

THE GROUP PROCESS AS A METHOD FOR TEACHING YOUNG  
ADOLESCENT GIRLS IN A CHURCH SCHOOL SETTING

By

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## CHAPTER 1

### THE PROBLEM AND ITS IMPORTANCE

#### Introduction

The very nature of our times makes it imperative that people learn skills in getting along with one another. The individual who does not understand the feelings which arise within himself and cannot accept the behavior of those with whom he must work and live, may find himself frustrated, fearful, or hostile, sometimes to the point that he may be unable to function sufficiently to solve his ever present problems. Man needs to develop skill for the interactive process based on scientific evidence that either supports or negates change through group activity as a stage setting for learning how to live.

The problem for consideration in this limited research is the probability of the use of group process for teaching human relations. Specifically the question which the writer is testing is: Can personal and social adjustment be improved in young adolescent girls by use of the group process as a method in church school teaching?

The aim of Christian education is to form and maintain an integrated and organized individual. Change toward social and self-adjustment therefore becomes a goal toward which the church school teacher constantly strives. Various teaching methods have been used in the church school, however, there is not available evidence that indicates the group process

has been used as a technique for teaching human relations. This method has been tested and found effective in other areas, such as counseling, learning in the classroom, and as a means of mental therapy in cases where relearning was necessary. Since church school teaching is widespread and exerts its influence upon a large number of people, it would be of value to those who plan the church school curriculum as well as those who staff church schools to realize the consequences of the group method for effective teaching of human relations.

The effectiveness of the group process as a method of improving the social and personal adjustment in an individual of the church school has not been tested; therefore, it seems imperative that this investigation be made in this environment.

#### Definition of Terms

The following terms are defined as they are used in this study.

Personal and social adjustment, in this study refers to the ability of an individual to resolve the conflict which exists between his desire to remain self-centered and the desire to be accepted by others.

Driver (11) describes personal growth, as growth away from egocentricity to altruism. Personal adjustment is assumed to be based on feelings of personal security and social adjustment on feelings of social security (1).

Group, in this study is defined by Cartwright (7) who stated:

A small group is any number of persons engaged in interaction with one another in a single face-to-face meeting or a series of such meetings in which each member receives some impression or perception of each other member distinct enough so that he can either at the time or in later questioning, give some reaction to each of the others as an individual person, even though it be only to recall that the other was present. (p.30).

Group process means in this study the reaction of each member to the remaining members of the group as a result of interaction.



Interaction within a group radiates a power which causes each participating member of the group to feel or to become emotionally involved. The energy which accumulates within the group and is radiated to each individual present is what in this investigation will be referred to as group process.

Young adolescent girls, in this study, refers to girls who are thirteen, fourteen and fifteen years of age.

Within this investigation reference will be made to the teaching as experience in human relations. Bradford, Gibb, and Lippitt (3) explain that human relations occur when two or more people interact.

#### Basic Assumptions

This investigation is based on the assumptions that (1) the equilibrium maintained between personal and social adjustment depends upon the group experiences of the individual and (2) that group experiences are necessary to help bring about change within the individual.

#### The Equilibrium Maintained Between Personal and Social Adjustment

Kurt Lewin (25) proposed a useful way of forming a conception of this process in order that we may understand the process of change. He suggests that we view any given level of behavior as an equilibrium between opposing forces, some of which oppose change and some favoring change.

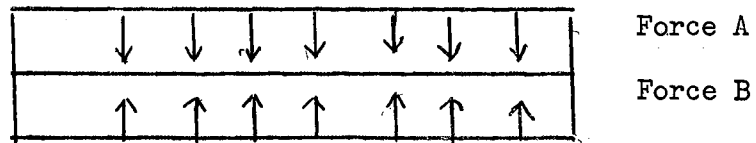
The desire one has to remain self-centered is illustrated as force A. This driving force will have some effect throughout his attitudes, goals, and behavior, all of which will be directed toward satisfying

his own means.

On the other side of the personality is a strong restraining force, B, the desire to be accepted by others. The satisfactions of approval for consideration of others at the expense of one's own selfish interests stimulates one to increase the use of this restraining behavior.

TABLE 1

ILLUSTRATION SHOWING HOW TWO FORCES  
OPERATE WITHIN AN INDIVIDUAL



When this force field analysis is employed in explaining the behavior of an individual, the result is likely to be a better understanding of what the factors are and a start may be made to determine which may be more easily influenced, the desire to be self-centered or the satisfaction of approval from others.

Lewin (25) further explained that there are two ways by which change may take place; (1) either by increasing driving forces, or (2) by decreasing restraining forces. Generally it is preferable that restraining forces be decreased, since tension is increased when behavior is altered by applying additional driving forces.

#### Group Experiences are Necessary

In dealing with cases in which attitudes and behavior has become an established pattern within an individual, there must be a definite

experience to jar the individual before he becomes susceptible to change. Lewin (25) believes that this is most effectively done within a group.

Group experiences are necessary to help bring about necessary change because it is through the group that the individual is able to get a realistic perspective of himself in relation to others.

Slavson (30) considers the reaction of the individual to the group as an indication of his health, and the pressure of the group upon him as a force in molding personality.

Dinits (10) related the state of an individual's mental health to the realistic manner in which he viewed himself and others.

"Mental illness is associated with the discrepancies between the patient's (1) image of himself and his ideal, (2) a wide discrepancy between himself and other's definition of him, and (3) of his perception of other's definition of themselves."

#### Purpose of Study

A study to evaluate the personality change within girls of intermediate age has not been attempted within the church school. Since there is evidenced need for such, the following purposes are stated for this study:

1. To ascertain if group experience in human relations helps a subject gain new perspective and important insights which help her to understand her feelings. (Personal Adjustment).
2. To ascertain if attitudes toward family, peer group, teacher and other adults may be changed through the group process. (Social Adjustment).
3. To ascertain if subjects grow in sensitivity toward others in the immediate community as well as those in the world community.

Briefly, the purposes of this study are to measure the social skills of each girl by learning (1) what others like or do not like, (2) to want to do for others what she wants done for herself, and (3) to improve her sensitivity to the feelings of others.

### Hypothesis

The hypothesis to be tested in this investigation is that learning by group interaction in a church school setting will bring about personal and social adjustment within the lives of young adolescent girls.

### Personal Needs for Investigator

A personal need to develop skill in group techniques was always foremost in this investigator's goals. This was a pilot study to give the investigator opportunity to organize material, perfect techniques, understand general needs of young adolescent girls and to detect individual problems through tests and observation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Research related to personal and social adjustment and the importance of role playing and group discussion as techniques of bringing about personal and social adjustment is presented in this chapter.

#### Human Characteristics Which Make Change Through Group Process Possible

Festinger (13) makes the following hypothesis in regard to social comparison processes:

(a) there exists in the human organism a drive to evaluate his opinions and abilities, (b) to the extent that objective, non-social means are available, people evaluate their opinions and abilities by comparing respectively with opinions and abilities of others, (c) having close evaluations of opinions and abilities tend to strengthen and stabilize evaluations.

Jersild (20) supports this hypothesis in regard to adolescents when he states:

Approval and acceptance by the group become strong forces as a child reaches adolescence.---The group to which he belongs will influence his speech, his notions of what is fair and unfair, what he thinks he should wear and what he should do with his leisure time.---

There are few things an adolescent prizes more than to be accepted by his peers, and few misfortunes are more poignant than to be rejected by those whose friendship he desires. (p. 209).

Thelen (36) points out characteristics of groups when he says:

In all groups there is a common and universal dynamic. It is a natural process, that is just as fundamental and universal in groups as the quest for integration is to individuals.

The nature of the dynamic is as always the generation and resolution of conflict between two natures. In personal investigation the two natures were the animal and social natures of the individual expressed in conflict

between his tendencies to act out emotionally and to inquire intelligently into the situation. In the group, the two natures in conflict are its tendency to seek comfort through development of interpersonal friendships and alliances and its tendency to seek out and deal with situational realities. (p. 115).

### Value of Group Discussion

Bennett (1) supports the value of group discussion when he states:

Elementary school pupils need opportunities to come to grips with their emotions, to face fears, worries, and behavior difficulties, to recognize common problems, and to learn how to cope with them. Both group and individual guidance can help in this process. Adolescents in high school and college are ready to approach the task of self-appraisal directly and need adequate opportunity under trained leadership to study sound methods of appraisal, collect and organize information about themselves, interpret it cautiously with a counselor, and apply it in life planning.---With the increase in number of trained personnel workers conducting both group and counseling aspects, there will be some approach to self-understanding.---Recently there has been a quickening in part to conceptual and research developments in the independent fields of group psychotherapy and group dynamics. (p. 218).

---Not only are groups useful on the ground of economy, but they now claim advantages for the subjects which are not offered by individual counseling. In the group, the student recognizes that his age mates have similar personal concerns, and that his feelings are natural and normal.

Clemmons (8) shows how group process is used in the development of Christian maturity. He considers the small group as an ever changing field of power. He explains how an individual gains insight through group interaction. Berger (2) in his report of the Forum of the Golden Anniversary White House Conference on children and youth (1960) recommends that religious institutions emphasize the causes of human behavior through discussion and participation in appropriate experiences at all age levels and that those working with youth operate democratically and to guide its members toward social and personal growth and spiritual, emotional and mental development. Kaplan (22) also supports the group method when he states:

Children who hesitate to talk about their troubles often can be

encouraged to do so in a group situation where free expression stimulates discussion and releases inhibitions. (p. 335).

