professor).

The only practical possibility was to score both notes. Therefore, full scoring for this peeve would be to put one point in the "Monotonous" category and one point also in the "Professor" category. The distribution of the peevs according to the division outlined

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above is shown in a figure in an appendix (22).

The same theory of division was used upon "Thing" peeves and the following categories were set up.

1. Family troubles
2. Class subjects (specific)
3. Things having to do with school work (Tests, homework etc.)
4. Restrictions on liberty
5. Repetition (Things affecting patience)
6. Lack of neatness, cleanliness etc.
7. Physical disagreeableness (Things the subject doesn't like to see, hear, touch etc.)
8. Things having to do with shyness
9. Things having to do with uncertainty
10. Things having to do with injustice to subject
11. Economic worries
12. Guidance tests
13. Criticism
14. Sports

The "loading" problem arose here also and was attended to in the same manner as with "People" peeves.

The theory for the division of "People" peeves was the following. If certain types or categories of "People" peeves had tended to bunch up in the distribution among the "Excellent", "Good" and "Average" Adjustment groups, then these categories could be safely eliminated in the scoring of the Cauchemar Sheet. Since only persons who had "Excellent", "Good" or "Average" Emotional Adjustment had listed peeves which fell into these categories it could be surmised that these categories were not contributive to mal-adjustment (i.e. they comprised

innocuous peeves) since the only persons who had mentioned them were in fact those who had "Excellent", "Good" or "Average" Emotional Adjustment. However as Figure 5 on page 107 shows, there was only one category that was contributed to exclusively by those having "Excellent" "Good" or "Average" Emotional Adjustment (i.e. "Too-serious people"). This was not very encouraging if this was the criterion to be followed in eliminating categories.

The theory for the division of "Thing" Peeves was the same as for "People" peeves. However it had been hoped, since the total number of "Thing" peeves had been shown to have a positive correlation with Emotional Adjustment on the Inventory, that the division into categories would eliminate those "Thing" peeves which were "unimportant" and leave only those which contributed to the relation, thus purifying it and making it more precise.

However as Figure 6 on page 112 shows, the distribution of the peeves was so general among the five levels of adjustment that it was not thought that any of the categories could be safely discarded without opening the way for severe and justified criticism.

3.-General Conclusions

The entire venture then, for all practical purposes, was abortive. Nevertheless a few conclusions may be drawn from the work.

First, when it is remembered that "People" peeves (in total) sported a correlation coefficient of only r .006 (F. .005, P. above 5%), it is not surprising that the categories making up that total were also found to have no correlation with Emotional Adjustment. "People" peeves then have no influence upon the degree of Emotional Adjustment on the Inventory provided the scoring scheme employed on the Cauchemar Sheet was an apt one and in order.

The second conclusion that can be drawn is the following one. It has been noted that the intensity of the peeve may well be important in assessing the quality of the peeve and yet this first scoring system has made no attempt to include it in determining the score value of a peeve. The only way in which the intensity variable of the peeve could be scored (in this first scoring system) would be by assigning arbitrary scores of varying degrees to the different types of peeves according to their intensity. For example, if a peeve were set forth vehemently or with much adjectival qualification it would be given a higher "intensity

notation" than another peeve which had been stated simply and baldly without any vehemence or qualification. The danger in such a course is apparent. This assigning of "intensity notation" scores could not be sanely done without setting up some kind of a criterion scale of intensity against which to measure the peeve content and this criterion scale could not be set up without lengthy experimentation. For the purpose of this work such a course of action was manifestly impossible and so the scoring of intensity was abandoned as far as this first scoring scheme was concerned.

4.-A Check on the First Scoring System

Since much had depended on the choice of the Emotional Scale of the Bell Adjustment Inventory upon which to try out the foregoing scoring system, it was thought advisable at this point to exercise a check. The check would be performed to determine if possibly the scoring system itself was in order but the scale against which the Cauchemar Sheets (scored in this fashion) had been measured for relation, had been ill-chosen.

As was stated above (23), the Emotional Scale was chosen for only very light reasons; first, because

(23) See page 19 ff.

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the "Total Adjustment" score could not be used and second, because correlation was highest between the Emotional Scale and the other scales of the Bell Inventory.

Thus, to check whether this choice had been apt or ill-advised it was decided to compare the Cauchemar Sheets, scored in the same way, with the Social Scale of the Bell Inventory.

It will be remembered that the group used in the original scoring attempt was a selected group (24). In order to insure representativeness of the sample one-hundred-and-fifty students, thirty of whom had "Excellent" Emotional Adjustment, thirty "Good", thirty "Average", thirty "Unsatisfactory" and thirty "Very Unsatisfactory" Emotional Adjustment, had been used. In this second attempt at relation however, the group could not be a selected group in the same sense as it was with Emotional Adjustment. It could not run the whole gamut of level on the Social Scale. The reason for this was the following: Since this second attempt at relation was to act as a check upon the first attempt, then it was apparent that the same test group had to be used.

The general distribution of the same one-hundred-and-fifty students, according to their Social Adjustment

(24) See page 16 ff.

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level is shown in Figure 6 on page 52b.

A score to score correlation was then made of the Cauchemar Sheet scores and the scores on the Social Adjustment Scale in the Inventory. The results of this correlation follow.

A) The total number of peeves related to the Social Adjustment scores yielded a coefficient of correlation of r .10. The test for significance showed that no correlation significantly different from r 0.00 existed between the two variables (r .10, F. 1.56, P. above 5%).

B) The total number of "People" peeves related to the Social Adjustment scores yielded a coefficient of correlation of r -.09. The test for significance showed that no correlation significantly different from r 0.00 existed between the two variables. (r -.09, F. 1.46, P. above 5%).

C) The total number of "Thing" peeves related to the Social Adjustment scores yielded a coefficient of correlation of r .23. The test for significance showed that correlation significantly different from r 0.00 existed between the two variables at the 1% level of confidence. There was then a positive correlation, though small, between the two variables (r .23, F. 8.49, P. 1%).

THE FIRST SCORING SYSTEM USED ON THE CAUCHEIAR SHEET 52b

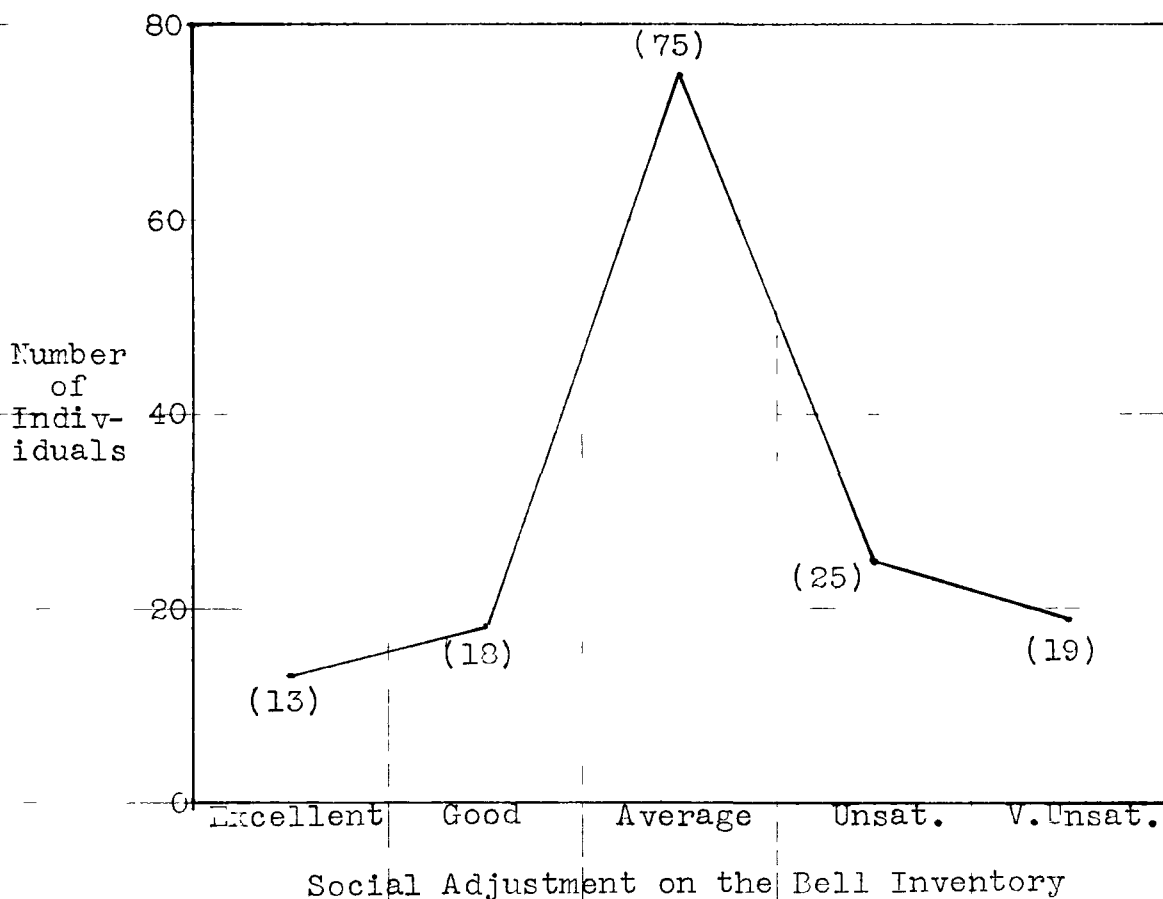


Figure 4. The sample group distributed according to Social Adjustment on the Bell Inventory.

THE FIRST SCORING SYSTEM USED ON THE SAUCHEMAR SHEET 53

Then the total number of peeves was taken with the qualifications of "Direction" and "Load" included and the following correlation coefficients were found.

A) Total number of Peeves plus "Direction" ("People in general") plus "load" related to the Social Adjustment scores on the Inventory yielded a coefficient of correlation of $r \text{ } -.06$. The test for significance showed that no correlation significantly different from $r \text{ } 0.00$ existed between the two variables ($r \text{ } -.06, F. \text{ } .644, P. \text{ } \text{above } 5\%$).

B) Total number of peeves plus "Direction" ("Individual people") plus "load" related to the Social Adjustment scores on the Inventory yielded a coefficient of correlation of $r \text{ } .02$. The test for significance showed that no correlation significantly different from $r \text{ } 0.00$ existed between the two variables ($r \text{ } .02, F. \text{ } .09, P. \text{ } \text{above } 5\%$).

C) Total number of peeves plus "Direction" ("Things") plus "load" related to the Social Adjustment scores on the Inventory yielded a coefficient of correlation of $r \text{ } .22$. The test for significance showed that a correlation significantly different from $r \text{ } 0.00$ at the 1% level of confidence existed between the two variables. There was then a positive correlation, though small, between the two variables ($r \text{ } .22, F. \text{ } 8.04, P. \text{ } 1\%$).

THE FIRST SCORING SYSTEM USED ON THE CAUCHEMAR SHEET 54

The low correlations found (when in fact there were any at all) would allow the conclusion that the choice of the Emotional Scale in preference to the other Scales of the Inventory had not been at fault. There was still less correlation between the Cauchemar Sheet and the Social Scale. It occurred then that comparing the Cauchemar Sheets (scored according to this first system) to the other scales of the Inventory would be merely a waste of time. It seemed quite apparent that the fault of little correlation lay not with the choice of Scales on the Inventory but either with the ineptitude of the scoring system used or with the fact that there actually was little or no correlation between the Cauchemar Sheet and the Bell Adjustment Inventory.

However, before the conclusion could safely be drawn that there was little or no relation between the Cauchemar Sheet and the Bell Inventory it was first necessary to be certain that it was not the scoring system used that was at fault. In line with this conviction another method of scoring the Cauchemar Sheet was attempted in the hope that a more objective scoring could be determined. The details of the experiment are given in the next chapter.

This chapter has described the first attempted

scoring of the Cauchemar Sheet. The foundation for that scoring system was set early in the chapter and the study proceeded experimentally to discover, analyze and utilize the various factors which could be important in rendering the peeves listed on the Cauchemar Sheet equivalent to numerical scores. These scores, if the system were ideal and completely accurate, would then be fully representative of the peeve content.

