

Part Three: Measuring Your Progress

STUDY-HABITS INVENTORY

Directions: The following is a list of statements of situations, habits, and conditions which affect the use of study time and consequent success in school work and study. You are asked to state your habits with regard to these items, not in accordance with what you think you should or should not do, or what you see others do, but in accordance with what you, yourself, are in the habit of doing. Please answer all questions.

After each statement you will find three columns. Place a check mark in the column which you feel most nearly describes the truth of the statement in your own case now. If the statement is rarely or never true in your own case, make a check mark in Column 1; if the statement is sometimes true, make a check mark in Column 2; if the statement is often or always true, make a check mark in Column 3.

A. Reading and Note-taking Techniques

	1 Rarely or Never	2 Some- times	3 Often or Always	Score	Refer- ence Pages
1. I have to re-read material several times—the words don't have much meaning the first time I go over them.....				-----	12 (II: C, D, E); 29 (VIII: D)
2. I have trouble picking out the important points in material read or studied; tend to take down material which turns out to be unimportant.....				-----	12 (II: C) 15 (III)
3. I go back and recite to myself the material studied—rechecking any points I find doubtful.....				-----	15 (III)
4. I pronounce the words to myself as I read.....				-----	10 (II: B)
5. I miss important points in the lecture while copying down notes on something which has gone before.....				-----	21 (VI: A)
B. Habits of Concentration					
6. I find it hard to keep my mind on what I am studying—don't know what I have been reading about when I get through.....				-----	19 (V: A, B, C) 15 (VIII)

	1 Rarely or Never	2 Some- times	3 Often or Always	Score	Refer- ence Pages
7. I have a tendency to "day-dream" when trying to study.....				-----	19 (V: A, B, C) 15 (III)
8. It takes me some time to get settled and "warmed up" to the task of study....				-----	19 (V: A, B, C) 15 (III)
9. I have to wait for "the mood to strike me," or for "an inspiration" before starting a task; I am likely to waste time.....				-----	19 (V: A, B, C) 15 (III)

C. Distribution of Time and Social Relationships in Study

10. My study periods are often too short for me to get "warmed up" and concentrated.....				-----	8 (I: B) 19 (V: A, B)
11. My time is unwisely distributed; I spend too much time on some things and not enough on others.....				-----	5 (I: A, B)
12. My periods of study are interrupted by outside interference such as telephone calls, visitors, and distracting noises...				-----	19 (V: A, B, C)
13. I find it hard to force myself to finish work by a certain time, under pressure; work is unfinished, inferior, or not in on time.....				-----	8 (I: B, C) 20 (V: B)
14. I study with others rather than by myself.....				-----	20 (V: B) 23 (VII: B, C)
15. My enjoyment of loafing, "bull-sessions," or "chewing the fat," interferes with my study.....				-----	5 (I: A, B, C) 28 (VIII: B, C)
16. I spend too much time reading fiction, going to shows, etc., for the good of my school work.....				-----	5 (I: A, B, C) 28 (VIII: B, C)
17. Too much social life interferes with my school success—dances, dates, and trips.....				-----	8 (I: B, C) 28 (VIII: B, C)

D. General Habits and Attitudes of Work

18. I get "fussed" and nervous on exams—blow up and can't do myself justice or tell what I know.....				-----	23 (VII: A, B, C, D)
19. I plan out in my mind the answer to a subjective or essay-type examination question before starting to write the answer.....				-----	25 (VII: C)

	1 Rarely or Never	2 Some- times	3 Often or Always	Score	Refer- ence Pages
20. I finish my examination papers and turn them in before time is called on the examination				-----	25 (VII: C, D)
21. I try to get each point as I go over it, rather than to go on at the time and then go back later to clear up doubtful points				-----	25 (VII: C, D)
22. I try to carry over and relate material learned in one course to that learned in others				-----	15 (II: G)
23. I try to summarize, classify, and systematize the facts learned, associating them with previously learned material and facts				-----	15 (II: G) 15 (III) 21 (VI: A, B) 18 (IV: C, D)
24. I am conscious that I have been out of school too long, or took basic subjects too long ago.....				-----	28 (VIII: B, C, D) 14 (II: D)
25. I try to do some "over-learning," working beyond the point of immediate memory or recall.....				-----	15 (III) 19, 23 (IV: H + VII: B)
26. I find myself too tired, sleepy, and listless to study efficiently.....				-----	27 (VIII: A, C) 8 (I: B)
27. I have to study where I can smoke—must "go out and have a smoke" when working at the library, etc.....				-----	8 (I: B) 20 (V: B)
28. Dislike of certain courses and professors interferes with my school success				-----	28 (VIII: C)

SCORING KEY STUDY-HABITS INVENTORY

Each inventory item has three possible score values, one for each of the three possible answers. For instance, "if you have to re-read material several times" *sometimes*, you would give yourself a score value of -3 on the item 1. This should be written in the appropriate space in the column labeled *Score* on your Inventory.

The authors recognize that the somewhat unusual balance of scores between columns 2 and 3 may puzzle a reader unaccustomed to experimental results. Actual investigation has shown, however, that this is the way in which these items discriminate between high and low scholarship students.