Jersild (20) recognizes the value of group discussion when he makes the following statement:

In a group setting a person may be helped to hear an echo of his anger or to catch a glimpse of the impressions his fears make on others. The way others express themselves or respond to him may help him to face in a new and self-revealing light some of the effacement, anxiety, vindictiveness, and other outcroppings of deep-seated attitudes of which ordinarily he is not aware. Likewise, to witness a mimicking of his conduct by a child or by a role-playing peer may throw a little gleam of light on currents of feeling and thought which hitherto he had not recognized.

It is in a setting of common work and sharing of feelings and thoughts with others that the richest possibilities for self-examination can be found. In the teaching profession hardly a beginning has been made in exploring the values individuals might find in one another. (p. 300).

In further support of group discussion as a technique of group process, Gallagher (17) makes the following statements:

Adolescents have had years of listening, years of hearing what parents, teachers, society, and the books say. Their doubts, their feelings, their questions, and their opinions yearn for expression. They have had a surfeit of listening.---They want and need to talk.---To have him put his thoughts and feelings into words is all-important. What he says is secondary. The feeling he puts into his words is what counts.

---Words are not only a means of communicating our needs and ideas; they are also a very important means of conveying our own feelings and evoking the feelings of others.

---Disordered feeling or emotion is the basis of all neurotic disturbance. In the neuroses the emotions appear to have been upset because the sufferer has never put into words his fears, hatreds and loves.--- These feelings, if they are really to be relieved and to lose their threat to one's physical and mental health, must be put into words. So the primary goal of the treatment of the neurosis is no more, and no less, than their nature and of their relationship to the present symptoms and behavior. When this is done, energy will no longer be used to repress these confused and powerful feelings and they will no longer need to be expressed as symptoms through the sympathetic nervous system.

---Exercises which freely use speech, such as student dramatics, discussion, and debates have tremendous value for young people's mental health. (pp. 20-28).

Kelley (23) further emphasizes the importance of group interaction when he says that skill in human relations is the most important learning that one can experience and that the only way in which human

relations can be learned so that learning will function and will modify behavior is by having experiences with other people. This point was made valid by Bradford, Gibb, and Lippitt (3) in a study that showed that training in human relations increased sensitivity to human relation situations as group members learned to analyze the group process which point out problems of interaction and conflict. Their conclusion was that groups did give opportunity to practice human relation skills. Lewin's (25) study strongly favors the power of group effectiveness on the individual's readiness to change or to keep certain standards. Driver (11) in another study found that free discussion gives chance for individuals to gain an understanding of oneself and others since they can take from the sharing that which they feel applies to them. In this way a new self-perspective with added insight is gained. Group discussion gives sensibility to feelings of other members. Differences in people are in this way accepted. Driver further states that personal growth is possible for those of any age. A change is stimulated toward healthier attitudes and relationships. Each learns from the others perspective.

#### Value of Role Playing for Personality Adjustment

Some values of role-playing as sighted by Klien (23) are explained. Objectivity is achieved when one is able to see how others feel. Case material may be tailored to the needs and interest of the group. Case study Methods eliminate risk of self-involvement, yet other aspects from real life are retained. Objective observation and analysis may be made since it is a role that is played, and one sees himself in a protected setting. Young (40) made a study of role playing as a group technique and found it effective for group therapy. Caldwell (6) also advocates



role-playing as he makes the following statement:

One of the most dynamic techniques in guidance is that of role-playing which is a way of solving problems through acting them out. It is reality practice in the sense that a true life problem is dramatized and then examined without the penalties for mistakes that would occur in the actual situation. Persons tend to react just as they would in real life. As students act out their roles the feelings behind their action become more visible to them and to the group. Then the individual can explore alternate ways of expressing the same feelings through different behavior which will help them achieve their goals. (p. 50).

#### The Use of Group Process for the Disturbed

Slavson (30) describes the effectiveness of group therapy when applied to the disturbed. A cooperative effort of psycho-therapists as they work in teams and through groups bring about personality adjustment in the more disturbed. Jones and Peter (20) attempted to measure the effect of short term group therapy in disturbed cases. In comparing scores at the end of a period of four months with test scores at the beginning, there was no appreciable change, however changes were noted in overt behavior of group members, pointing out the possibility of the limitations involved in a short term study. Conrad and Elkins (9) in another study found that after operating a group counseling program for eighteen months that clients were given real experience in learning to relate to others. Winnicott and Britton (39) worked with disturbed children during the 'blitz' of England and found that the effect of the group upon each individual child was toward better adjustment.

These isolated studies show that there have been studies which show the value of the application of group therapy for clinical cases, but that there is much to be determined concerning the effects of group process when applied to the normal population.

## CHAPTER III

### PROCEDURE AND METHOD

The purpose of this pilot study was to test the group process as a method of increasing the personal and social adjustment of young adolescent girls in a church school setting.

To achieve the foregoing purpose the following steps were taken:

- (1) The selection of the subjects to be tested.
- (2) The selection of the tests to be used for measuring personal and social adjustment.
- (3) Identification of group's needs as reflected in personal and social adjustment scores.
- (4) The selection of material related to needs to be presented in group situations.
- (5) The presentation of selected material for teaching.
- (6) Description of post-testing.
- (7) Analysis of each subject's change from pre-testing to post-testing.

#### The Selection of Subjects

The subjects for this study were twelve girls who were members of the Intermediate Girl's Church School class of the Perkins Methodist Church, Perkins, Oklahoma.

The intermediate age group was selected because they were believed

to be old enough to recognize their problems, yet young enough to remain free in the discussion of them. These subjects were members of the seventh, eighth, and ninth grades of Perkins Junior High School, Perkins, Oklahoma.

Distribution of the girls according to age and grade classification were as follows:

TABLE II

## SUBJECTS BY GRADE AND AGE LEVELS

Grade Age	7	8	9
13	2	3	
14		2	1
15			4

Since the investigator was affiliated with the Methodist Church, and was teaching a class in another department of the Church School, availability of the class was made possible by an agreement to exchange groups with the regular volunteer teacher of the Intermediate Girl's class. The limited period of fourteen weeks was determined by the teacher who wished to resume with her group after that period of time. Approval was given by the Church Board of Education and the pastor of the Methodist Church for this short period only.

Classes met each Sunday morning between the hours of ten and eleven o'clock.

A code for names known only by the investigator was used to prevent identification of the subjects.

While twelve girls were pre-tested, only eleven were present for the post-test. One moved with her family to another town before the series of lessons was completed.

#### The Selection of Tests

The California Test of Personality devised by Louis Thorpe, Willis W. Clark, and Ernest W. Tiegs Elementary (Grades 4-5-6-7-8) Form AA was used for the following reasons:

- (1) The test provided standardized scores for the intermediate age group.
- (2) The test contained two equivalent forms AA and BB, necessary for testing when post-testing follows pre-testing, when a limited time elapses between initial and post-testing.
- (3) The test was easily administered and scored.
- (4) Another factor for consideration of the test was time. It was possible to give this test within the allotted time of one class period. A longer time spent in testing would have shortened the duration of the teaching, since a limit was placed upon the time which the class was available.
- (5) The test provided information about the subjects which proved useful in understanding their problems, and detected areas where individual adjustments were needed. The final consideration was the nature of the tests themselves, and what the tests were designed to measure. This test is recommended to identify the forms of maladjustment and to provide a frame of reference for efficient guidance to better personality.

Sims (5) recommends this test as one of the better ones available.  
(p. 38).

"Syracuse University finds that the California Test of Personality correlates more closely with clinical findings than any other personality test." (37, p. 5).

Lancaster, California, (37) used the California Test of Personality as an in-service teacher-training device so that teachers would understand the implications of test findings and use them in guidance and activities. (p. 20). Thorpe (36) "recommends The California Test of Personality for ascertaining the extent to which each pupil is adjusting to life situations in ways considered constructive and desirable, as well as to indicate areas in which he may need assistance in the solution of tension-producing personal problems. This test is an inventory or controlled-interview type instrument which is easy to administer and interpret because it is organized in such a way as to provide both the teacher and the pupil with a personality analysis which may be used in guidance and in determining readjustment activities." (p. 11).

Reliability: As a standardized instrument, the California Test of Personal and Social Adjustment was accepted as reliable for use in the present study. (7).

Validity. Clinical psychologists (36) consider the California Test of Personality a very useful instrument in obtaining controlled interview data. Gabler (5) assures that precautions were taken to insure validity and the try out reveals reasonable reliability. Varying moods, reading and understanding ability, and climate within the classroom may all tend to produce discrepancies in the responses of the subjects. Sims (5) states that in spite of limitations, this test is as valid as most such instruments.

#### Description of the California Test of Personality

The California Test of Personality (Appendix C, p. 105) is a paper and pencil questionnaire test, the questions of which are to be answered

by "yes" or "no". This test is devised to detect how an individual feels about himself and about others. The test is divided into two sections. (Appendix C, p.104). The first section contains questions concerning feelings of social security. Each section of Form AA is composed of six components with twelve questions under each component. Form BB is composed of the same twelve components but with fifteen questions under each component.

The components of the personal and social areas as described in the manual may be found in (Appendix D, p.102).

#### Other Methods Used

Sociograms: To supplement the findings from the personality test and to more accurately determine the relationship of the subjects to one another, three sociograms were made. This was also done to provide the investigator with a quick view of existing relationships within the group.