As the conclusions have shown the relation of the Cauchemar Sheet thus scored to the Bell Adjustment Inventory (which was to serve as the control point of reference (25) in adjudging the efficacy of the scoring system) has been very poor. This could mean one of two things: First, either the hypothesized relation of the Cauchemar Sheet to the Bell Inventory (26) was, in fact, non-existent, or, second, the scoring system used was inaccurate.

From observations made during this first scoring attempt the second possibility was thought to be more reasonable since many possible inherent deficiencies were discovered as the scoring system emerged. Accordingly, the next chapter will describe a second scoring

(25) See Introduction, page ~~viii~~ viii.

(26) See page 11 ff.

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system built upon a different foundation in which it was hoped the deficiencies of the first scoring system would be bypassed.

CHAPTER IV

THE SECOND SCORING USED ON THE CAUCHEMAR SHEET

This chapter describes the foundation and evolution of a second scoring system. As a new scoring system it should, to supply a *raison d'être*, correct some of the failings observed in the first scoring system. In starting out from a different viewpoint, it was believed that this second system, theoretically at any rate, would correct at least one serious deficiency of the first system. Peculiarities of the peevos that were believed, from experience with the first system, to be influential and necessary in rendering the Cauchemar Sheet content equivalent to numerical scores are retained in this second scheme. As each of these is added to the scoring rationale it is re-examined in the light of previous experience and intended present use. Thus the system is built up carefully and gradually.

The plan of this chapter follows that of the previous one. First the foundation of the proposed system is exposed; next the new system is applied and the results of its application are discussed; then follows the conclusions drawn from the experiment and finally, as an added safeguard, a check is instituted as

a means of evaluating the scoring scheme.

In the first system used to score the Cauchemar Sheet and so make it relatable to the Bell Adjustment Inventory the factor of "number" of peeves was first taken into account. Then when a low positive correlation was found between the number of peeves and Emotional Adjustment on the Inventory, other factors peculiar to the peeves were also taken into account in an effort to "purify" the peeve content and so make it more comparable to the Bell scale.

The factors of "Direction", of "Load" and of "Direction-Split" were taken into account in that order. When results, as shown in the previous chapter, were disappointing and the search for a new system of scoring seemed indicated it was remembered that the factor of "number" of peeves per person had a correlation with the Bell Emotional Scale of $r .30$ (F. 18.45, P. 1 $\frac{1}{2}$). The "number factor" was then held intact for the next attempt at scoring since it was seen to be important or at least to have some relation to adjustment.

It seemed, in the first scoring system, that one of the disconcerting and uncontrollable factors (beside that of "intensity") was that unimportant peeves could not be determined for discard and so remained in the

peeve score discouraging correlation (if, in fact, there was significant correlation to be found). Was there then a way in which these unimportant (or at least less important) peeves could be determined in an objective way? The possibility presented itself that splitting up the number of peeves according to the Adjustment area they appeared to affect (from their statement) might discount the importance of some peeves to some extent at least, since a peeve that was connected, for example, with Social Adjustment would lose its importance when Home Adjustment peeves were being related to the Bell Inventory.

According to this division, peeves which appeared to be connected with Family (or Home) Adjustment, peeves which appeared to be connected with Social Adjustment, with Emotional Adjustment, with Health and with Occupational Adjustment would be separated one from the other and the totals thus formed as "Family Peeves", "Emotional Peeves", "Social Peeves", "Health Peeves", and "Occupational Peeves" could then be related to the area of Adjustment on the Bell they seemed capable of affecting.

"Family Peeves" would then be related to "Family Adjustment" on the Bell Inventory, "Social Peeves" to Social Adjustment, "Emotional Peeves" to Emotional

Adjustment, Health Peeves" to Health Adjustment and "Occupational Peeves" to Occupational Adjustment.

It did not seem wise to deny that the "Load factor" was of importance here as well. Though it was true that the inclusion of the "Load factor" in the first scoring system destroyed the correlation that had existed when only "Total number" of peeves had been related to the Emotional Scale, it still did not follow necessarily from that fact that the same thing would occur in the new scoring. It was certainly apparent that the "loaded" peeves were different from the others and therefore some allowance had to be made for them.

Since however, "Loading" in this second system had a different effect than it had in the first it would be well to offer a few examples of how this "loading" was recognized and scored.

The student gives a peeve stating, for example: "I don't like too much studying, it tires me out". There are clearly two essential notes in the statement of this peeve. The first is: "Too much studying" and this is related to "Occupational Peeves" (in the sense that "Occupational Peeves" are "school Peeves" (27) The second

(27) See Page 19 ff.

note is: "It tires me out" and this seems to be related to Health Adjustment. In order that each peeve would receive its full point value one point was scored on Occupational Peeves and one on Health Peeves. There may also be reason for scoring a point on "Emotional Peeves" since the subject's reaction to the fact of too much studying seems quite strong--it "tires him out" and he has thought enough about it to give it on his list of peeves. However caution demanded that as little as possible be inferred and that the manifest implication of the peeve as stated be followed. Therefore points in the "Emotional Peeve" column were not scored in this case or in other similar cases. Whenever emotional reaction was apparent the "Emotional Peeve" column was scored in addition (whether the Peeve itself was directed primarily toward Social, Occupational, Home or Health Adjustment.

Another example:

"My father going to bed and leaving me to do all the work". There are two essential notes here also. Since the peeve is directed toward a parent, it is certainly one of the individual's "Home Peeves" and since there is an emotional reaction apparent (the individual rails at such injustice) the peeve would not receive its full point value unless a point were given it in the

"Emotional Peeve" column.

Tables showing the distribution of the scores of the Cauchemar Sheets according to this new system are given in an appendix (28).

Once the division had been accomplished a correlation was tried. The results follow:

A) Emotional Peeves related to Emotional Adjustment on the Inventory yielded a coefficient of correlation of r .33. The test for significance showed that a correlation significantly different from r 0.00 at the 1% level of confidence existed between the two variables. There was then a low positive correlation between Emotional Peeves and Emotional Adjustment. (r .33, F. 18.36, P. 1%)

B) Social Peeves related to Social Adjustment yielded a coefficient of correlation of r .20. This, though significantly different from r 0.00 at the 5% level of confidence was again a low correlation. (r .20, F. 6.38, P. 5%).

C) Occupational Peeves related to Occupational Adjustment yielded a correlation coefficient of r .02. This was not significantly different from r 0.00 so there was no significant correlation between Occupational Peeves and Occupational Adjustment.

D) Family Peeves were not present in sufficient number (only twenty Family Peeves listed by the group of one-hundred-and-fifty subjects) to warrant a correlation. (29)

E) The same is true of Health Peeves. (Only eight health peeves were listed by the one-hundred-and-fifty subjects.)

3. A Check on the Second Scoring System

A check was then undertaken to determine as far as it was possible whether the scoring system used was responsible for the poor correlations observed or whether these correlations were low because there was very little relation between the Cauchemar Sheet and the Bell Adjustment Inventory.

The check followed this hypothesis. If the scoring system itself had been accurate and there actually was little relation between the Cauchemar Sheet and the Inventory then there should be a correlation (significantly different from $r = 0.00$ at the 5% level of confidence), no matter how low, between the peeves divided according to the scoring system and the degree of adjustment in the scales these peeves were taken as affecting. That is to say, the peeves

(29) See Appendix 4, p. 105

which were accepted as appearing to affect Emotional Adjustment actually did have a relation to Emotional Adjustment (i.e. they actually were Emotional Peeves and not Social or Occupational Peeves). The hypothesis would be completely valid then only if those same peeves (which had a significant relation with their specific scale) had a far lower or no relation at all with any of the other scales.

The intercorrelations found were the following:

a) Check of Emotional Peeves:

1) The correlation coefficient found between Emotional Peeves and Emotional Adjustment was, as stated above, $r .33$, (F. 18.36, P. 1%).

2) The correlation found between Emotional Peeves and Social Adjustment was $r .02$, (F. .104, P. above 5%).

3) The correlation coefficient found between Emotional Peeves and Occupational Adjustment was $r .13$, (F. .13, P. above 5%).

From this it can be seen that those peeves which had been accepted as Emotional Peeves were, in fact, Emotional Peeves. They had a significant correlation with the Emotional Scale and they had no significant correlation with the Social or with the Occupational Scales

(the only other Scales studied). Though there is a positive correlation coefficient with the Occupational Adjustment Scale of $r .13$, still, since this coefficient is not significantly different from $r 0.00$ at even the threshold 5% level of confidence, then the coefficient loses force.

b) Check of Social Peeves:

1) The correlation coefficient found between Social Peeves and Social Adjustment was (as above) $r .20$, (F. 6.38, P. 5%).

2) The correlation coefficient found between Social Peeves and Emotional Adjustment was $r .18$, (F. 5.13, P. 5%).

3) The correlation coefficient found between Social Peeves and Occupational Adjustment was $r -.02$, (F. .596, P. above 5%).

Here the check is in doubt. There was a coefficient of correlation between the Social Peeves and Social Adjustment of $r .20$ but there was also a correlation coefficient of $r .18$ between Social Peeves and Emotional Adjustment. Both were significantly different from $r 0.00$ at the 5% level of confidence.

The coefficient of correlation between Social Peeves and Occupational Adjustment shows, at least, that the Social Peeves were not Occupational Peeves (since

they do not affect Occupational Adjustment).

Nevertheless the fact still stood that Social Peeves had a correlation with Emotional Adjustment that was significantly different from $r = 0.00$ at the 5% level of confidence. This might be explained to some extent by the fact that the coefficient of correlation between Emotional Adjustment and Social Adjustment was $r = .53$. (30) That is to say, since there was this relatively high correlation between the two scales themselves, it should not be surprising that the Peeves, divided according to their supposed ability to affect those scales, also showed some correlation. (i.e. That Social Peeves correlated to some extent with Emotional Adjustment as well as with Social Adjustment.

There was another factor that well might have been showing its influence here. The fact that "loading" was scored in assessing these peeves might possibly be responsible for the similarity of correlation. In other words, since a Social Peeve could at the same time (because of its "load") be scored also as an Emotional Peeve, it is not surprising that these Social Peeves (some of which were scored also as Emotional

(30) See page 21b.

Peeves) should have a correlation with Emotional as well as with Social Adjustment.

c) Check of Occupational Peeves:

1) The coefficient of correlation found between Occupational Peeves and Occupational Adjustment was $r = -.03$, (F .12, P. above 5%).

2) The coefficient of correlation found between Occupational Peeves and Social Adjustment was $r .15$, (F. 3.42, P. above 5%).

3) The coefficient of correlation found between Occupational Peeves and Emotional Adjustment was $r .18$, (F. 5.26, P. 5%).

Here the check showed that the scoring system was inaccurate in its scoring of Occupational Peeves. There was correlation significantly different from $r 0.00$ at the 5% level of confidence between Occupational Peeves and Emotional Adjustment but there was no correlation significantly different from $r 0.00$ between Occupational Peeves and Occupational Adjustment. This showed that what were taken as Occupational Peeves were in fact not Occupational Peeves - they had nothing whatever to do with Occupational Adjustment.

There might be many reasons for this. First of all, the principle of acceptance used in determining Occupational Peeves was the one that has been mentioned

above (31) where it was said that Occupational Adjustment was to be taken as meaning here "School Adjustment". The entire lack of correlation then between Occupational Peeves and Occupational Adjustment might be entirely attributable to the fact that Occupational Adjustment, even though intended to measure "School Adjustment in this use of the Bell Inventory, did not, as a point of fact, actually measure "School Adjustment".

Of course the lack of correlation might also have meant that there simply wasn't any correlation between Occupational Peeves and Occupational Adjustment though they were both concerned with school matters. However if this were true (i.e. if Occupational Adjustment actually measured "School Adjustment"), it would seem that some measure of relation would exist between that "School Adjustment" and the "School Peeves" on the Cauchemar Sheet, just as there was some correlation between Emotional Peeves and Emotional Adjustment and between Social Peeves and Social Adjustment. The first possibility was then, more reasonable.

4.-General Conclusions

It would seem then that the check for

(31) See page 19ff.

efficiency of the scoring system showed that the system (with the exception of its scoring of Occupational Peeves) was accurate at least as far as it went. Those peeves which had been accepted as Emotional Peeves did seem to be Emotional Peeves and those accepted as Social Peeves seemed to be Social Peeves.