Item	Column		
	1	2	3
1.	6	-3	-7
*2.	9	-7	0
3.	-4	4	8
*4.	6	0	-7
5.	10	-9	0
6.	8	-5	-7

Item	Column		
	1	2	3
*7.	5	-2	-5
8.	5	-1	-5
*9.	5	-3	-2
*10.	5	-3	-6
*11.	6	5	-11
*12.	9	0	-5
*13.	8	-5	-8
*14.	5	-4	0
15.	5	-3	0
*16.	9	-7	-8
17.	5	-3	-5
*18.	8	-10	-6
19.	-13	0	7

Item	Column		
	1	2	3
*20.	6	-2	-6
21.	-4	-2	4
22.	-5	1	0
23.	-6	0	3
24.	5	-7	0
25.	-4	0	8
26.	6	-5	0
27.	7	-5	-7
28.	7	-6	-3

* Items that, from the Minnesota study, were found to have significance for women as well as men. See *Manual for Study-Habits Inventory*, p. 4.

APPENDIX A

Revised Willoughby Questionnaire For Self- Administration

Instructions: The questions in this schedule are intended to indicate various emotional personality traits. It is not a test in any sense because there are no right and wrong answers to any of the questions.

After each question you will find a row of numbers whose meaning is given below. All you have to do is draw a ring around the number that describes you best.

0 means "No," "never," "not at all," etc.

1 means "Somewhat," "sometimes," "a little," etc.

2 means "About as often as not," "An average amount," etc.

3 means "Usually," "a good deal," "rather often," etc.

4 means "Practically always," "entirely," etc.

1. Do you get anxious if you have to speak or perform in any way in front of a group of strangers? 0 1 2 3 4
2. Do you worry if you make a fool of yourself, or feel you have been made to look foolish? 0 1 2 3 4
3. Are you afraid of falling when you are in a high place? 0 1 2 3 4
4. Are you easily hurt by what other people do or say to you? 0 1 2 3 4
5. Do you keep in the background on social occasions? 0 1 2 3 4
6. Do you have changes of mood that you cannot explain? 0 1 2 3 4
7. Do you feel uncomfortable when you meet new people? 0 1 2 3 4
8. Do you daydream frequently? 0 1 2 3 4
9. Do you get discouraged easily, e.g., by failure or criticism? 0 1 2 3 4
10. Do you say things in haste and then regret them? 0 1 2 3 4
11. Are you ever disturbed by the mere presence of other people? 0 1 2 3 4
12. Do you cry easily? 0 1 2 3 4
13. Does it bother you to have people watch you work even when you do it well? 0 1 2 3 4
14. Does criticism hurt you badly? 0 1 2 3 4
15. Do you cross the street to avoid meeting someone? 0 1 2 3 4

16. At a reception would you go out of your way to avoid meeting the important person present? 0 1 2 3 4
17. Do you often feel just miserable? 0 1 2 3 4
18. Do you hesitate to volunteer in a discussion or debate with a group of people whom you know more or less? 0 1 2 3 4
19. Do you have a sense of isolation, either when alone or among people? 0 1 2 3 4
20. Are you self-conscious before "superiors" (teachers, employers, authorities, etc.)? 0 1 2 3 4
21. Do you lack confidence in your general ability to do things and to cope with situations? 0 1 2 3 4
22. Are you self-conscious about your appearance even when you are well-dressed and groomed? 0 1 2 3 4
23. Are you scared at the sight of blood, injuries, and destruction even though there is no danger to you? 0 1 2 3 4
24. Do you feel that other people are better than you? 0 1 2 3 4
25. Is it hard for you to make up your mind? 0 1 2 3 4

How to Use the Willoughby Test

Test yourself at the start of the SPC program, then periodically re-test yourself to determine how you are progressing. Your score is determined simply by adding up your total number of points. Maximum possible is 100. Minimum possible is 0. A score of 20 or less is considered good. The lower the score the better. *However, you must be completely honest when answering.*

How to Use Percentile Table

The following percentile table tells you what percentage of people scored better than you did. For example, if you scored 20 on the test, only 23% scored better. If, on the other hand, you scored 60, then 94% scored better.

Willoughby Questionnaire Percentiles

Raw Score	Percentile	Raw Score	Percentile
1	1.0	36	63.0
2	2.0	37	65.0
3	3.5	38	68.0
4	4.0	39	70.0
5	4.5	40	72.0
6	5.0	41	73.0
7	6.0	42	75.0
8	7.0	43	77.0
9	8.0	44	78.0
10	9.0	45	81.0
11	10.0	46	82.0
12	12.0	47	82.5
13	13.0	48	83.0
14	15.0	49	85.0
15	16.0	50	86.0
16	17.0	51	87.0
17	19.0	52	87.5
18	20.0	53	88.0
19	22.0	54	89.0
20	23.0	55	90.0
21	25.0	56	91.5
22	27.0	57	92.0
23	30.0	58	92.5
24	34.0	59	93.0
25	36.0	60	94.0
26	38.0	61	95.0
27	40.0	62	96.0
28	41.0	63	96.3
29	45.0	64	96.6
30	50.0	65	97.0
31	52.0	66	97.5
32	53.0	67	98.0
33	57.0	68	98.5
34	60.0	69	99.4
35	62.0	70	99.5