A recent and promising approach to the study of social development in children is that of determining patterns of friendship, or lack of them, within classroom groups. Such an analysis of social structure, developed by Moreno in 1934, is based on the belief that the individual child can be understood only in terms of his relationships with the group of which he is a member. It is essential that the teacher have a thorough understanding of these interpersonal relationships, attractions and repulsions, which exist in her classroom.---

---An analysis of the replies will often reveal that some pupils are social isolates, that others operate in pairs or triangles, and that others are 'stars' in the sense of being unusually popular. (23, p.13).

In describing the use of the sociogram, Jennings (18) has this to say:

In any group situation, certain patterns of social relations come into being among the individuals.---It becomes important to know what the network of association in any particular classroom really is, and what it is doing to the pupils for their **personal and social** development. (p. 543-552).

A further description is given by Northway (28) when she says:

Essentially this is a method of securing written expression of

friendship through three questions which gives opportunity to explore different aspects of social interaction.

Each girl was asked to write her choices called for in the following questions:

- (1) If you were going somewhere in a car, what three girls from this group would you like best to ride with you?
- (2) If you were working on a project in this class, which girls would you like best to help you?
- (3) If you were giving a party, which three girls from this class would you invite to it?

A chart for each of the choices was drawn. A summary sheet of individual sociometric scores was made. (Appendix D, p121).

The sociogram showed that one girl was not chosen, three girls were seldom chosen and two girls were chosen by nearly every member of the class for at least one of the questions. Consideration was given to the fact that (1) the girls represented three different grades from the Junior High School, (2) two girls were cousins, and (3) the girls lived in three separate neighborhoods.

Festinger, Schacter, and Back (14) in a study of the effect of the location of dwellings on the friendship formation found that ecological factors were an important determinant of friendships. The girls tended to choose school classmates. Eighth graders chose eighth graders, and ninth graders chose ninth graders. There were only two seventh graders. One was new in the community and was not chosen.

French (15) states that various studies suggest the existence of relationships between group acceptance of an individual, measured sociometrically, and other indications of individual adjustment. The above mentioned factors, same grade, same family, and same neighborhood, may

not necessarily serve as data for evaluating the individual's personality.

Sociometric status scores were computed for each individual by counting the choices each received from other girls in the class.

(Appendix D, p. 122).

Face Sheet: Information called for on the California Test of Personality (Appendix C) included: Name, Grade, Sex, School, City, Date of test, Student's age, and Date of Birth. Since the investigator was personally acquainted with the subjects and their families, other information noted and compiled were, ordinal position in the family, occupation of the father, occupation of the mother, and the location of the residence. (Town or rural). Occupation of parents and the location of the residence were omitted to prevent possible identity of the subjects.

#### Identification of the Group's Needs

The needs of this group of girls were indicated by the results of the personality test and substantiated by face sheet information and a sociogram.

A profile for each subject was made after checking the responses indicated on the personality tests. These profiles (Appendix A) showed that seven girls scored below the 50th percentile rank in their attitudes concerning community relations. Five girls scored below the 50th percentile rank which indicated nervous symptoms, and feelings of not belonging. Three girls in each of the following areas showed scores below the 50th percentile rank with symptoms of withdrawal, lack of social skills, anti-social behavior, and family relations. A chart was made of items missed by each girl. (Appendix A, p. 35).



Questions which were answered with a response that indicated poor adjustment by all twelve girls were:

- (1) Is it hard to do your work when someone blames you for something?
- (2) Would you like to have things look better around your home?

Questions which were missed by five or more girls were:

- (1) When people get sick or in trouble, is it usually their fault?
- (2) Do your friends or your work often make you worry?
- (3) Do your friends often say or do things that hurt your feelings?
- (4) Do you bite your fingernails?
- (5) Is it hard for you to talk to people when you first meet them?
- (6) Do others usually decide to which parties you may go?

Individual Personal Problems: The subjects were faced with certain specific problems which influenced the choice of lesson material.

One girl was living in the home of her grandparents and had expressed feelings of conflict with an aunt who was her age and an uncle who was three years older. Her father is not living and her mother worked and lived in another town.

One girl shared her bedroom with her grandmother who was living in the home.

Seven girls felt they had problems with younger brothers and sisters. Two girls indicated problems with older sisters. One girl complained of conflict with an older brother.

Seven girls had mothers who were employed outside the home. These girls sometimes indicated that they had more responsibility than other girls in the group and this seemed to offer opportunity for mutual

exchange of feelings.

Seven of the twelve subjects lived in the country and were to some extent isolated from the group of girls who lived in town.

### Selection of Teaching Material

The final selection of lesson material was based on these needs and on information about personal problems of these girls as revealed by a sociogram, face sheet information, and by casual acquaintance with the girls. Largely these problems were related to home living conditions.

The major needs of this group of girls, that is, areas of poor adjustment, were used as the bases for the selection of teaching materials. These areas were developed as (1) negative attitudes, (2) feelings of not belonging, (3) poor relationships with others, and (4) poor emotional habits. On the basis of this information about areas of poor adjustment, the investigator defined her teaching goals as (1) to provide for wholesome attitudes, (2) to give self-insight, (3) to develop objectivity, (4) to eliminate nervous symptoms, (5) to change undesirable habit patterns, and (6) to relate to a Power outside one self.

The group needs, the teaching goals, and the topics for lesson plans is presented in Table III.

### Presentation of Teaching Material

Since the investigator was inexperienced with the technique of group participation, material was selected from that which had been used previously by others and had been found successful with classes in human relations. Four of the lessons taught were taken directly from a series of lessons by Edmund Bullis and Emily O'Malley. (4). The topics of these

TABLE III

GROUP NEEDS, TEACHING GOALS, AND TOPICS FOR LESSON PLANS

Group needs	Teaching Goals	Topics for Lesson Plans
NEGATIVE ATTITUDES	To provide for wholesome attitudes	<ol style="list-style-type: none"> <li>1. Public Enemies of Good Human Relations</li> <li>2. Wendy, the 11 year old</li> <li>3. How we differ, How we are Alike</li> <li>4. Because They are Different</li> </ol>
NOT BELONGING	To give self-insight	<ol style="list-style-type: none"> <li>5. Universal Human Drives</li> <li>6. What Makes you Angry</li> </ol>
POOR RELATIONSHIPS	To develop objectivity	<ol style="list-style-type: none"> <li>7. People Who are not Accepted</li> <li>8. Family Cooperation</li> </ol>
POOR EMOTIONAL HABITS	<p>To eliminate nervous symptoms</p> <p>To change undesirable habit patterns</p> <p>To relate to a Power outside oneself</p>	<ol style="list-style-type: none"> <li>9. How Emotions Affect your Body</li> <li>10. Why Day Dream?</li> <li>11. How Habits Rule Us</li> <li>12. The Transfiguration</li> </ol>

lessons were (1) Public Enemies of Good Human Relations, (p. 16), (2) Universal Human Drives, (p. 36), (3) Why Daydream?, (p. 121), and (4) How Habits Rule Us, (p. 179). Kaplan (2) has this to say concerning the Bullis technique:

The Bullis project originated in the schools of Delaware and New York, and has been used with over 200,000 children annually in about 21 states. ---These books provide the teacher with a discussion of basic mental hygiene principles, lesson outlines, and stimulus stories.

The procedure recommended to teachers is that the stimulus story be read to the children, to be followed by a class discussion, and a conclusion. The stimulus story features the emotional problem for a particular lesson. Its purpose is to stimulate children to discuss the problems presented in the story and to relate their personal experiences which parallel this problem. Following this discussion, the teacher summarizes the principals involved and children write down their conclusions.

The subject matter dealt with in this course relates to common emotional problems of preadolescent and early adolescent youngsters.

People Who Are Not Accepted, was the lesson taken from "All About Us and People", by Eva K. Evans. (17). How Emotions Affect your Body, from "You're Growing Up", by Jenkins, Shacter, and Bauer, (29), and The Transfiguration, from the Methodist Church School Quarterly, "Lessons for Intermediates" for January, February, and March 1961. (24). Wendy, the 11 Year Old, was taken from a case study from the files of the Family Relation and Child Development Department of Oklahoma State University. What Makes You Angry, Because They Are Different, and Family Cooperation were constructed from individual problems that originated within the group.

The need to present a lesson in keeping with the Easter season in order that the girls may be able to relate to a Power outside themselves, prompted the selection of The Transfiguration.

The teacher set the stage to create an atmosphere of tolerance and permissiveness, and encouraged spontaneous discussion as much as possible.

Any response was accepted as being "interesting" or worthy of mention.

The discussion at each session stemmed from a situation which was presented through use of a story or by role playing. The teacher attempted in most cases to point the situation toward needs which had previously been indicated. The story situation would revolve around a personality problem with which the girls indicated they were having difficulty. The two instances of role-playing were taken from their own experiences. The two lessons, Family Cooperation, and Because They Were Different were roles played from situations which had been problems for some of the subjects with which they desired help in solving. What Makes You Angry was a discussion which followed a real situation of emotional disturbance.

During the discussion the teacher refrained from suggestions as to how problems should be solved since the object was not to solve a particular conflict problem, but to give an understanding to the subject of her own feelings, the feelings of others and how the conflict occurred. There is wide spread belief that through this kind of understanding change can take place.