Now if the scoring system used were accurate and low correlations were found between the Cauchemar Sheets thus scored and the Adjustment Scales of the Inventory, the conclusion would be allowable that there was very little relation between the Bell Inventory and the Cauchemar Sheet. This, in fact, from the correlations and intercorrelations observed, seemed to be the case but the assertion cannot be made dogmatically. The scoring system used here has been, of necessity sufficiently susceptible to variation to prohibit any clear-cut and definitive conclusion.

As will be pointed out at greater detail in the final chapter the results of this experiment with the scoring of free compositions have proven to be negative and moreover inconclusively negative.

It might have been of course that the original decision to seek a quantitative scoring method for the Cauchemar Sheet was completely ill-advised. It might be true that the only method which could accurately

score the Cauchemar Sheet would be a method that was wholly qualitative or even one that was a combination of the quantitative and the qualitative methods.

The thesis requirements, as stated in the Introduction (except for the conclusions to be advanced in the final chapter) had been satisfied after these two scoring schemes had been attempted. However the author, thus balked by the failure of the two quantitative scoring methods and sensing a certain frustration in his efforts could not resist at least a preliminary exploration into the possibilities hinted at in a qualitative scoring of the Cauchemar Sheet.

The following chapter then, though not demanded by the thesis requirements, is presented as a directive to further research in this field of scoring personal documents. The author wishes to present this chapter purely in suggestion form and as a very cursory exploration and consequently begs not to be held strictly accountable for inaccuracies and deficiencies that might be found therein and which naturally could not be tolerated were this section a part of the thesis proper.

It is understood that this exploration, since it is not a proper part of the thesis itself, should perhaps be presented in an appendix. However, since it

introduces material that is new it is outlawed from that irenic sanctuary and thus it is presented at this point in the body of the thesis but with the reservations stated above.

CHAPTER V

A QUALITATIVE SCORING OF THE CAUCHEMAR SHEET

As it appeared then the course was clear and it was this. If the Cauchemar Sheets were to be scored in any manner whatever then the scoring system used would have to be one that would incorporate all the factors of influence and so give a more accurate description of the content of the Cauchemar Sheet. But then, how were all the factors of influence to be determined and, even provided they could be determined, what form would a scoring system take which would incorporate all those influencing factors?

The solution to the first problem for the moment could only be a theoretical one. From the scoring methods previously tried a number of the factors which probably would exert an influence on the content of the Cauchemar Sheet were observed. These factors were the following: 1) Number of Peeves, 2) "Direction" of the Peeves, 3) "Load" of the Peeves and 4) "Direction-Split" of the Peeves.

An attempt was made in the two systems of scoring used to allow for these factors but with only minor success as far as rendering the Cauchemar Sheet relatable

to the Bell Inventory was concerned. Besides these four however, two other factors were noted which were unscorable in the first two scoring schemes. These two factors were 1) Elimination or limitation of "unimportant" or less important peeves and 2) "Intensity" of peeves.

Since the reasoning used in determining what constitutes an influencing factor of a peeve is necessarily "a posteriori" (one must go back from the effect-i.e. the peeve as listed-to the cause of the peeve) the only course that could be followed would be one of observation. That is to say, the criterion for determining an influencing factor must be that of experience. If, for example, a factor has been noted as appearing to have an influence on the content of a peeve, then, at least as a preliminary, this factor should be taken into account. In the scoring systems tried out in the previous chapters, certain factors were observed which could possibly have influenced the peeve content. Very well then, it was a fairly logical resolution that was made when it was decided to look for a scoring system in which allowance would be made for all these possibly influencing factors.

Now, was there in fact such a scoring system available? Was there a scoring system which would take in

all these diverse factors into account (i.e. "Number", "Direction", "Lead" and "Direction-Split") and also would this ideal scoring system introduce a limiting mechanism which would either allow for the discard of "unimportant" peeves or negate the necessity for eliminating them? Would this same system be able to determine the "intensity" of peeves as well? These were great demands to be making of a scoring system.

It was remembered that the scoring system employed in assessing another very unwieldy testing instrument, the Thematic Apperception Test (or "T.A.T."³²) might possibly have a use here. First however, it was necessary to be certain that the system fulfilled all the strict requirements of the scoring system considered as ideal for the Cauchemar Sheet.

First, would the T.A.T. scoring scheme take cognizance of "Number"? The answer here was seen to be in the affirmative since the number of the various types of "Themes" (the constitutional element of the T.A.T.) was of prime importance in determining personality patterns. The first requirement then was satisfied.

Second, would the T.A.T. scheme take in the

³² (32) Henry A. Murray, Thematic Apperception Test, Harvard University Press, Cambridge, Mass., 1943.

concept of "Direction" which had been observed in the peeves under study? The answer was again in the affirmative since the concepts of "Need" and "Press" (the constituents of the Themas) are based essentially on direction.

Third, would the T.A.T. scoring system make any allowance for "Loading"? The answer was again affirmative. The Themas in the T.A.T. may be either simple (one "need"-one "press") or complex (one "need"-two "presses", or two "needs"-one "press" etc. in varying degrees of complexity). This fact would seem to make allowance for the phenomenon of "loading" which had been observed early in experimentation with scoring the peeves.

Fourth, would the T.A.T. system take in the concept of "Direction-Split"? Again, affirmation since "Direction-Split" is only the precision of direction itself and the concepts of "Need" and "Press" were of wide enough variety to take in any directional tendency however subtle.

The first four requirements were satisfied in the T.A.T. scoring scheme. There remained only the two "Problem Factors" that had heretofore resisted all efforts to include them in a scoring system. The first was bound up with the necessity of eliminating "chaff" peeves.

Could the T.A.T. system make some sort of allowance for this elimination? The second of course was the bugaboo factor of peeve "Intensity". Did the T.A.T. have any way of dealing with intensity?

To determine whether allowance was made in the T.A.T. for the first "Problem Factor", a knowledge of the underlying purpose of the T.A.T. is necessary.

The Thematic Apperception Test is an instrument which uses pictures to get stories. Its efficacy rests on the proposition that the individual, when confronted with an ambiguous and unstructured social situation and required to interpret this situation, is likely to reveal his own personality in the process. That is to say, by studying the needs and presses evidenced in the stories structured by the individual from the pictures, the themes of these stories may be discovered and these themes are in fact those which correspond to the true themes of the subject's personality. Now, to explain how this fact will make allowance for unimportant peaves it is necessary to know that there is a wide assortment of themes possible in the T.A.T. Each of the stories structured from each of the twenty pictures by the individual contains a number of themes. Since there may be an indefinite number of themes in each story and there are twenty stories, the total number of themes will

probably be quite large. The themes then, which are represented again and again in the subject's stories are considered to be the true themes of his personality. However, it is apparent that some themes may be mentioned only once or twice in the stories. These themes represent a facet of the subject's personality but they are usually of less importance as contributing to his personality pattern than those which appear over and over in full strength. These isolated themes are noted (i.e. listed)-they are taken into account-but their importance is recognized as only minor. In other words they are accepted as not having as much importance as the other themes which have appeared at full strength. It must not be understood here that the number of times a theme appears in a subject's record is the sole index of its importance. A very important theme may be mentioned only once or twice because of its repression by the subject. In the T.A.T. this type of theme is recognized by a qualitative analysis of the record. That is to say, if an important theme is infrequent in the record its importance will nevertheless be recognized by the manner in which it is put forward. These qualitative signs bespeak repression of the theme and it can therefore be recognized as important.

The fact that the T.A.T. was capable of

recognizing the importance of various themes in various ways seemed to be a possible solution to the problem of how to determine and signify the lesser importance of some of the peeves listed on the Cauchemar Sheet. The same process of scoring could be used on the Cauchemar Sheet as was used on the T.A.T. stories and the nature of the scoring system would make allowance, if not for the actual elimination of unimportant peeves, at least for the limitation of these peeves to their proper sphere of influence.

The last requirement remained. It has been noted time and time again throughout this work that "Intensity" had not been scored because it could not be scored without setting up a criterion scale for intensity. However, in the T.A.T. a criterion scale for intensity was, in most cases, already in use. Would it be possible then to use one of these scales in determining the intensity of the various peeves listed on the Cauchemar Sheets? If it were found to be possible then the last requirement would be fulfilled and the final problem would be solved. The simplest scale of intensity studied was that one set forth by Aron (33). Miss Aron's set of intensity standards, since they are based in part

(33) Betty Aron, A Manual for Analysis of the Thematic Aperception Test, Willis E. Berg, Berkeley, Calif., p. 25.

on the "picture pull" of the T.A.F. material, was found to be not completely applicable to the peeves listed on the Cauchemar sheet. The intensity problem then, it seemed, still remained.

At this point it was decided to take the bull by the horns as it were, since the fact of not scoring intensity had seemed to be a major cause of the inefficiency of the other scoring systems tried. It was decided to set up a tentative set of standards to score intensity. These standards were, of necessity, arbitrary, but it does not follow from this that they were useless or poorly founded. Miss Iron's standards were used insofar as they were applicable and the others were set up by going over the peeves of the one-hundred-and-fifty students of the sample and noting the differences in their presentation.

The following is a description of the scale for intensity that was thus evolved.

a) When the peeve was simply stated without any qualification or elaboration, one (1) point was to be scored for intensity. (e.g. "Guidance tests" -- ("1"))

b) When the need or press in the Peeve was elaborated upon by adjectival or adverbial emphasis, one (1) additional point was scored. (e.g. "I hate the blasted guidance tests." -- ("1" plus "1", therefore "2")).

c)When the adjectival or adverbial elaborations were very intense or when they were repeated through-out the wording of the peeve,two (2) additional points were scored. (e.g."Excessively severe rules are unbearable to me.I get so mad I can't see straight." ("1" plus "2",therefore "3"))).

d)When the expression of the peeve was repeated in the "outcome" of the peeve,one additional point was scored. (e.g.If the subject lists in his peeves "I'm afraid of lightning" and then continues to talk about his fear of it,saying finally (for example)"But I guess there will always be storms so I guess I'll keep on being afraid of it". In this case one additional point would be scored for the continuation of the peeve in the "outcome". ("1" plus "1",therefore "2")). If the peeve had stated : "I'm deathly afraid of lightning." the third standard would also apply (as above,in "c"). If the outcome also was included the score would be "1" plus "1" (adverbial qualification) plus "1" (for outcome),therefore "3".

e)A score of additional three (3) is given to those peeves which appear to be pathological. (e.g."I hate people who are always watching me while I'm asleep." or "I hate empty rooms" or "I hate to be in a closed-in space." ("1" plus "3",therefore "4"))).

f) when the Peeve was stated and then the subject proved by explanation that the peeve was objectively founded (i.e. that it was something which anyone at all would dislike) then a point was subtracted from the original score. (e.g. "I don't like the radio blaring loudly while I'm trying to study." Ordinarily this would be scored "1" (for statement of the peeve), plus "1" (for adverbial qualification), therefore "2". However, since the peeve is objectively founded the point is subtracted and the final scoring is "1".)

g) In cases where the subject, in listing his peeve, was rambling or vague and unwilling to pin it down to the word which would describe the peeve exactly, two additional points were scored. (e.g. "I hate persons who take more pride in the honesty of their fiancée for services rendered than in the honesty of students of the University. They won't let the student discuss so he can defend himself but impose their dictatorship. There's human justice!" ("1" for statement of the peeve plus "2" for rambling, therefore "3")).

The T.A.T. scoring system varies from author to author according to the purpose for which they use the test or according to the degree they agree or disagree

with Murray's theory of personality (34). There are many different methods in use today in which practically the only point of similarity is their complexity.

Attempting to adapt the T.A.T. scoring system to the Cauchemar Sheet necessitated finding the system which would be most applicable. The entire application of the T.A.T. scoring scheme to the Cauchemar Sheet depended upon the assumption that each peeve listed by a subject could conceivably be recognized as an independent Thema. That is to say, that each peeve listed contained a "Need" and a "Press". Some of the themes (or peeves thus taken) also could boast of having "Outcome" in that some of them clearly listed the subject's reaction of adjustment or non-adjustment to the situation he had listed as a peeve with him.