A general plan of the lesson was prepared before each class session. High points of the class discussion were recorded by the investigator on large sheets of newsprint paper, which had been tacked to a bulletin board within sight of the class. This recording being to direct the discussion of the group, and to give the investigator a record that could be kept for future transcribing. Since it was not possible to write all the responses and by whom they were made, a complete record of the discussion could not be preserved.

The general sequence of the presentation was written from original plans that were followed with the help of the notation taken during class

and as the investigator chanced to recall. An incomplete record of each lesson is included. (Appendix B. pp. 41-100).

#### The Selection of the Test for Post-Testing

The initial plan of the investigator was to use for post-testing, The California Test of Personality Form BB for Elementary Grades (4-5-6-7-8). This test was to be given following a short term of teaching to eliminate the chance that the use of the same test, Form AA would offer opportunity for recall. Because of an error, The California Test of Personality Form BB for Intermediate Grades (7-8-9) was administered. To correct this error, the scores of the two tests, Elementary Form AA and Intermediate Form BB were converted to scores which were comparable. (See explanation Chapter IV, p. 24.)

## CHAPTER IV

### ANALYSIS OF THE DATA

The purpose of this study was to evaluate the personal and social adjustment within young adolescent girls during a twelve week period of teaching, using the group process within a church school setting.

The data were analyzed to show a comparison between the scores of Form AA, California Test of Personality, Elementary grades (4-5-6-7-8) given February 19, 1961, with scores of Form BB, California Test of Personality Intermediate grades (7-8-9) given May 28, 1961. The time between the administration of the first and second tests was fourteen weeks. Also the lesson plans covered only a few of the components of the personal and social adjustment test. Under these circumstances no measurable personality change was expected. However, tendencies seemed to be indicated by observed changes in group relationships. Therefore, the investigator's subjective analysis of these observed changes is reported.

#### Conversion of Scores

In order to compare the scores of the subjects on the two tests, it was necessary to convert the scores so that they would be comparable. The highest possible score of Elementary Test Form AA was 144, while the highest possible score of Intermediate Test Form BB was 180. In converting the scores for test AA, each subject's score was that part of 180.

### Analysis of Converted Scores

The Chi-square test, formula from Steele and Torrie (32, p. 347) was then applied to these converted scores to determine whether there had been measurable change in the scores. The raw scores, and converted scores for each subject are presented in Table IV.

Chi-square analysis of the converted personal and social adjustment scores indicated no significant change during the fourteen week interval. Chi-square = .4252;  $p < .50$ .

These findings indicate that the original hypothesis, which was that learning by group interaction in a church school setting will bring about personal and social adjustment within the lives of young adolescent girls must be rejected.

### Community Relations component

Examination of the raw scores in the area of Community Relations showed the possibility of more change than any other component, and a comparison was made to determine the amount of difference between the pre-test and post-test scores in this area was measurable.

The highest possible score of Elementary Test Form AA was 12, for the Community Relation component, while the highest possible score for the same component in Intermediate test BB was 15. In converting the scores for test AA, each subject's score was that part of twelve while in converting the scores for test BB, each subjects score was that part of 15. The raw scores and the converted scores for the totals of tests AA and BB in Community Relations are presented in Table V.



TABLE V

THE TOTAL RAW SCORE AND CONVERTED SCORE OF  
TESTS AA AND BB IN COMMUNITY RELATIONS

	AA (Raw)	AA (Con.)	BB (Raw)	BB (Con.)
Total	106.0	883.1	154.0	1026.4

Chi-square = 3.017;  $p > .065$

The results of this analysis were not statistically significant, however, a tendency toward a change was indicated. To the investigator this tendency toward a change in Community Relations attitudes is of particular importance because specific teaching was done in this area.

#### Subjective Analysis of Girls' Growth

Although this study was conducted for a very short period of time and there was no statistical difference shown in the analysis of the data, evidence was noted that understandings derived by the subjects had a definite influence on their basic attitudes and behavior.

Friendliness among the girls became more evident. For example, the ninth grade girls at the beginning of the sessions sat together, and discussions prior to regular class discussion were within their own school class group. The seventh grade girls went unnoticed by the members of the older classes. Evidence of acceptance and response were shown by the end of the term as the group became more cohesive. There were no sub-groups.

A change in friendship ties was also noted. Jacque and Juanita were chosen most on the sociogram. (Appendix D, p. 122). These two chose each other, in each of the three instances, however at the end of the fourteen weeks, Juanita and Betty were showing signs of a growing friendship as were Portia and Jacque. These other two, Portia and Betty, had been among those who were chosen a fewer number of times on the sociogram.

The friendship tie was not so strong between Juanita and Jacque after they had reached out for other friendships. Friendliness developed between members of the ninth grade with those of the eighth grade. For example Evalyn, who was the most immature, was accepted by Juanita and Betty within their friendship circle.

The group seemed to have an improved quality of personal freedom as was demonstrated by their behavior in talking and giving attention to each other's contribution in class. Portia who at first seemed withdrawn and seldom added to the discussion seemed freer to express herself during later discussion. Betty, who seemed aloof, not withdrawn like Portia, developed more friendly attitudes, especially noticeable toward the teacher.

In general there seemed to be a warm, friendly, helpful and relaxed relationship among the members of the group including the teacher. Social relationships improved, evidence of sub-group activity within the class ceased, friendlier atmosphere prevailed, better personal habits were formed and a united group resulted.

There was no statistical evidence of change in personal and social adjustment of the girls in this study, however there was subjective evidence that growth in human relations was made during the short period of teaching, indicating that by applying human relations to individual lives, a deeper self-acceptance, friendliness, and warmth was radiated which seemed closely akin to the spiritual growth which we as church school teachers wish to foster in our classes. Personal and social integration should be synonymous with Christian Conversion. The writer feels that the changes evidenced by this group of adolescent girls was in accord with the goal of Jesus as He sought to change men's lives.

## CHAPTER V

### SUMMARY, RECOMMENDATIONS, AND IMPLICATIONS

This pilot study was concerned with the change that could be made in personal and social adjustment as a result of the group process in teaching in a church school setting with young adolescent girls.

The purpose of the study was to ascertain if group experience in human relations helps a subject to gain self-insight, (personal adjustment) and improve attitudes toward others (social adjustment) within the immediate community and in the world community.

The findings of this study indicated that there was no significant change in the personal and social adjustment of the subjects following twelve weeks of teaching using the group method. (Chi-square=.4252  $p < .05$ ). Although there was no statistical difference shown in the analysis, a subjective analysis indicated that understandings derived by the subjects had a definite influence on the subjects basic attitudes and behavior. These evidences were: (1) friendliness became more evident among the girls, (2) changes in friendship ties were noted, (3) the most immature subject was accepted within a friendship circle, (4) more personal freedom was evidenced, (5) and in general there seemed to be a warm, friendly, helpful and relaxed relationship among the class members of the group including the teacher.

### Recommendation for Further Research

This investigator recommends the following to be used as a guide for a follow-up study to the present one.

- (1) The period between initial and final testing be at least one year in time.
- (2) That additional information on evidence of subjects growth be attempted through taped recording of conversation before and during group discussion.
- (3) That the comparable forms of The California Test of Personality be used for pre-testing and post-testing.
- (4) That subjects be asked to keep a short term diary.
- (5) That a survey be made of interests or subjects.
- (6) That more use be made of "buzz" groups.
- (7) That in addition to role-playing, suitable skits and films be used as teaching aids.
- (8) To include a written follow-up, by the subjects, after discussion. This is recommended by Bullis, (4) although they are not to be handed to the teacher.
- (9) That additional use be made of the sociogram for seating and sub-group activity.
- (10) Home visits be used as a means of helping subjects understand their needs.
- (11) Use of open-end themes to help the girls verbalize their needs.
- (12) That pre-tests and post-tests be given to a control group which would be composed of subjects that are matched for ages, grades and sex, and from the same church or another protestant church.

school using traditional methods of teaching.

#### Implications

While this study is limited and does not justify claims regarding the results, the writer feels there is sufficient indication of positive change to warrant the attention of Church School Educators.

This investigator is planning to initiate the foregoing recommendations in conducting a repeat of this study. The time set for initial testing by the California Test of Personality is June, 1962.

Perhaps the most value that has come from this study was the growth and understanding made by the investigator in this method of teaching in a church school setting.

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APPENDIX A

ITEMS MISSED SHOWING POOR ADJUSTMENT

SELF-RELIANCE

Do you usually apologize when you are wrong?	Hazel											
Do you usually go to bed on time, even when you wish to stay up?	Hazel	Jacque										
Is it hard to do your work when someone blames you for something?	Hazel	Jacque	Martha	Mary	Bonnie	Dotty	Portia	Juanita	Kitty	Evalyn	Helen	
Is it easy for you to recite or talk in class?	Kitty	Portia	Martha	Mary								
When you have free time, do you usually ask parents or teacher what to do?	Kitty	Portia	Martha	Juanita	Dotty							
Can you often get boys and girls to do what you want them to?	Kitty	Bonnie	Martha									
Do your parents or teachers usually need to tell you to do your work?	Bonnie	Evalyn	Mary	Dotty								
Do you often talk to new boys? (for girls)	Portia	Mary										
Would you rather plan your own work than to have someone else plan it for you?	Helen											
Do you usually believe what other boys and girls tell you?	Portia											
SENSE OF PERSONAL WORTH												
Do you wish your father or mother had a better job?	Portia	Jacque										
Are you sometimes cheated when you trade things?	Evalyn	Dottie	Jacque									
Do people often think that you cannot do things very well?	Evalyn	Jacque										
Do most of your friends and classmates think you are bright?	Evalyn	Jacque	Martha	Mary								
Do your friends and classmates usually feel that they know more than you?	Martha	Jacque	Mary									
Do your friends generally think that your ideas are good?	Hazel											
Do people often do nice things for you?	Hazel											
Are your friends and classmates often want to help you?	Hazel											
Are your friends and classmates usually interested in the things you do?	Dottie											

SENSE OF PERSONAL FREEDOM

Do others usually decide to which parties you may go?	Hazel	Jacque	Eva Lyn	Kitty	Bonnie						
Do some people like to rule you so much that you don't like it?	Hazel	Jacque	Eva Lyn	Kitty							
Do you feel that you folks boss you too much?	Juanita										
Do you usually do what you want to during your spare time?	Helen										
May you usually bring your friends home when you want to?	Martha										
FEELING OF BELONGING											
Is it hard to find friends who will keep a secret?	Hazel	Mary	Kitty	Bonnie							
Are your cousins, aunts, uncles or grandparents as nice as those of most of your friends?	Jacque										
Do the boys and girls usually invite you to their parties?	Hazel	Jacque									
Do you often think that nobody likes you?	Dottie	Bonnie									
Do pets and animals make friends with you easily?	Bonnie										
Do you feel that most of your classmates are glad that you are a member of their class?	Dottie										
WITHDRAWING TENDENCIES											
Have people been so unfair that you gave up?	Jacque	Juanita	Bonnie	Portia							
Do people often try to cheat you or do mean things to you?	Bonnie										
Does it make you shy to have everyone look at you when you enter a room?	Martha	Mary	Bonnie	Portia							
Are people often mean or unfair to you?	Jacque										
Are you often greatly discouraged about many things that are important?	Jacque	Mary	Portia								
Do your friends or your work often make you worry?	Hazel	Jacque	Mary	Dottie	Helen	Bonnie	Portia				
Are people often so unkind or unfair that it makes you feel bad?	Jacque	Dottie	Bonnie	Portia							
Do your friends or classmates often say or do things that hurt your feelings?	Jacque	Mary	Dottie	Helen	Bonnie	Portia					

Are you often with people who have little interest and you are lonesome?	Jacque	Portia								
Are your studies or life so dull that you often think of other things?	Hazel	Jacque	Portia							
Is your work often so hard that you quit trying?	Hazel	Dottie	Bonnie							
NERVOUS SYMPTOMS										
Do you often feel that you are not hungry before mealtime?	Jacque	Portia								
Do you often have dizzy spells?	Dottie	Kitty	Mary	Jacque						
Do you often have bad dreams?	Martha	Portia								
Do you often bite your fingernails?	Hazel	Dottie	Helen	Mary	Martha	Bonnie				
Is it hard for you to keep from being restless much of the time?	Hazel	Kitty								
Do you catch cold easily?	Hazel	Kitty	Portia							
Do you often feel tired before noon?	Mary	Bonnie	Portia							
Do you often feel sick to your stomach?	Dottie	Kitty	Mary	Portia						
Do you often have sneezing spells?	Mary	Jacque	Portia							
Do your eyes hurt often?	Dottie	Kitty	Jacque	Portia						
SOCIAL STANDARDS										
If a person finds something, does he have a right to keep it or sell it?	Dottie	Juanita								
When people get sick or in trouble, it is usually their fault?	Portia	Dottie	Helen	Juanita	Evalyn	Kitty	Jacque			
SOCIAL SKILLS										
Do you let people know you are right no matter what they say?	Evalyn	Jacque	Martha	Bonnie						
Do you help new pupils to talk to other children?	Jacque									

Does it make you feel angry when you lose in games at parties.	Helen																		
Is it hard for you to talk to people when you first meet them?	Helen	Kitty	Bonnie	Jacque	Martha														
Do you usually act friendly to people you do not like?	Helen	Evalyn	Bonnie																
Do you often change your plans in order to help people?	Hazel																		
Do you usually forget the names of people you meet?	Hazel	Dottie	Jacque	Martha	Bonnie														
Do you usually keep from showing your temper when you are angry?	Dottie	Bonnie																	
Do you talk to new children at school?	Hazel																		
ANTI-SOCIAL TENDENCIES																			
Have unfair people often said that you made trouble for them?	Dottie	Evalyn	Jacque																
Do you often make friends or classmates do things they don't want to?	Jacque																		
Is it hard to make people remember how well you can do things?	Hazel	Jacque																	
Do people often act so mean that you have to be nasty to them?	Jacque																		
Do you often have to act up to get what you deserve?	Jacque																		
Are people often so unfair that you lose your temper?	Dottie	Hazel	Evalyn	Bonnie	Portia	Jacque													
Is someone at home so mean that you often have to quarrel?	Hazel	Evalyn	Jacque																
Do people often ask you to do such hard or foolish things that you won't do them?	Evalyn	Portia	Jacque																
FAMILY RELATIONS																			
Do your folks seem to think that you are just as good as they are?	Kitty	Mary																	
Do your folks often claim that you are not as nice to them as you should be?	Bonnie	Mary	Jacque																
Do you feel that your folks fuss at you instead of helping you?	Portia	Jacque																	

Do you sometimes feel like running away from home?	Portia																			
SCHOOL RELATIONS																				
Do you think that the children would be happier if the teacher were not so strict?	Dottie	Hazel	Martha	Helen																
Is school work so hard that you are afraid that you will fail?	Jacque																			
Does it seem to you that some of the teachers have it in for you?	Hazel	Jacque	Bonnie	Evalyn	Juanita	Dottie														
Do many of the children get along with the teacher much better than you do?	Jacque	Portia	Hazel																	
Would you like to stay home from school a lot if it were right to do so?	Mary																			
COMMUNITY RELATIONS																				
Do you visit many interesting places near your home?	Hazel	Jacque																		
Do you think there are too few interesting places near your home?	Dottie	Hazel	Helen	Juanita	Mary	Martha	Bonnie	Jacque												
Would you like to have things look better around your home?	Jacque	Bonnie	Dottie	Hazel	Helen	Juanita	Evalyn	Kitty	Mary	Martha	Portia									
Do you take care of your own pets or help people with their pets?	Portia																			
Do you help children keep away from places where they might get sick?	Hazel	Evalyn																		

## APPENDIX B

Perkins, Okla.  
March 19, 1962

The Delaware State Society for Mental Hygiene,  
1308 Delaware Ave.  
Wilmington 19, Del.

Gentlemen:

I am a graduate student from the Department of Family Relations and Child Development of Oklahoma State University. Since my study dealt with a problem of Human Relations, I was able to use in my teaching four lessons from your publication, "Human Relations in the Classroom", by Edmund Bullis and Emily O'Malley.

I am writing to ask permission to reproduce within my thesis parts from the following lessons; "Public Enemies of Good Human Relations", "How Habits Rule us", "Universal Inner Drives", and "Day Dreams".

Thank you for the consideration of this request.

Yours truly,

*Sybil F. Wall*

Sybil F. Wall  
Perkins, Okla.

I APPROVE OF  
ABOVE REQUEST  
APRIL  
7  
1962  
*Edmund Bullis*



## LESSON 1

"Public Enemies of Good Human Relations" taken from Human Relations in the Classroom by Bullis and O'Malley (4) page 16 was selected for Lesson Plan 1.

Through the study of the personality of Tommy Thompson as presented in the story, it was hoped that by comparing with this extreme personality, each one in the class would be more able to determine his own strengths and weaknesses, and to be able to give reason as to why they may like or not like another personality. In this way each subject may be able to adjust her own weaknesses in the light of the way others may see her.

The success of the first lesson was possible through the use of the carefully planned procedure found in "Public Enemies of Public Relations" taken from Human Relations in the Classroom, by Bullis and O'Malley, page 17. Because of the inexperience of the teacher in leading discussion toward better human relations, this lesson was used first and it proved to create interest for the class, and gave the necessary confidence to the leader.

Class members were placed in a seated circle so that every one was in a face to face position during the discussion.

Since the discussion was not recorded until after the dismissal of the class, an accurate and complete account of the class procedure was not possible. Major points, however, have been included:

## LESSON PLAN 1

### PUBLIC ENEMIES OF GOOD HUMAN RELATIONS

Today we are going to try a new type of lesson. We are going to get acquainted with a man by the name of Tommy Thompson. As the story is read you will listen to see if you like this man. If you do not, see if you can tell what there is about him that you do not like.

Have you ever noticed that there are some people with whom you get along very easily? You like to be with them. It is interesting to work and play with them. What makes you interested in a person? Why do you like him?

Is it because of his looks?

Do you like him because of where he lives?

Is it because of the kind of clothes he wears?

Do you like him because he has much money to spend?

Do you like a person because of his personality?

After the story, you will have an opportunity to answer these questions.

Leader: What did you think of Tommy? Did you like him?

Evalyn: I thought at first that I would like him. The story described him as fine appearing and well dressed. I admired him because he was an expert photographer.

Leader: You feel that there were some things about him that you liked. Did someone else have some feelings about Tommy?

Jacque: I think he showed that he was jealous because Felipe was also a good photographer. He was suspicious of Felipe, too.