The hero of the thema on the Cauchemar Sheet was at all times to be taken as the Author of the Sheet. There could be no confusion of identification here for the reason that the individual was not projecting but merely listing and the peeves were indubitably his own. Whereas in the T.A.T. itself there is the problem of the identification of the hero, there is no such problem with the Cauchemar Sheet. It is always certain that the hero if the peeve-thema is the author of the Cauchemar

(34) H.A. Murray, T.A.T., Cambridge, Harvard University Press, 1943.

Sheet. This must be accepted unless one wants to admit the possibility of the Cauchemar Sheet author listing peeves that are not his own, which is surely nonsense.

The list of variables ("Needs" and "Presses") that were accepted as best combining the qualities of applicableness and least complication were those advanced by Aron (35). However certain additions were necessary to adequately assess the content of the Cauchemar Sheet and these additions were taken from the original list of variables proposed by Murray (36). Some of the needs and presses expressed in the peeve-themae were not adequately contained in the list given by Aron.

Naturally the definitions of these needs and presses are of too great length to be included here. The reader is referred to Miss Aron's book for these definitions (37).

In applying the T.A.T. scoring scheme to the Cauchemar Sheets one point must be made at the very beginning to avoid confusion.

"Need Aggression-Passive" is defined by Aron (38)

(35) Op. Cit., p. 7 ff

(36) Op. Cit.

(37) Op. Cit., p. 21 ff (38) Op. Cit., ibid.

as:

The hero exhibits his anger or dislike by turning away from things, people that are found to be objectionable. He disregards, ignores, snubs, rejects or is ungrateful to an object (or person).

"Need-Aggression-Verbal is defined by Aron as:

"The hero verbally expresses scorn, contempt or disdain. He engages in a verbal quarrel." (39)

Now, since the Cauchemar Sheet is itself a list of things and people which the subject dislikes it is apparent that if some provision were not made then the "Aggression needs" would often be attributed to the hero. His listing of a peeve is in itself a form of "Need Aggression-passive" or the language he uses in listing the peeve is a form of "Need Aggression-Verbal". There is therefore a fundamental distinction to be made here.

"Need Aggression-passive" or "Need Aggression-Verbal" would be scored in the peeve-thema only when the hero tells about his own "Need Aggression-Passive" (i.e. rejection) or "Need Aggression-Verbal" (i.e. scorn or contempt) in stating his peeve-thema. The fact that the hero rejects or scorns things or people would not be scored here since this rejection or scorn is seldom part of the thema. Rejection or scorn are scored only if they are part of the peeve-thema (i.e. only if the subject

tells about his "Need Aggression-Passive" or "Need Aggression-Verbal" in the course of listing his peeve-thema).

For example: "I don't like prefects who are too severe." Obviously the hero, as the author of the peeve-thema rejects the persons "prefects". However the hero does not reject these persons in his capacity as hero of the peeve-thema but in his capacity as author of the thema. Therefore "Need Aggression-Passive" would not be scored here.

However if the peeve were listed in the following manner: "I hate a liar. I can't stand them and I either tell them or go away from them before I get mad." Here the hero is exhibiting "Need Aggression-Passive" or "Need Aggression-Verbal" not as the author of the thema but in his capacity as the hero of the thema. He is telling about his rejection in the course of listing his peeve-thema.

If the last-mentioned thema were taken from the content of a T.A.T. story it would read: "He (the hero) hates a liar so he either tells the fellow he's a liar or goes away before he gets mad." Scoring would be: "Need Aggression-Passive" or "Need Aggression-Verbal". On the other hand, the first thema ("Prefects who are too severe") would be given in the T.A.T. story as: "The

prefects are too severe". It is plainly the author of the story who rejects the prefects because they are too severe (in his opinion). Whereas in the first example it was the hero who was rejecting, in this second one it is the author who is rejecting the prefects because of their severity.

Examples of the application of the F...I. scoring system to the Cauchemar Sheet are given in an appendix (40). The Cauchemar Sheets scored in this manner are intended merely as examples of how it could be done. This part of the study of the Cauchemar Sheet is necessarily beyond the scope of this work as set in the Introduction and is intended only as a directive for future research.

In this chapter a tentative basis for a qualitative scoring of the Cauchemar Sheet has been suggested. The system evolved has been set up rather hastily (and consequently rather unscientifically) and without the specific research that such a system would demand before it could be taken seriously. Since this chapter was intended only as a suggestion for further research the foundation of the system has not been completely exposed or vindicated. Certain fundamental facts have been

noted and some basic distinctions have been made. It remains for a further study to determine whether this suggestion has any real worth or not.

As the title indicates, this was an attempt to score the free composition "Les Cauchemars". As has been seen the entire venture was hinge upon several basic assumptions.

First:-That there was a relationship of some kind between the Bell Adjustment Inventory and "Les Cauchemars".

Second:-That this relationship could be determined accurately (by establishing a common denominator) in such a way as to give some idea of the content of "Les Cauchemars" and consequently of its value.

Third:-That the denominator used as common to the two tests should be a quantitative one in preference to a qualitative one.

With these assumptions in mind the attempted scoring of the Cauchemar Sheet was undertaken. As has been seen the results of that scoring were disappointing. If the basic assumptions listed above were accurate, and the scoring systems employed were also accurate then the conclusion could be drawn that the relationship between "Les Cauchemars" and the Bell Adjustment Inventory was very slight; that Les Cauchemars mostly studied something other than what the Inventory studied; that "Les Cauchemars" had been misused as a close complement to the Inventory.

However these conclusions cannot be drawn legitimately. In fact no positive conclusion at all can be drawn. This follows from the very nature of this research. From hypothetical premises there can proceed only hypothetical conclusions. The most that could be expected from this study (based as it was on a multiplicity of hypotheses) would be limited conclusions. These limited conclusions in themselves can only be a list of alternatives:

One:- Provided all the basic assumptions were correct then it could be concluded that the scoring systems used did not adequately assess the content of the Cauchemar Sheet (because, in fact, the scored Cauchemar Sheets showed little or no relation to their point of reference, the Bell Adjustment Inventory). This failure, in itself must admit of alternatives as to its cause: The scoring systems were failures:

a) Either because the scoring systems were quantitative when they should have been qualitative.

b) Or because one or both of the systems used were accurate as far as they went but they did not go far enough (i.e. that some note or notes that contributed to the very essence of the Cauchemar Sheet were ignored in each of these systems). However the writer must state that whatever notes seemed to have any bearing on the content of the Cauchemar Sheet were included in each of the scoring systems when it was possible to do so.

Two:- Provided that the basic assumptions are false in whole or in part admits of other alternatives:

a) If the first assumption is false (i.e. that there is in fact no relation between the Bell Inventory and "Mes Cauchemars") then the entire study has been useless, since the point of reference used as control for the experiment of scoring the Cauchemar Sheet was its hypothesized relation to the Bell Inventory.

b) If the second assumption is false (i.e. that although a relation did exist between the two tests, it was of such a volatile nature that it could not be "pinned down" by the creation of a common denominator between the tests so that they could be compared); again, if this second assumption is false then the investigation herein described was aborted, since, if comparison was impossible then no amount of attempted comparison would have any effect.

c) However, if the third assumption is false (i.e. that the quantitative denominator should not have been accepted as common in preference to a qualitative one), then this inquiry was unsuccessful because it proceeded from that basic premise.

This final alternative would appear to be the more logical one. At least it would be sensible to attempt a qualitative scoring of the Cauchemar Sheet before the other

two assumptions could be taken as false. That is to say: before the statement could be made that the first two fundamental assumptions upon which this work is hinged were false, it would be logical first to determine whether the third basic assumption were false or not. Before it could be said that there is little or no relation between the Inventory and the Cauchemar Sheet, or that this relation (provided it did exist) could not be determined by comparing the two tests reduced to a common denominator, it would first be necessary to determine whether, in the comparisons actually attempted, the fault did not lie in the use of a quantitative denominator in preference to a qualitative one.

In line with this reasoning the author presented, though not as an essential part of this thesis, a tentative qualitative scoring of the Cauchemar Sheet. As was stated in the chapter in which it was presented, the value of such a qualitative scoring could be determined only by further research.

Here then the problem rests. Succinctly stated, the only conclusion that can be drawn from this inquiry is the following.

Quantitative scoring systems appear to be useless in attempts to assess the content of "Mes Cauchemars". This statement is based on the fact that two quantitative

scoring systems proceeding from different premises and built logically step by step, have failed to give a true indication of the content of the Cauchemar Sheet in reference to the Bell Adjustment Inventory used as control. This might be due to the fact that there is actually little or no relationship between "Mes Cauchemars" and the Bell Adjustment Inventory (as the scoring systems used would seem to indicate). However, before this statement can be made with impunity it would be necessary to be certain that the lack of relation observed was not due to the fact that a qualitative scoring system should be used in preference to the quantitative. The conclusion of this research then is a direction for further research along the lines suggested in Chapter V.

Allport, G.W., The Use of Personal Documents in Psychological Science, New York, Social Science Research Council, 1947, xiv-210 p.

A comprehensive view of personal documents in general; their kinds and their value.

-----, Personality, A Psychological Interpretation, New York, Henry Holt and Co., 1937, xiv-588 p.

Used only in the discussion of the concept of personality.

Bell, Hugh L., Manual for the Adjustment Inventory, Adult Form, Calif., Stanford University Press, 4 p.

A succinct description of the various scales of the Inventory and pertinent information concerning its validity and reliability.

-----, The Theory and Practice of Personal Counselling, Calif., Stanford University Press, 1939,

p.

The work setting the foundation for the Adjustment Inventory.

Aron, Betty, A Manual for Analysis of the Thematic Apperception Test, A Method and Technique for Personality Research, Berkeley, Calif., Berkeley Public Opinion Study, 1949, xiv-163 p.

Used only tentatively in the qualitative scoring of "Les Cauchemars" because of the aptness and simplicity of the scoring scheme.

Murray, H... et al., Explorations in Personality: A Clinical and Experimental Study of 50 Men of College Age at the Harvard Psychological Clinic, (no place), Oxford, 1938, xiv-761 p.

Murray's scoring scheme, exposed in this work, was used only to score peevs which were not adequately scored by Aron's system.

APPENDIX 1

A Copy of the Free Composition "Mes Cauchemars"

Examineur

Sujet

(M) (F)

Grade scolaire

Occupation

Age

Date

MES CAUCHEMARS

INSTRUCTIONS:—Nous avons tous nos cauchemars, c'est-à-dire des choses, des événements, des personnes qui nous tapent sur les nerfs, qui nous exaspèrent, qu'on ne peut souffrir, dont on aimerait pouvoir se passer. Dans une composition, que vous ferez de la longueur qu'il vous plaira, dites-nous quels sont vos cauchemars. Ces cauchemars peuvent être n'importe quoi et n'importe qui: des personnes menteuses, le tic-tac d'un cadran, l'obligation de suivre un programme de classe, etc. Faites la liste de tous vos cauchemars en nous disant comment vous réagissez en face de chacun d'eux; les subissez-vous passivement, vous révoltez-vous en les combattant, essayez-vous simplement de les éviter ou de vous y habituer ?

(N'écrivez pas dans
la marge s.v.p.)

Continuez sur d'autres feuilles de même grandeur que celle-ci.
Écrivez sur un seul côté de vos feuilles, s v p

THE ADJUSTMENT INVENTORY

ADULT FORM

By HUGH M. BELL

Published by
STANFORD UNIVERSITY PRESS
Stanford University, California

NAME	SEX	OCCUPATION
MARRIED OR SINGLE	EDUCATION (HIGH-SCHOOL GRADUATE, ETC.)	DATE

DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer *honestly* and *thoughtfully* all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself. These questions have been carefully selected, and then given to a large number of persons. By comparing your answers with the answers of the group you will secure a more accurate notion of your own characteristics. The value of this to you will be in proportion to the care and honesty with which you answer each question.

Your answers to the questions will be treated in the strictest confidence. Therefore, feel free to give candid replies. There are no *right* or *wrong* answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?." Use the question mark *only* when you are certain that you cannot answer "Yes," or "No." There is no time limit; but work rapidly.

If you are not employed now, answer the occupational questions with reference to the last position which you held. Housewives who are not employed outside the home should omit the questions referring to working conditions.

NO.	SCORE	DESCRIPTION	REMARKS
a			
b			
c			
d			
e			

- 1a Yes No ? Does the place in which you live now in any way interfere with your obtaining the social life which you would like to enjoy?
- 2d Yes No ? Do you have ups and downs in mood without apparent cause?
- 3b Yes No ? Are you troubled occasionally by a skin disease or skin eruption such as athlete's foot, carbuncles, or boils?
- 4c Yes No ? Do you feel self-conscious when you have to ask an employer for work?
- 5e Yes No ? Do you sometimes get badly flustered and "jittery" in your present job?
- 6b Yes No ? Have you had any trouble with your heart or your kidneys or your lungs?
- 7a Yes No ? Do you feel that your present home environment allows you enough opportunity to develop your own personality?
- 8c Yes No ? Do you like to participate in festival gatherings and lively parties?
- 9e Yes No ? Do you think you made the wrong selection of your occupation?
- 10d Yes No ? Have you ever been extremely afraid of something which you knew could do you no harm?
- 11a Yes No ? Is any member of your present home very nervous?
- 12e Yes No ? Does your present work allow you time off each year for some vacation?
- 13b Yes No ? Have you ever been anemic (lacking in red blood corpuscles)?
- 14d Yes No ? Do you worry too long over humiliating experiences?
- 15c Yes No ? Do you find it difficult to start a conversation with a stranger?
- 16a Yes No ? Did you disagree with your parents about the type of occupation you should enter?
- 17c Yes No ? Does it upset you considerably to have some one ask you to speak when you have had no time to prepare your talk?
- 18d Yes No ? Does some particular useless thought keep coming into your mind to bother you?
- 19b Yes No ? Do you take cold rather easily from other people?
- 20c Yes No ? Do you think you must "play politics" to get promotion or an increase in pay in your present job?
- 21c Yes No ? Do you keep in the background on social occasions?
- 22a Yes No ? Have you had unpleasant disagreements over such matters as religion, politics, or sex with the person or persons with whom you live?
- 23d Yes No ? Do you get upset easily?
- 24b Yes No ? Do you find it necessary to watch your health carefully?
- 25a Yes No ? Has there ever been a divorce among any members of your immediate family?
- 26e Yes No ? Has your employer always treated you fairly?
- 27b Yes No ? Do you frequently come to your meals without really being hungry?
- 28d Yes No ? Are you often in a state of excitement?
- 29c Yes No ? Do you feel embarrassed if you have to ask permission to leave a group of people?
- 30e Yes No ? Do you think that you have to work too long hours on your present job?
- 31a Yes No ? Have any of the members of your present home made you unhappy by criticizing your personal appearance?
- 32c Yes No ? Do you find that you tend to have a few close friends rather than many casual acquaintances?
- 33b Yes No ? Have you had an illness from which you feel that you have not completely recovered?
- 34d Yes No ? Does criticism disturb you greatly?
- 35a Yes No ? Are you happy and contented in your present home environment?
- 36e Yes No ? Would you like to secure some other job than the one you now hold?
- 37c Yes No ? Are you often the center of favorable attention at a party?
- 38b Yes No ? Do you frequently have shooting pains in the head?
- 39d Yes No ? Are you troubled with the idea that people are watching you on the street?
- 40a Yes No ? Do you feel a lack of affection and love in your present home?
- 41c Yes No ? Do you have considerable difficulty in knowing just where you stand with your present employer?
- 42b Yes No ? Do you suffer from sinusitis or any obstruction in your breathing?
- 43d Yes No ? Are you bothered by the feeling that people are reading your thoughts?
- 44c Yes No ? Do you make friends readily?
- 45e Yes No ? Do you feel that your present employer or boss holds a personal dislike or grudge toward you?
- 46a Yes No ? Do the person or persons with whom you now live understand you and sympathize with you?
- 47d Yes No ? Do you day-dream frequently?
- 48b Yes No ? Has any illness you have had resulted in a permanent injury to your health?
- 49e Yes No ? Do you have to work on your present job with certain people whom you dislike?
- 50c Yes No ? Do you hesitate to enter a room by yourself when a group of people are sitting around talking together?
- 51a Yes No ? Do you feel that your friends have happier home environments than you?
- 52c Yes No ? Do you often hesitate to speak out in a group lest you say and do the wrong thing?
- 53b Yes No ? Do you have difficulty in getting rid of a cold?
- 54d Yes No ? Do ideas often run through your head so that you cannot sleep?

- 85a Yes No ? Does any person with whom you live now become angry at you very easily?
- 86e Yes No ? Are you getting enough pay on your present job to support those who are dependent upon you?
- 87b Yes No ? Are you troubled with too high or too low blood pressure?
- 88d Yes No ? Do you worry over possible misfortunes?
- 89c Yes No ? If you come late to a meeting would you rather stand or leave than take a front seat?
- 90e Yes No ? Is your present boss or employer an individual whom you feel you can always trust?
- 91b Yes No ? Are you subject to hay fever or asthma?
- 92a Yes No ? Are the members of your present home congenial and well-suited to each other?
- 93c Yes No ? At a reception or a tea do you seek to meet the important person present?
- 94e Yes No ? Do you feel that your employer is paying you a fair salary?
- 95d Yes No ? Are your feelings easily hurt?
- 96b Yes No ? Are you troubled much with constipation?
- 97a Yes No ? Do you dislike intensely certain people with whom you live now?
- 98c Yes No ? Are you sometimes the leader at a social affair?
- 99e Yes No ? Do you like all the people with whom you work on your present job?
- 70d Yes No ? Are you bothered by the feeling that things are not real?
- 71a Yes No ? Do you occasionally have conflicting moods of love and hate for members of your immediate family?
- 72c Yes No ? Do you feel very self-conscious in the presence of people whom you greatly admire but with whom you are not well acquainted?
- 73b Yes No ? Do you frequently experience nausea or vomiting or diarrhea?
- 74d Yes No ? Do you blush easily?
- 75a Yes No ? Have the actions of any person with whom you now live frequently caused you to feel blue and depressed?
- 76e Yes No ? Have you frequently changed jobs during the last five years?
- 77c Yes No ? Do you ever cross the street to avoid meeting somebody?
- 78b Yes No ? Are you subject to tonsillitis or other throat ailments?
- 79d Yes No ? Do you often feel self-conscious because of your personal appearance?
- 80e Yes No ? Does your present job fatigue you greatly?
- 81a Yes No ? Is the home where you live now often in a state of turmoil and dissension?
- 82d Yes No ? Do you consider yourself rather a nervous person?
- 83c Yes No ? Do you greatly enjoy social dancing?
- 84b Yes No ? Are you subject to attacks of indigestion?
- 85a Yes No ? Did either of your parents frequently find fault with your conduct when you lived with them?
- 86e Yes No ? Do you feel that you have adequate opportunities to express your own ideas in your present job?
- 87c Yes No ? Do you find it very difficult to speak in public?
- 88b Yes No ? Do you feel tired most of the time?
- 89e Yes No ? Is the pay in your present work so low that you worry lest you be unable to meet your financial obligations?
- 90d Yes No ? Are you troubled with feelings of inferiority?
- 91a Yes No ? Do the personal habits of some of the people with whom you now live irritate you?
- 92d Yes No ? Do you often feel just miserable?
- 93b Yes No ? Has it been necessary for you to have frequent medical attention?
- 94c Yes No ? Have you had a number of experiences in appearing before public gatherings?
- 95e Yes No ? Have you been able to get the promotions you desire in your present job?
- 96a Yes No ? Does any member of your present home try to dominate you?
- 97b Yes No ? Do you often feel fatigued when you get up in the morning?
- 98e Yes No ? Do any of the people with whom you work have personal habits and characteristics which irritate you?
- 99c Yes No ? When you are a guest at an important dinner do you do without something rather than ask to have it passed to you?
- 100d Yes No ? Does it frighten you to be alone in the dark?
- 101a Yes No ? Did your parents tend to supervise you too closely when you lived with them?
- 102c Yes No ? Have you found it easy to make friendly contacts with members of the opposite sex?
- 108b Yes No ? Are you considerably underweight?
- 104e Yes No ? Does your present job force you to hurry a great deal?
- 105d Yes No ? Have you ever, when you were on a high place, been afraid that you might jump off?
- 106a Yes No ? Do you find it easy to get along with the person or persons with whom you live now?
- 107c Yes No ? Do you have difficulty in starting conversation with a person to whom you have just been introduced?
- 108b Yes No ? Do you frequently have spells of dizziness?
- 109d Yes No ? Are you often sorry for the things you do?
- 110e Yes No ? Does your present employer or boss take all the credit for a piece of work which you have done yourself?

- 1 4 Yes No ? Do you have frequent disagreements with the individual or individuals where you live now concerning the way things are to be done about the house?
- 1 3 Yes No ? Do you get discouraged easily?
- 113b Yes No ? Have you had considerable illness during the last ten years?
- 14c Yes No ? Have you had experience in making plans for and directing the actions of other people such as committee chairman, leader of a group, etc?
- 11 4 Yes No ? Do you feel that you are just a cog in an inhuman machine in your present job?
- 116a Yes No ? Does any person in the place you now live frequently object to the companions and friends with whom you like to associate?
- 11 1b Yes No ? Are you subject to attacks of influenza?
- 115g Yes No ? Does your present employer or boss praise you for work which you do well?
- 111c Yes No ? Would you feel very self conscious if you had to volunteer an idea to start a discussion among a group of people?
- 1 7d Yes No ? Have you frequently been depressed because of the unkind things others have said about you?
- 1 1a Yes No ? Are any of the members of your present household very easily irritated?
- 1 1b Yes No ? Do you have many colds?
- 1 3d Yes No ? Are you easily frightened by lightning?
- 124c Yes No ? Are you troubled with shyness?
- 1 70g Yes No ? Did you enter your present job because you yourself really wanted to go into it?
- 1 60b Yes No ? Have you ever had a major surgical operation?
- 1 7a Yes No ? At home did your parents frequently object to the kind of companions you went around with?
- 1 28c Yes No ? Do you find it easy to ask others for help?
- 1 70e Yes No ? Do you get discouraged in your present work?
- 1 3 d Yes No ? Do things often go wrong for you from no fault of your own?
- 1 11a Yes No ? Would you like very much to move from the place where you now live so that you might have more personal independence?
- 1 c Yes No ? When you want something from a person with whom you are not very well acquainted, would you prefer to write a note or letter to the individual than go and ask him or her personally?
- 1 3b Yes No ? Have you ever been seriously injured in any kind of an accident?
- 144d Yes No ? Do you dread the sight of a snake?
- 1 3 e Yes No ? Do you feel that your work is supervised by too many different bosses?
- 131b Yes No ? Have you lost considerable weight recently?
- 3 Yes No ? Does the lack of money tend to make your present home life unhappy?
- 1 9nc Yes No ? Would it be difficult for you to give an oral report before a group of people?
- 1 9e Yes No ? Is your present job very monotonous?
- 1 1 f Yes No ? Are you easily moved to tears?
- 141b Yes No ? Do you frequently feel very tired toward the end of the day?
- 14 4 Yes No ? When you lived with your parents did either of them frequently criticize you unjustly?
- 144d Yes No ? Does the thought of an earthquake or a fire frighten you?
- 144c Yes No ? Do you feel embarrassed when you have to enter a public assembly by yourself after everyone else has been seated?
- 14 e Yes No ? Do you find that you have very little real interest in your present job?
- 140b Yes No ? Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 14 4 Yes No ? Is there anyone at the place where you live now who insists on your obeying him or her regardless of whether or not the request is reasonable?
- 14 Yes No ? Did you ever take the lead to enliven a dull party?
- 4 e Yes No ? Do you feel that your immediate superior or boss lacks sympathy and understanding in dealing with you as an employee?
- 1 d Yes No ? Do you often feel lonesome even when you are with people?
- 1 1a Yes No ? As a youth did you ever have a strong desire to run away from home?
- 1 1b Yes No ? Do you have many headaches?
- 1 d Yes No ? Have you ever felt that someone was hypnotizing you and making you act against your will?
- 1 4 Yes No ? Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 1 9 Yes No ? Do you sometimes feel that your employer does not show real appreciation of your attempts to do your job in a superior manner?
- 150b Yes No ? Have you ever had scarlet fever or diphtheria?
- 1 3 4 Yes No ? Do you sometimes feel that you have been a disappointment to your parents?
- 1 5c Yes No ? Do you take responsibility for introducing people at a party?
- 1 4 Yes No ? Do you experience a fear of losing your present job?
- 1 0 d Yes No ? Do you frequently have spells of the blues?