Bonnie: I didn't like him because he was conceited and wanted to show off all the time. He talked about "This is my expedition," "All the pictures belong to me". He is always talking about "I" and "me".

Kitty: I didn't like the way he was always trying to prove how great he was. He talked against the newsmen that he had worked with.

Juanita: The worst thing about him that I didn't like was when he threw the money in the water for the children to go after, when the water was filled with the crocodiles. It made you think that he wouldn't care if one of them were eaten alive.

Leader: What did you think about his not eating with the Filipino?

Helen: Well, I don't think we should not want to eat with someone just because they are not white like we are. I know some people whom I like who will not eat with a Negro, but maybe a Filipino is different.

Leader: What do some of the rest of you think?

Jacque: I think that the captain of the boat would have reason to be insulted because he refused to eat with them.

Leader: What did you think about Tommy when he took the pictures of the Moros during their prayer?

Evalyn: Maybe taking the pictures would not have made them angry if he wouldn't have made fun of them. I don't think we would like it if someone came to our church and made fun of the way we worship.

Leader: We have noted several things about Tommy that would make other people dislike him. These traits we could say are public enemies of good human relations. You have mentioned most of them: intolerance, selfishness, cruelty, jealousy, unfairness, conceit, bragging and showing off, and suspiciousness.

Tommy was such an expert in being unfriendly that he must have practiced these traits for years. We do not become expert in anything without practice. If we practice using good personality traits such as being friendly to others, we finally become expert in being friendly. People call us a friendly person.

Most of our good and bad traits are results of patterns formed while we

were children. Some people grow up to be admired and respected because they become expert in being friendly through practice.

Some people, like Tommy, I am sorry to say, become disliked and despised.

Can you think of any traits that you may have that might cause others to dislike you?

Think of the good traits which have become a habit with you, that you think that others like you for.

For some home work for this week you may make a list of your good traits and another list of your bad traits. These will not be for others to see, but it may give you something to think about that would make you better liked by other people.

## The Story

Many years ago at a luncheon given by the Governor-General of the Philippine Islands, I was introduced to a fine appearing, well-dressed, rather small, stranger, "Tommy" Thompson, an expert motion-picture photographer. The Philippine Government had brought him to the Islands to photograph some of the scenic beauties and interesting activities of the Filipino natives. Mr. Thompson proved to be most entertaining as a luncheon guest, as he told us of his many strange and exciting experiences as a newsreel photographer during the days of the Russian Revolution in Moscow; at the time of an eruption of Mount Vesuvius in Italy; and with an exploration party in Africa.

As the luncheon was about to adjourn, the Governor-General turned to me and said, "Colonel, I have decided that because of your wide knowledge of the Philippines and because you have so many friends throughout the Islands, you should outline the trip for Mr. Thompson, and go with him to make the necessary arrangements so he may cover the Islands as completely as possible in the short time he will be with us." I thanked the Governor-General, and stated that I felt honored and would be much interested to cooperate in this way.

Just before leaving the Palace, the Secretary to the Governor-General called me to one side and said, "There is no doubt that Thompson is a most expert cameraman. On the other hand, he is a most difficult person with whom to get along. He is now working as a freelance photographer simply because of the fact that various newsreel companies found him, because of personality difficulties, impossible as a staff member. You will undoubtedly have a difficult time with him on this trip. Nevertheless, the Governor-General is counting on you to do your best because we need these new motion pictures of the Islands to let the rest of the world know how beautiful and interesting the Philippines really are".

Because of his knowledge of the various dialects, Felipe Vargas, a young Filipino college graduate, was invited by me to be my assistant. Incidentally, he was a camera enthusiast, and I felt he might gain much valuable experience working with Thompson. I was soon to discover my error, for Thompson did not like the idea of my inviting another cameraman to accompany us. He was suspicious of Felipe from the start and did not want his help, other than as a carrier of his heavy equipment.

During the first week of our travels, we were in the coconut country of Luzon. One day we stopped our automobile to relax a bit. Nearby we saw many carabaos wallowing in a mudhole. These carabaos, or water buffalos, which are used as beasts of burden are generally peaceful animals; but they do become very ferocious and dangerous if their skins become too dry. Consequently, they love to roll in the mud whenever they have a chance. For some unknown reason, two of the carabos we were watching started fighting fiercely with one another--a sight I had never seen before or since. Felipe happened to have his small camera in his hands and took the scenes of this exciting and very unusual event. Thompson's camera was in the automobile, and by the time he set it up, the fight was over. When we were back in the car, Thompson said to Felipe, "If those pictures are good, I want them as part of my collection; this is my expedition, and all pic-

tures taken on this trip belong to me."

The Governor General had placed at our disposal the "Mindora", a most comfortable steam yacht, which was used in the light-house service of the Phillipines. On our trip to the Southern Islands, Thompson, Felipe, and I were the only passengers. The first evening out, the sea being calm, dinner was served on deck at a small table with seats for only four, the fourth member being the Captain, an interesting and cultured Filipino. Just before we were to sit down, Thompson said, "I will not eat with these Filipinos."

I was most surprised and said, "The Captain will not understand this as it is considered an honor to dine at his table." Thompson, however, was stubborn. The only reason he gave me for his peculiar behavior was that the Captain and Felipe were not white. Thompson was served his dinner alone in his cabin. As a result of his tactless attitude, the sea voyage was not a pleasant one. Fortunately, the rest of the passage was so rough that the Captain had to stay on the bridge, and Felipe was so seasick he did not care to eat. The rough sea did not affect Thompson at all as he was an experienced ocean traveler. Felipe, however, was in bad shape all the way. Thompson took delight in making sarcastic remarks and talking about food and other things which he knew would make Felipe even more sick.

Naturally, I spent much time with Thompson on this voyage. His tales, which had been so interesting at first, after a while became monotonous, as he was continually attempting to prove what a great person he was. When he was not bragging about how good he was, he was "knocking" the various newsreel men he had been associated with and motion-picture companies for which he had worked in the past.

Three days after leaving Manila, we anchored in the calm waters at the broad jungle mouth of the Catabato River. In a short time, a number of native children in "dug-out" canoes came alongside our ship to sell us fruits and cocoanuts. As we were looking down at these boats into the smiling faces of the youngsters, Thompson, to get more action into the pictures he was taking, threw a handful of copper coins into the water. Immediately, most of the boys and girls started diving for these coins. The Captain ran excitedly up to us and said, "Do not throw any more coins. There are man-eating crocodiles in this part of the river." The Captain motioned and shouted to the children to swim back rapidly to their boats, and to look out for the crocodiles. Just then, Thompson took some other coins out of his pocket and threw them overboard, remarking, "This picture will be good, if we have a few crocodiles in it."

Thompson, Felipe, and I left the Mindora and went by Motor launch many miles up to Cotabato River to the village of Datu Piang. Datu is the More word for "chief". To me Datu Piang is one of the most interesting men I ever knew. He was born a slave, the son of a Chinese father and a More mother. The Mores are the fearless fighting natives of the Southern Philippines whom the Spanish had never been able to subdue during their 400 years of rule of the Islands, before American occupation. When Piang was about nineteen years of age, he killed his master and forced the widow of his late master to marry him. During the next few years, by judiciously killing off a number of rivals, Piang became the undisputed Datu of that section. As the years passed, he became a more peaceful citizen; he cooperated with the American Government, and finally became recognized as the more important native leader of the largest island in the Phillipines, Mindanao.

We were cordially received by Datu Piang, and were invited to be his guests for as long as we cared to stay. At the time of our visit, Piang had eight wives and forty-eight children living in his village. He took us around the village and pointed with especial pride to the Mosque or Temple he had built

for his Moro people, all of whom were devout Mohammedans. One of the main troubles our Government has had over the years with the Moros is that they believe the surest and shortest way to their Mohammedan heaven is to die fighting and killing "Non-believers".

Late that afternoon, as Thompson and I were strolling about the village looking for interesting "shots" for his motion picture camera, we suddenly heard the "Call to Evening Prayer". Immediately, all the villagers, large and small, faced towards the East and knelt in reverent prayer, placing their foreheads upon the ground. I was at a loss as to what to do, but took off my sun helmet and stood respectfully still. Thompson, on the other hand, saw an opportunity for some rather unique pictures of these Moros at prayer with the jungle in the background. He noisily and laughingly "wisecracking" all the time, ran around among them, taking pictures from every angle. In a few minutes when the evening prayers had ended, it was easy to see that he had deeply offended the Moros, especially the Hadji, their religious leader.

Knowing the Moros and fearing violence, I hurried to Datu Piang, who though not devoutly religious himself, was very much interested in the religious welfare of his people. The fact that I had been sent by the Governor-General, and that Piang had known me before, prevented bloodshed. Piang hurried with me to the Mosque, spoke to the Hadji, and then he told the crowd, who were surrounding Thompson, to disperse. We picked up Thompson, who was calmly photographing the sullen, angry group of Moros which had surrounded him. To this day, I can still see the many Moro hands clutching their deadly long knives, all ready to insure their quick journey to the Mohammedan heaven by killing a couple of Christians!

Datu Piang guarded us to our boat, where Felipe had gone when he saw what was happening. The motor was already started, and as we hurriedly left the shore, I was told in no uncertain terms by the Datu never to bring that "trouble making" photographer back to Cotabato.

I will say this for Thompson: he outwardly was not scared at all, for he immediately started boasting of more narrow escapes he had had before in other parts of the world.