APPENDIX 3

Table III.-Distribution of the Cauchemar Sheet scores per individual according to the first scoring system (n 150).

TABLE III

Distribution of the Cauchemar Sheet scores per individual, according to the first scoring system (n 150).

Case No.	Emotional Adjustment	Peeves		
		People in General	Individual People	Thing
1	1	3	1	1
2	0	0	4	0
3	1	0	0	3
4	1	3	3	0
5	1	7	0	1
6	1	0	4	0
7	1	0	7	0
8	0	0	2	2
9	1	0	5	0
10	1	0	1	1
11	0	4	0	0
12	1	6	1	2
13	1	0	1	3
14	1	0	1	2
15	0	0	2	0
16	1	0	1	0
17	1	2	0	0
18	0	2	1	1
19	0	1	0	1
20	1	0	1	0
21	1	7	2	4
22	0	0	0	0
23	1	0	0	3
24	1	4	2	0
25	0	2	0	3
26	0	1	1	2
27	1	3	0	1
28	1	2	0	0
29	1	0	0	1
30	1	0	3	2

TABLE III(Continued)

Distribution of the Cauchemar Sheet scores per individual, according to the first scoring system (n 150).

Case No.	Emotional Adjustment	Peeves		
		People in General	Individual People	Thing
31	2	1	3	2
32	3	1	2	7
33	2	6	0	1
34	3	0	0	1
35	3	0	1	3
36	2	0	2	2
37	3	0	0	2
38	3	0	0	1
39	2	0	4	0
40	2	12	0	1
41	2	0	1	4
42	3	0	0	1
43	2	1	2	2
44	3	0	0	1
45	2	0	0	0
46	2	3	0	3
47	2	0	1	5
48	3	5	0	0
49	2	0	2	2
50	2	0	2	2
51	2	4	5	2
52	2	0	0	3
53	3	2	0	2
54	3	2	0	4
55	3	2	0	0
56	3	5	0	2
57	2	0	3	2
58	3	0	1	1
59	2	0	0	4
60	3	2	0	1

TABLE III(Continued)

Distribution of the Cauchemar Sheet scores per individual, according to the first scoring system (n 150).

Case No.	Emotional Adjustment	Peeves		
		People in General	Individual People	Thing
61	7	1	4	3
62	6	2	1	2
63	4	0	0	6
64	8	0	1	2
65	4	0	2	2
66	9	3	0	1
67	6	2	0	1
68	11	0	2	2
69	6	5	0	0
70	7	3	0	1
71	6	2	0	1
72	11	3	0	2
73	4	0	2	2
74	4	1	0	2
75	5	0	1	5
76	8	0	3	3
77	7	5	1	3
78	4	3	0	7
79	9	0	5	3
80	7	0	5	3
81	8	2	0	2
82	8	5	0	1
83	8	3	1	0
84	8	2	2	1
85	7	0	1	2
86	5	0	1	7
87	8	0	1	1
88	9	0	4	1
89	11	1	0	5
90	4	1	4	2

TABLE III(Continued)

Distribution of the Cauchemar Sheet scores per individual, according to the first scoring system (n 150).

Case No.	Emotional Adjustment	Peoves		
		People in General	Individual People	Thing
91	15	4	0	4
92	15	0	2	2
93	15	2	1	8
94	12	0	0	3
95	13	0	0	3
96	13	0	4	1
97	12	0	0	9
98	12	3	0	5
99	13	0	1	2
100	15	0	4	1
101	14	0	0	5
102	12	0	3	7
103	12	0	0	3
104	13	0	5	2
105	12	3	0	0
106	14	0	1	2
107	12	2	3	2
108	12	0	1	0
109	14	4	0	1
110	15	0	0	6
111	13	1	0	3
112	13	0	2	6
113	12	2	0	5
114	15	0	1	1
115	12	1	2	3
116	14	2	0	5
117	12	0	1	4
118	12	0	4	0
119	13	0	5	1
120	13	0	0	3

TABLE III(Continued)

Distribution of the Cauchemar Sheet scores per individual, according to the first scoring system (n 150).

Case No.	Emotional Adjustment	Peeves		
		People in General	Individual People	Thing
121	16	2	0	2
122	17	0	0	1
123	21	2	0	2
124	18	2	2	8
125	18	4	0	2
126	18	1	0	3
127	24	2	1	13
128	16	0	2	4
129	18	0	2	1
130	20	2	0	3
131	16	0	2	6
132	22	2	0	2
133	19	0	2	2
134	19	0	2	4
135	17	1	2	3
136	16	0	1	8
137	17	0	4	1
138	17	0	0	2
139	25	0	3	6
140	17	0	2	2
141	18	1	0	5
142	25	2	1	2
143	23	2	5	3
144	20	0	0	4
145	20	3	6	1
146	18	1	0	1
147	23	0	1	6
148	21	7	1	4
149	21	2	0	2
150	20	2	0	6

APPENDIX 4

Table IV.-Distribution of the Cauchemar Sheet scores per individual according to the second scoring system (n 150).

TABLE IV

Distribution of the Cauchemar Sheet scores per individual, according to the second scoring system (n 150).

Case No.	Peeves					Case No.	Peeves				
	Ho.	He.	So.	Em.	Oc.		Ho.	He.	So.	Em.	Oc.
1	0	0	1	0	2	31	0	1	2	5	0
2	0	0	1	2	2	32	0	1	0	3	4
3	0	0	0	1	1	33	0	0	2	4	3
4	0	0	3	3	0	34	0	0	0	1	0
5	0	0	3	3	1	35	1	0	0	1	2
6	0	0	0	0	2	36	1	0	1	3	1
7	0	0	0	2	2	37	0	0	1	2	0
8	0	1	0	1	0	38	0	0	0	1	0
9	0	0	0	2	0	39	2	0	0	2	0
10	0	0	1	1	1	40	0	0	6	9	3
11	0	0	2	2	1	41	0	0	0	4	1
12	0	0	5	7	2	42	0	0	0	0	1
13	0	0	1	1	2	43	0	0	0	4	1
14	1	1	0	2	0	44	0	0	0	1	0
15	0	0	0	0	1	45	0	0	0	0	0
16	1	0	0	0	0	46	0	0	3	2	1
17	0	0	2	2	0	47	0	0	0	2	5
18	0	0	1	2	1	48	0	0	5	5	0
19	0	0	1	2	0	49	0	0	2	2	0
20	0	0	0	1	0	50	0	0	0	1	2
21	0	0	9	7	1	51	0	0	6	8	1
22	0	0	0	0	0	52	0	0	1	1	4
23	0	0	0	2	3	53	0	0	3	3	1
24	0	0	4	4	0	54	0	0	3	4	1
25	0	0	3	4	2	55	0	0	1	1	0
26	0	0	2	3	0	56	0	0	1	3	2
27	0	0	1	3	0	57	0	0	1	2	1
28	0	0	2	2	0	58	0	0	0	1	1
29	0	0	1	1	0	59	0	0	0	3	2
30	0	0	2	5	1	60	0	0	2	2	1

TABLE IV (Continued)

Distribution of the Cauchemar Sheet scores per individual, according to the second scoring system (n 150).

Case No.	Peeves					Case No.	Peeves				
	No.	He.	So.	Em.	Oc.		No.	He.	So.	Em.	Oc.
61	1	0	1	3	4	91	0	0	4	6	1
62	0	0	2	4	0	92	0	0	3	3	0
63	0	0	3	5	3	93	0	0	4	6	5
64	0	0	0	2	3	94	0	0	0	0	2
65	1	0	0	2	1	95	1	0	0	3	0
66	0	0	2	3	1	96	0	0	1	1	2
67	0	0	1	2	1	97	0	0	1	1	6
68	1	0	0	2	1	98	0	0	1	1	4
69	0	0	1	4	1	99	0	1	1	1	1
70	0	0	3	4	0	100	0	0	2	3	0
71	0	0	2	3	0	101	0	0	1	2	2
72	0	0	1	3	1	102	1	0	1	4	4
73	0	0	1	2	1	103	0	0	2	2	0
74	0	0	1	3	0	104	1	0	0	2	1
75	0	0	0	1	3	105	0	0	2	2	0
76	0	0	2	3	1	106	0	0	0	2	1
77	0	0	1	4	2	107	0	1	1	3	1
78	2	0	4	5	3	108	0	0	1	1	0
79	0	0	2	4	2	109	0	0	2	3	0
80	0	0	2	2	3	110	0	0	2	3	1
81	0	0	3	3	0	111	0	1	1	3	1
82	0	0	3	4	2	112	0	0	0	3	6
83	0	0	3	3	0	113	0	0	0	3	4
84	0	0	2	3	1	114	0	0	2	2	0
85	0	0	3	3	0	115	0	0	1	3	1
86	0	0	4	4	1	116	0	0	3	6	0
87	0	0	1	2	0	117	0	0	2	5	0
88	0	1	2	3	0	118	0	0	0	1	1
89	1	0	4	5	0	119	2	0	1	3	0
90	0	0	2	4	2	120	0	0	0	0	2

TABLE IV (Continued)

Distribution of the Cauchemar Sheet scores per individual, according to the second scoring system (n 150).

Case No.	Peeves					Case No.	Peeves				
	No.	He.	So.	Em.	Oc.		No.	He.	So.	Em.	Oc.
121	0	0	3	4	0	136	0	0	1	2	5
122	0	0	0	1	0	137	0	0	2	5	1
123	0	0	2	2	1	138	0	0	2	1	0
124	0	0	1	7	4	139	0	0	4	6	4
125	0	0	4	5	2	140	0	0	1	2	0
126	0	0	2	2	1	141	0	0	1	4	0
127	0	0	8	13	2	142	2	0	0	4	2
128	1	0	1	4	3	143	0	0	4	6	3
129	0	0	0	2	2	144	0	0	1	2	3
130	0	0	1	3	2	145	0	0	1	4	5
131	0	0	3	4	2	146	0	0	2	2	0
132	0	0	3	3	1	147	0	0	4	7	0
133	0	0	2	3	1	148	0	0	7	10	0
134	0	0	1	3	3	149	0	0	2	4	0
135	0	0	3	4	1	150	0	0	2	4	4

APPENDIX 5

Figure 4.-People peeves divided according to "Direction-Split" vs. Emotional Adjustment on the Bell Adjustment Inventory (n 150).