## LESSON 2

How we Differ - How we are Alike, is the subject which was selected for Lesson Plan 2.

Since the understanding of each other is the basis for friendship, this lesson was planned to point out differences so that they might be more readily accepted. Similarities were pointed out so that new bonds of friendship might be formed.

The goals for this lesson were:

- (1) To help each girl see each other as persons who are different and to see ways in which they are alike.
- (2) To understand why we like to do different things, and why we like to be with people who are different.
- (3) To establish an understanding relationship through working together in groups of two.
- (4) To help to develop an understanding of the meaning of a group as people who think together and who do things together.
- (5) To give some insight into the personality of their partner with whom each girl was comparing, and also into her own personality.

## LESSON PLAN 2

### HOW WE DIFFER - HOW WE ARE ALIKE

Introduction--Have you ever noticed in how many ways that you are different from the people that you see each day? I'm sure that you have felt many times



that you are very different from each one of the family with whom you live.

Your Mother is so much older than you are. Your younger brother is a boy, you are a girl. Even your sister who is only two years older than you is different. She likes to do different things from what you enjoy. She may like to do the same thing that you do, but she does it in a different way.

Look about you in this class. Some of you are tall. Some are short. Portia has blond hair and Kitty has very dark hair. Martha is in the ninth grade in school and Evalyn is in the seventh grade. Helen lives in town and Hazel lives in the country. Jacque can sing well, and Juanita plays the clarinet well.

Yet there are many ways in which we are alike. You may think that you are different from your father, but can you tell in which ways you are like your father?

Kitty: I'm short like my father.

Betty: My mother says that I have my Daddy's eyes.

Hazel: We both live in the same house.

Wilma: Daddy and I both like the same TV shows.

Leader: Some of you have inherited some factors which may make you like someone else or they may make you different from others. Then you have each had different experiences. All these things make us behave in different ways. In what ways are we born differently?

(The following list was written on newsprint with a marker so that the class could see as the responses were given. A record was not made of by whom the contributions were made.)

Leader: Some people are short, some tall, and some are average. Some are handsome, some are beautiful and some are just 'so-so', or should we say average. And, too, we come from different kinds of families. Can you think

of the different ways in which a family can be different?

Responses: Some have several brothers and sisters.

Some have only girls or only boys in the family.

Some have only one child.

Some have their grandmother who is a part of the family.

Some families have more money to spend.

Some fathers are farmers, some work in the oilfields.

Some of the farmers live in town, most of them live in  
the country.

Some fathers travel on their job.

Some families do not have a mother.

Some mothers are teachers.

Some mothers are home all the time.

Some fathers teach.

Some fathers are mechanics.

We have talked about how we are different. Do these things make you behave in any certain way? How would these things make you think or feel differently from other people? Can you see how the way you look, the family you live with, your sisters or brothers, make you act in any particular way? Do all these things help to make you, you?

(Time was given for responses after each of these questions--while there was none vocalized--there seemed to be some concentration upon the subject--at least there was no indication of other distractions.)

Let us now think about the ways in which we are alike.

Each of you will choose a partner. (A card and pencil is given to each pair). The two of you will think of all the ways in which you are alike, and one of each pair will list them on this card. After about five minutes we

will share what you have written on your cards.

After the allotted time the following records were shared with the remainder of the class. (The cards were later turned in to the leader so that they would be accurately recorded in this paper.)

Evalyn and Juanita

We both like music. We both play in the band. We both take piano lessons. We both will play in the recital this spring. We both have a younger brother and an older sister. Both of our fathers teach. We go to the same school. We go to the same church. We are in the same Sunday School class. We both like Pizza. We both like to eat. We both live in the country. We both like boys. We both don't have a boy friend. We are both afraid of storms. We both are the youngest girl in the family.

Kitty and Portia

We both are in the same grade. Both of our mothers work. We both go to the same church. We both have two sisters. We both like to baby-sit. We both sing in the choir.

Hazel and Martha

We both are in the ninth grade. We both hate to give book reports. We belong to the Methodist Church. We both live in the country. Our Dads are farmers. We both have an older brother. We neither one like to wash dishes. We are the same height. We both like to go to the movies. We like to sew. We like to drive a car.

Betty and Helen

We both go to the same church. We both go to the same school. We are in the same grade. We both like the Donna Reid Show. We both like to go to parties. We both have blue eyes. We both like to ride a horse. We both

live in Perkins. We like to rock and roll. We like to read.

Jacque and Dotty

We are the same height. We have brown hair. We have our hair cut short. Both our mothers are beauty operators. I think we weigh the same. Both our fathers are farmers. Both of us live in the country. Both of us like to sing. Both of us have a boy friend. We like to ride horses. We both keep a diary. We both have to help with the housework.

Mary and Wilma

Both of our mothers have a job. Our Daddies work too. We both have a younger sister. We both like to talk. We both like grapes. We have light brown hair. We wear the same size shoe. We both live in a big old two story house.

Leader: You can see how that in many ways you can be like someone else. There are other ways in which all of us are alike. We all have the same needs. We need to eat and sleep. We need to belong to families. We all have the parts of our bodies the same. (This statement could be questioned.) We all need to have friends. It is interesting to think just how different each of you are. It is fun to realize how different others are, what they are interested in, why they think as they do, and why they act differently. It is also important to discover how much alike all human beings are. You learn others' interests by talking with them, by working and playing with them and by belonging to their group. We can learn about boys and girls from other countries by writing letters to them or by reading about them.

One of the most difficult tasks is to really learn to know and understand the person that you go to school with or the one who lives in the same house with you.

### LESSON 3

Since it is important for personality adjustment to include a greater power outside oneself, "The Transfiguration" was chosen for Lesson Plan 3. The choice of this topic was in keeping with the Easter season.

It was observed during this discussion that the girls have had definite feelings through which they felt that they were close to God. These feelings were relived and revealed in the discussion, a part of which is recorded in the lesson outline. Emotion was felt and expressed freely without repression. The entire group seemed to be in unity of serious thought. There was no evidence of sub-group discussion, although all did not contribute verbally.

This lesson content was taken from the Church School Quarterly, Lessons for Intermediates, (24) Vol. 20 no. 1, Cokesbury, N. Y. pp. 33-35.

Interpreter's Bible, (17) pp. 774-779. Vol. 9. Mark 9:1-14

Maus, Christ and the Fine Arts, 1938, (26) Harper and Bros., N. Y.

"The Transfiguration, by Raphael. pp. 250-253.

#### THE TRANSFIGURATION

#### LESSON PLAN 3

Leader: Helen will read from the 9th chapter of Mark through the fourteenth verse. Before she begins, let us look at the reproduction of the painting by Raphael of the Transfiguration which is the subject for our thinking today.

Raphael shows Christ upon the highest level showing his nearness to God

and that he has achieved the perfect life. Moses is shown on the right and Elijah the prophet is on the left. On the second level we see the three disciples who went up the mountain with Jesus. They represent those of us who dream and try to achieve the perfect life. Those at the foot of the mountain are those who are in need of help.

While Helen reads, see if you can tell the meaning of the word, "Transfiguration".

Helen reads Mark 9:1-14.

Why was the appearance of Jesus so bright and shining:

He was so close to God that he was shining from within.

We too, can have a "Mountain-Top Experience". Can you recall any time when you felt so close to God that you felt an inward glow?

Kitty: I remember that feeling that I had during the early morning services at camp.

Jacque: Our Easter Morning Sunrise Service always makes me feel that way.

Juanita: I never will forget last New Year's Watch Night service. Having all four of our ministers standing in front of all the young people in town and having us all thinking together about how we would make for ourselves a better year, made us have this kind of feeling.

(Nearly all of the class had experienced this event and several contributed to the discussion at this point).

Leader: You all felt close to God because you had some very high aspirations that you wanted to achieve.

How many of you would have liked to have remained in that emotional state? (There was no response).

Leader: We could not remain in this emotional state, because we have other things to do in order to live. We must take care of our physical bodies. We must rest our bodies, clothe them and feed them. Notice in Verse 5, Peter asked Jesus why they could not build a place there to worship permanently. Why did he want this?

Jacque: He must have liked that feeling. It was an experience for him. He wanted to stay.

Leader: Jesus did not want to take his suggestion, we can suppose, because he felt that he must come down to those who were in need. There was work to be done.

We have to have these times when we can escape from our problems and get close to God or to think about a high ideal. Then we must have the times in which we come down and go to work.

The Transfiguration may be thought of as a symbol of the glow that we all can feel when all bad thoughts are completely out of our minds. We are not thinking about ourselves and how someone has hurt us. We are not feeling sorry because we do not have all the things we want. We are not angry or afraid during these times.

We could say that our minds and spirit is like the weather. There may be storms, darkness, fog, clouds, or a beautiful rainbow, soft warm breezes and sunshine. It is when the sun is shining that we can see things as they are. Our vision is clear. It is difficult for the light of Love to shine through clouds of jealousy or storms of anger.

We may look upon the Transfiguration as real worship. It is a shining hour when one is lifted up through communication with God. This is prayer. Through the light from God we can see the good in ourselves and in others.

It is best to remember these experiences so that we may return to them

when we are in trouble. We can look for chances to have these high moments. You have been telling about those which you have remembered. We want to have them as often as possible, because it is during these times that we are our very best selves and our highest hopes are born.



## LESSON IV

"People Who Are not Accepted" was selected so that the girls may be able to understand unacceptable behavior of others, and to be able to see things from the rejected one's point of view.