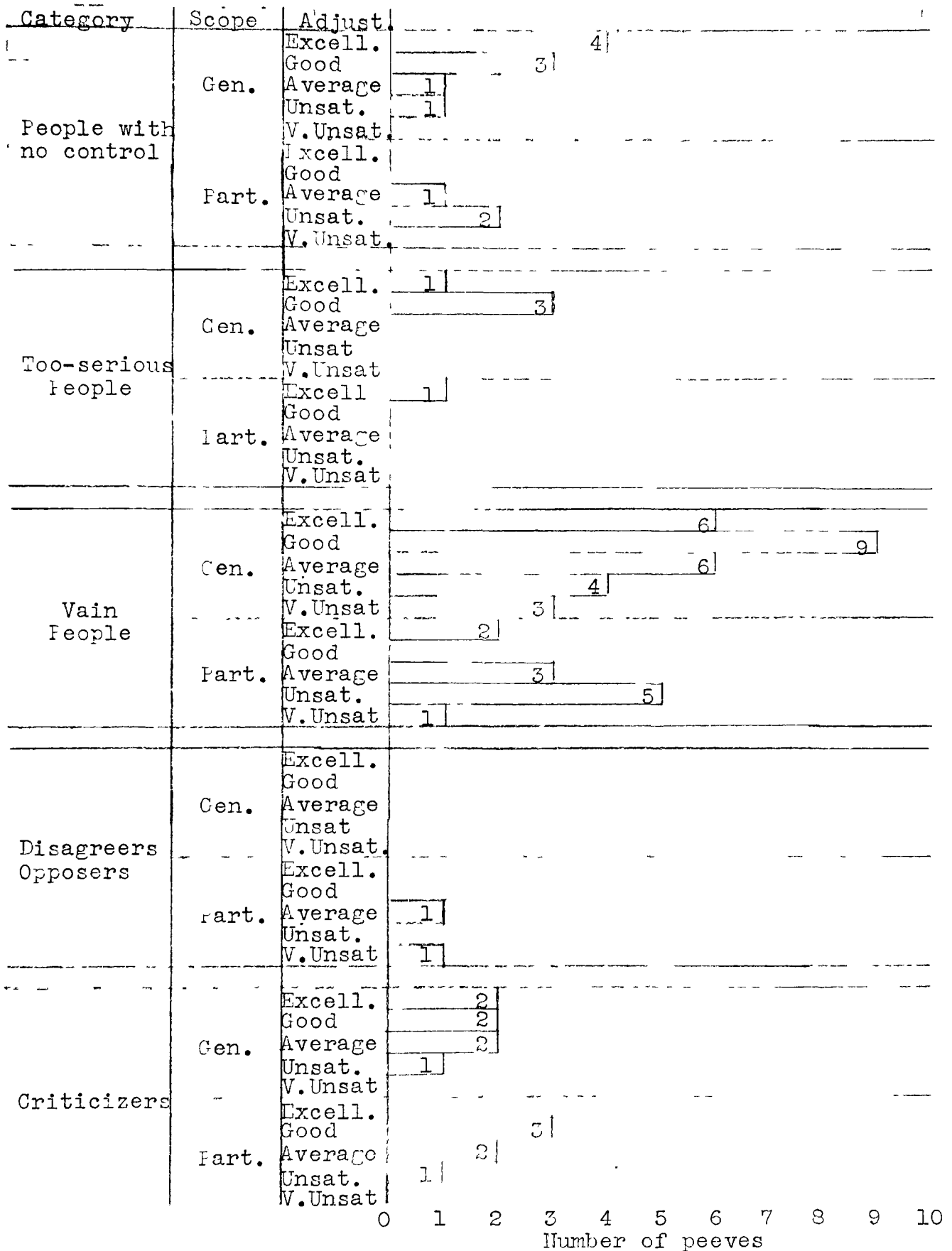


Figure 4.- People peeves divided according to "Direction-Split" vs Emotional Adjustment on the Bell Adjustment Inventory (n 150).

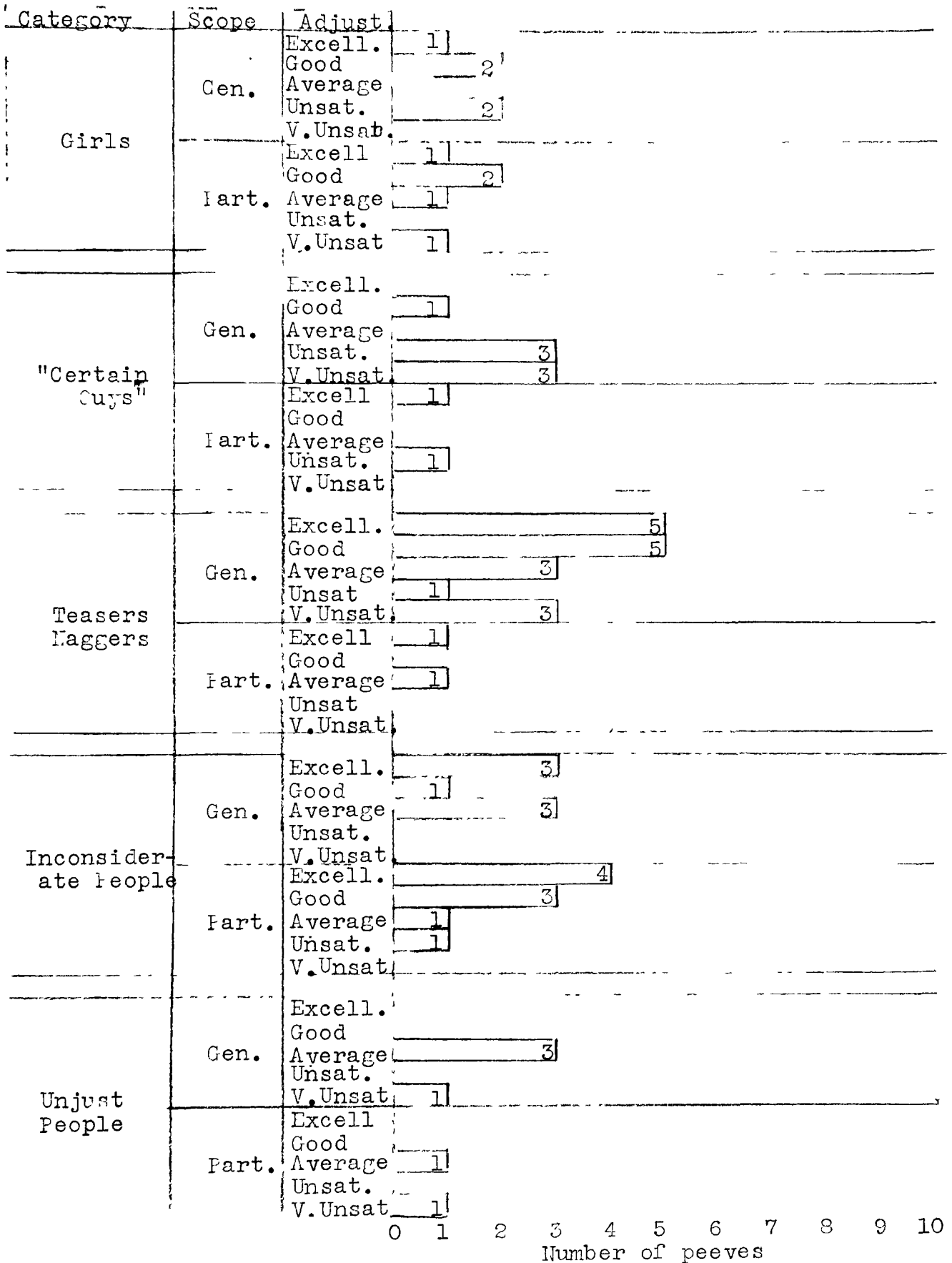


Figure 4.- People peeves divided according to "Direction-Split" vs. Emotional Adjustment on the Bell Adjustment Inventory (n 150). (Continued)

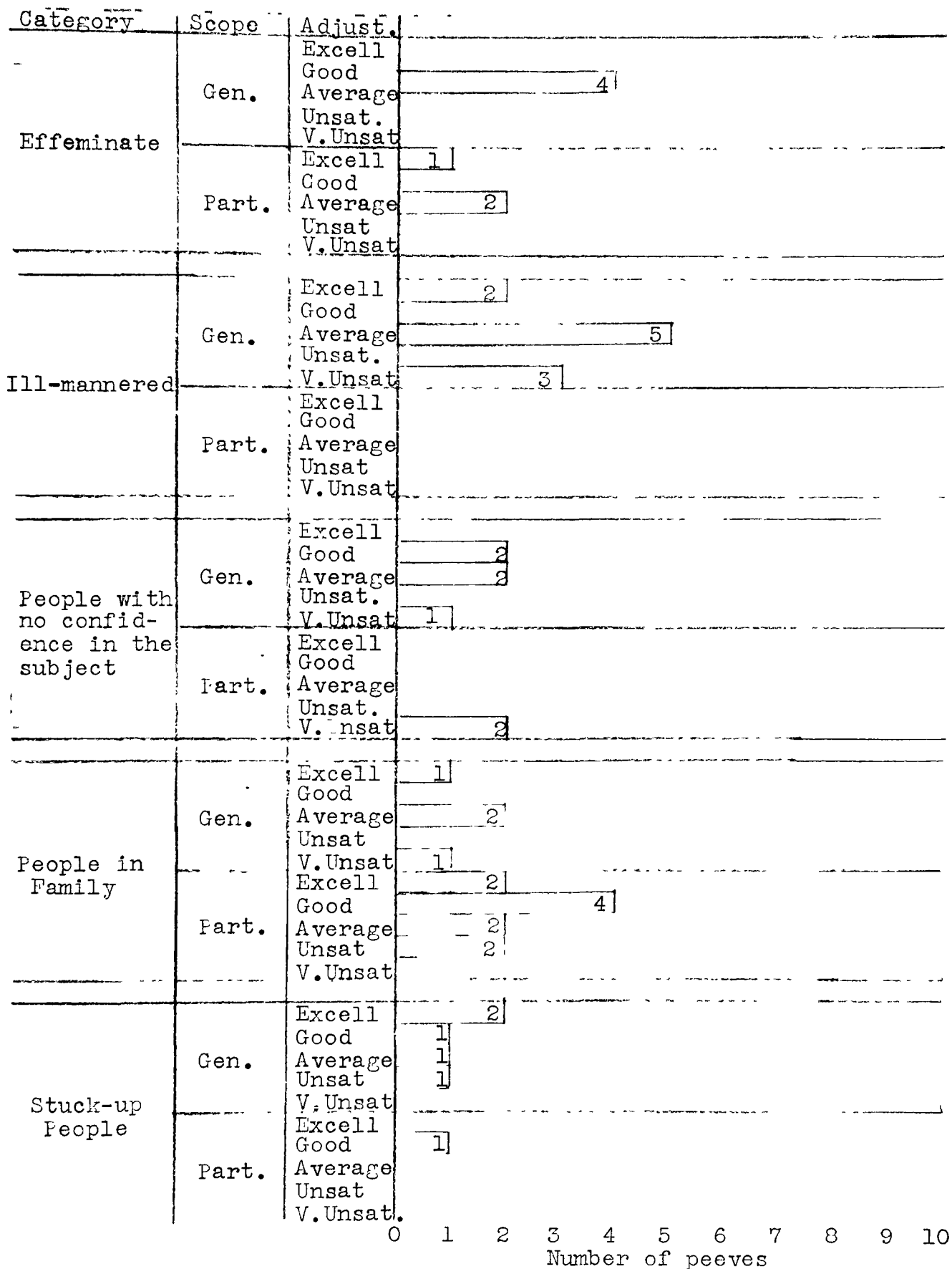


Figure 4.- People peeves divided according to "Direction-Split" vs. Emotional Adjustment on the Bell Adjustment Inventory (n 150). (Continued)

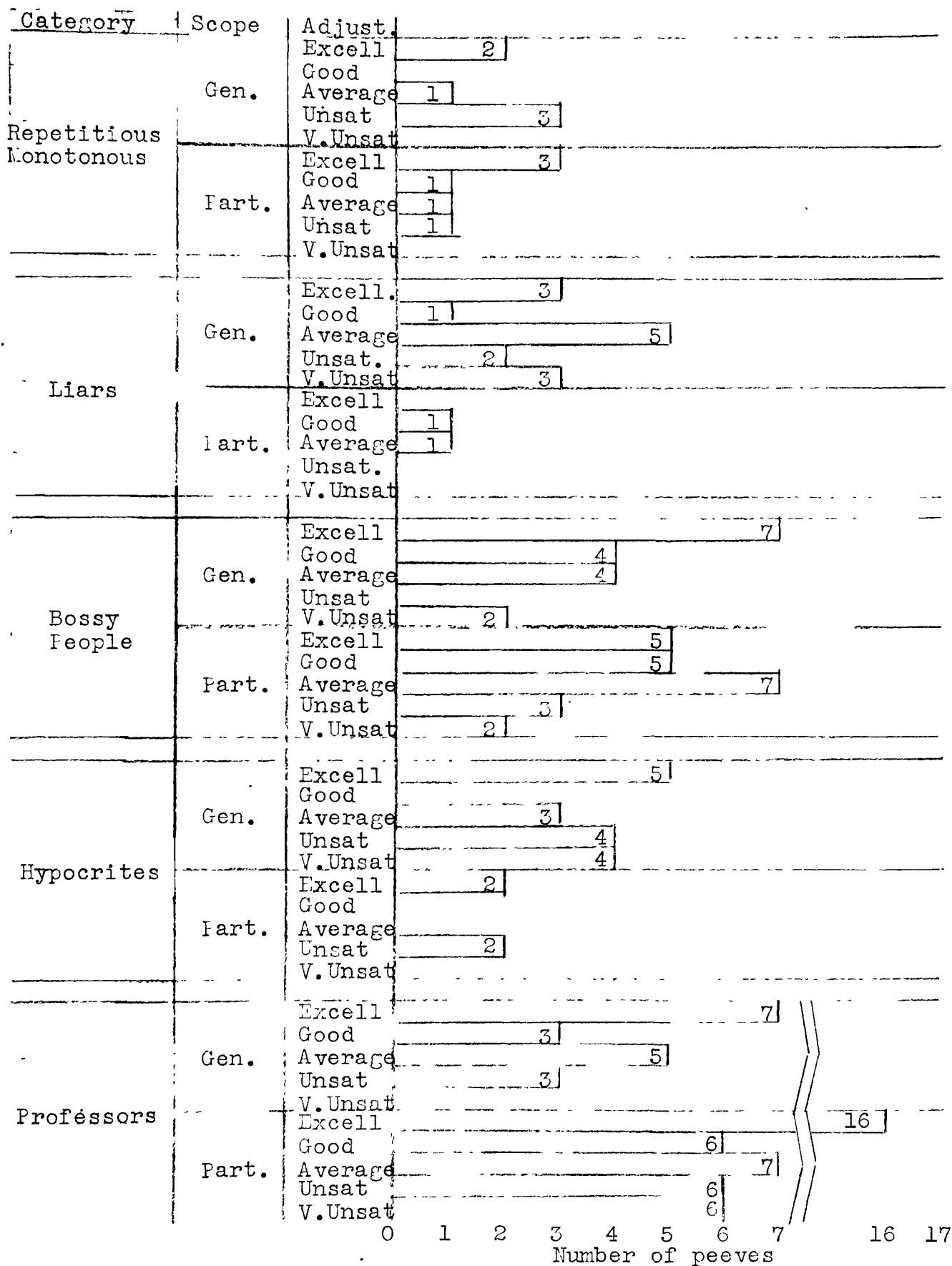


Figure 4.- People peevs divided according to "Direction-Split" vs Emotional Adjustment on the Bell Adjustment Inventory (n 150). (Continued)

APPENDIX 6

Figure 5.-Thing peeves divided according to
"Direction-Split" vs. Emotional Adjustment on the Bell
Adjustment Inventory (n 150).

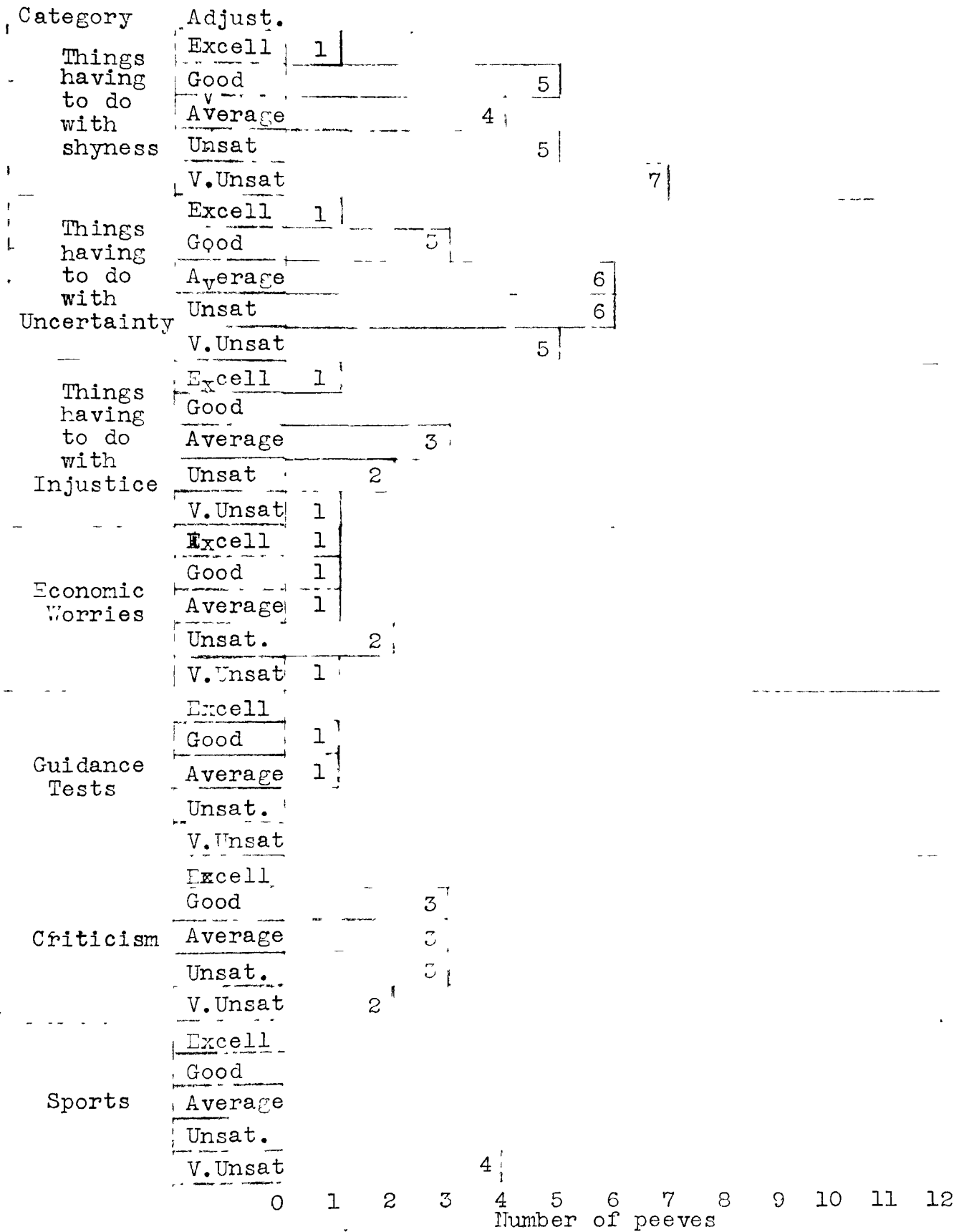


Figure 5.-Thing peevs divided according to "Direction-Split" vs. Emotional Adjustment on the Bell Adjustment Inventory (n 150).

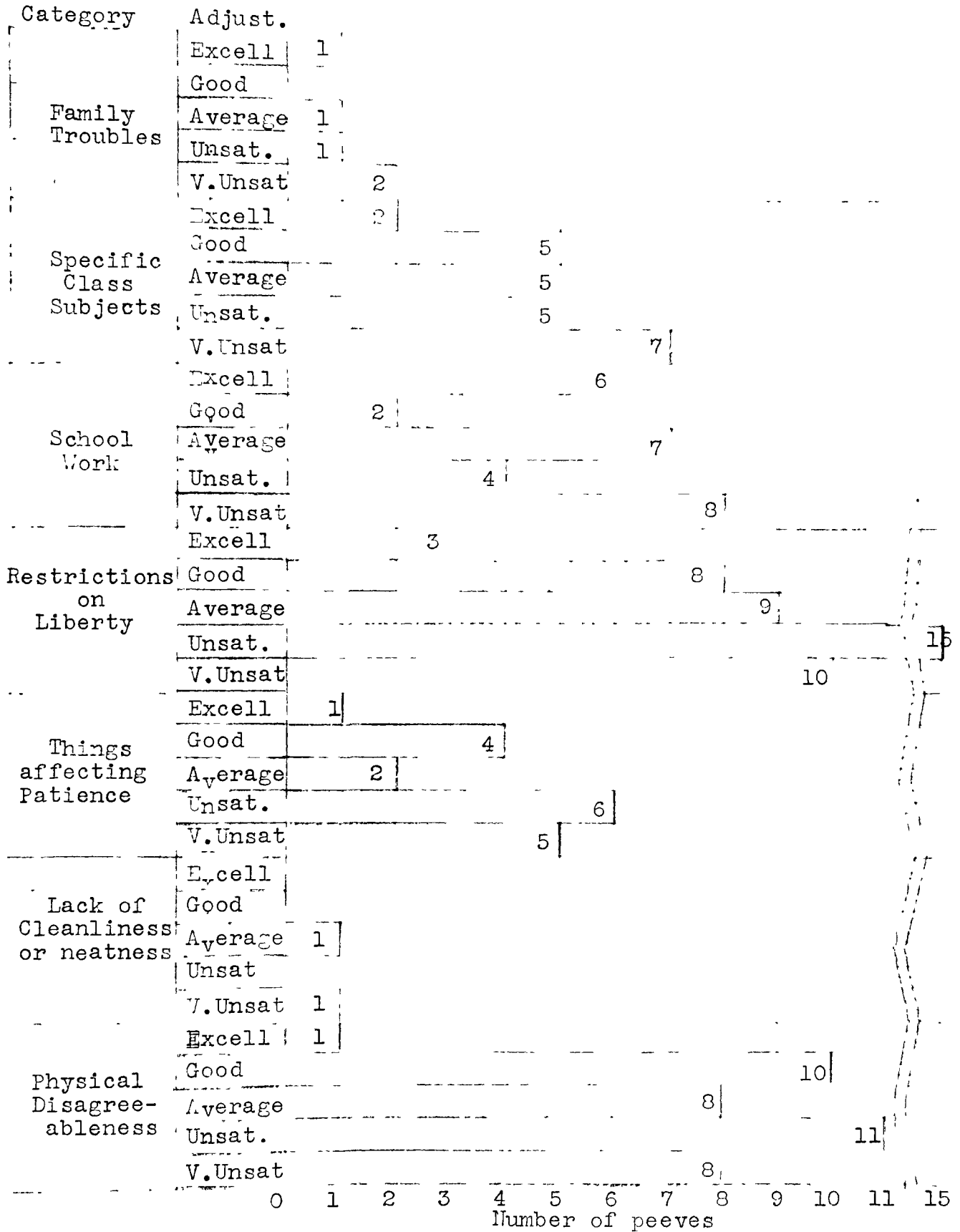


Figure 5.-Thing peevish divided according to "Direction-Split" vs. Emotional Adjustment on the Bell Adjustment Inventory (n 150). (Continued)

APPENDIX 7

A sample of the T.A.T. scoring on "les
Cauchemars".

ABSTRACT OF

An Attempted Scoring of the Free Composition

"Mes Cauchemars" (1)

In an attempt to determine the value and usefulness of the free composition "Mes Cauchemars", it was taken as fundamental that the only use to which it had been put was as a complement to the Bell Adjustment Inventory. The Bell Adjustment Inventory was then used as a point of reference or control and two quantitative scoring systems were tried on "Mes Cauchemars".

For the experiment the "Mes Cauchemars" composition of 150 students of the University of Ottawa were compared with the Bell Adjustment Inventory scores of the same students. The total of the students was made up of 141 third and fourth year high school students and of 9 students at the first year college level. Of the total 122 were French-speaking and 28 were English speaking students.

The first scoring system was established fundamentally upon the number of peeves or pet aversions that

(1) M.A. Thesis presented by Joseph M. McCarthy, in 1952, to the Faculty of Arts of the University of Ottawa. 127 pages.

were listed in the free composition "Mes Cauchemars". The system was built up step-by-step by the addition of other scorable variables.

The second scoring system was based fundamentally on the type of peeve or pet aversion listed on the Cauchemar Sheet, as well as the number. This system also was built up gradually by the addition of other scorable variables as they became apparent.

The poor correlations found between "Mes Cauchemars" (scored by these systems) and the scores of the Bell Adjustment Inventory showed that the systems were, very probably, inadequate to assess the full content of "Mes Cauchemars". The highest coefficient of correlation found between the Inventory and the Cauchemar Sheet scored by the first system was $r .38$ (F. 24.67, P. 1%). The highest coefficient of correlation found between the Inventory and the Cauchemar Sheet scored by the second system was $r .33$ (F. 18.36, P. 1%).

Numerous alternate conclusions were made and discussed and it was allowed that a qualitative scoring system should first be attempted before the impossibility of scoring "Mes Cauchemars" should be admitted.

In line with this conclusion a qualitative scoring was attempted, using the T.A.T. scoring system as a guide in this scoring.

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