Throughout the discussion, there was indication that some of the girls identified with the one in the story who felt left out.

## LESSON PLAN IV

## PEOPLE WHO ARE NOT ACCEPTED

Today we will try to understand why people behave as they do. As a story is read, think of an experience which you may have had, in which someone did something that you could not quite understand.

(The story, "People Who Are Troubled Because They Are Not Accepted" from All About Us and People, by Eva K. Evans, was read. This prompted discussion of an incident which was recalled by several members of the group.

Leader: Do you feel angry with Jack for his actions?

Juanita: I think I would have been aggravated at Jack for the way he acted.

Leader: To understand Jack's actions, or anyone's actions, you have to look beneath the behavior which we can see. We have to find the real reason why he acted as he did. Why do you think he acted as he did?

Evalyn: I guess he felt like he wasn't in on the fun of getting ready.

Evalyn: I guess he felt like he wasn't in on the fun of getting ready.

Leader: Is being left out just a little thing?

Jacque: I feel just miserable when no one seems to notice that I'm around.

Portia: I feel that way sometimes when you band kids talk about band. I'd like to be in the band and I guess I just feel left out.

Bonnie: Last Sunday when you all fixed the supper for the other MYF, everyone brought something or did something but me. I felt like I didn't even count.

Juanita: I guess we forgot about you because you missed being here when we planned it.

Mary related an experience of overhearing two girls (not in this group) planning a slumber party. They mentioned the names of those whom they wanted to invite and she was not included. When they noticed her, one of them asked if she wanted to go. She didn't know if they really wanted her, so she pretended that she had something else planned.

Leader: We all need to feel that we are really wanted. We have to feel that we belong. Let us talk about Jack. You know that the members of the class found Jack to be annoying, but you want to be kind to him. What would happen to you?

Responses: You might be afraid you would lose your friends at first, but I really think people would start liking you for it.

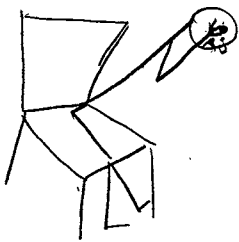
The friends that you would lose wouldn't be very good friends anyway. The new friend that you made would probably be a better friend.

What if he didn't want to be a friend to you?

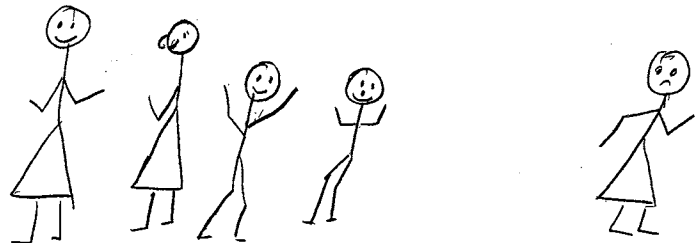
Maybe if you started being friendly to Jack, he wouldn't be a "show off".

Leader: Here are some of the things people do when they feel that they do not belong. (For a quick summary the following illustrations were drawn) We may (1) play sick, (2) avoid others, (3) brag, (4) show off or (5) become angry.

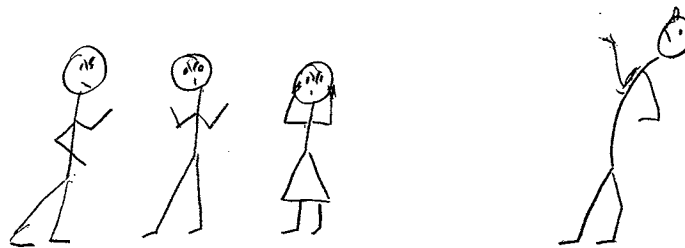
Play sick



Avoid others



Brag



Show Off



## LESSON 5

"How Habits Rule Us" was selected for Lesson Plan 5 so that use may be made of it by those who might see in themselves a lack of social skills or anti-social behavior, by comparing their own attitudes with those of Janet and Doris whose diaries we were able to share. This lesson was taken from Human Relations in the Classroom by Bullis and O'Malley. (p. 179-183)

The goals of this lesson were to give opportunity for self-insight and to learn something of community relations.

A great deal of interest was evident in the discussion.

## LESSON PLAN 5

## HOW HABITS RULE US

I am going to take a piece of paper and fold it and crease the fold. Now as I hold it open, all of you can see how this folding has marked the paper. This line can never be absolutely erased and as often as I recrease the paper, the more noticeable the line becomes. Our habits may be likened to this. Just as the line is deepened by continually creasing the paper, we establish our habits--by practice.

Can you tell of some habits which you have formed by practice?

Responses: Playing the piano.

Brushing your teeth each morning.

Learning to drive the car.

Being able to hit a basket ball goal.

Leader: Can you think of some bad habits that one can form?

Responses: Chewing gum.

Putting things off.

Slumping down in your chair.

Leader: We might mention losing one's temper. This too can become a habit. It is what we would call an emotional habit. An emotion is a feeling. Our emotional habits are formed in the same way that good or bad health habits are formed, or as good and bad social habits are developed.

A habit will result from repeating something over and over again. Repetition will establish any habit, good or bad.

Today I have brought a few notes from two different girls' diaries. I'm sure that several of you girls like to keep a diary. These two girls are two attractive thirteen-year old girls who have just moved to the community and have started school in the same class. (See page )

Let us talk about these two girls to see if we can find out why they formed different opinions about the same community, the same school and the same teacher. Let us see what personality traits each one of them developed as a result of their emotional habits.

What are some things that you liked or didn't like about the two girls.

The following list was developed by the members of the class as they compared the two girls:

Janet

She liked her school .

She told the teacher she liked it.

Doris

She was "boy-crazy".

She didn't like the teacher.

She got the school spirit.

She wasn't snobbish.

She liked the girls.

The girls liked her.

She thanked the teacher.

She didn't "play up to"  
the boys.

She was interested in all.

She liked the girl who was  
different from the others.

She didn't like her school.

She didn't like her community.

She didn't like the teacher.

She was ungrateful.

She didn't control her temper.

She didn't really like the boys,  
but she wanted them to like her.

She didn't like those who had less  
than she, or who were different.

She thought that she was better than  
the other girls.

These two girls have probably been practicing these habits ever  
since they were small children.

Has anyone ever told you about one of your personality habits which  
he has noticed?

Betty: Sometimes people think that I try to "high-tone" them when  
sometimes I don't notice them to speak to them.

Jacque: Sometimes when I get bored, I think I would be happier if I  
lived in a better town.

Evalyn: Sometimes I get mad and say what I think of people. I guess  
that is a bad habit.

Leader: Healthy habits of feeling and thinking are as important  
as healthy habits of eating and sleeping. If we always criticize those  
who do not dress as well as we, those who are different, or the place we inhabit,  
we finally become expert in this personality habit.

I would like to suggest that you make a list of your personality  
habits. After the list is made, decide which are helpful and which are  
harmful. Try to change from the harmful ones to a new way of thinking.

## JANET'S DIARY NOTES

Tuesday:

School is swell. Gertrude and Rose Marie walked home with me after school. I thanked the teacher for the fine welcome I received in my new class.

Wednesday:

Know nine girls by their names. Volunteered to serve as traffic officer. Played basketball after school and stopped off with the gang at Mary's house.

Thursday:

Teacher called on me to tell class about my old hometown. Class seemed interested. Two boys carried my books home tonight. Did not hurt any of the other girls' feelings as these boys do not have any special girls.

Friday:

Another new girl started in school today. I welcomed her and introduced her to all the girls and did not forget one of their names. Had "super" time at Ann's birthday party this evening. Became acquainted with some boys in class who are swell.

Saturday:

Went to movies this afternoon with the girls. It is interesting to get acquainted with girls who have foreign names and who can speak other languages. Sorry I can speak only English. Wish I could give one of my dresses to Angella; Am afraid her family is very poor.

Sunday:

Frances took me to her Sunday School and to her home for a wonderful chicken dinner. Her family is very hospitable. Went for a walk in the afternoon with four other girls.

Monday:

Stayed home from school as I am coming down with a cold. After school three of the girls came to visit me and brought flowers. Love this town and the people in it!

## DORIS'S DIARY NOTES

Tuesday:

Donald, a cute boy, spoke to me. Don't like school or the teacher.

Wednesday:

The girls are not as smartly dressed as the ones back home. Teacher changed my seat because Donald and I talked too much.

Thursday:

Was very mad at school this noon. Had an argument and almost a fight with a girl who said I was stuck-up. She talked with an accent. There are too many foreigners in my class.

Friday:

Was not invited to Ann's birthday party. Am glad for I would have been bored. Ann is not pretty. Wish we had not moved here.

Saturday:

Went to movies with Mother. Bum show. Listened to radio all evening. If I were back home, I would have had a date. Boys in this town are stupid.

Sunday:

This sure is a slow town. Nothing happens here. Even the movies are closed on Sundays.

Monday:

Donald walked home with me. He is too bashful. This sure is a "hick" town. There is not one girl in my class that I like.



## LESSON 16

"Wendy, An Eleven Year Old" is a case study which was chosen for the subject of Lesson Plan 6. The purpose of this lesson was to show reason why people behave as they do. It was hoped that the girls would understand the need of Wendy to belong to a group, and to understand her problem was not entirely of her making.

The discussion indicated a degree of empathy with Wendy, but when application was made to someone with whom they had to deal, the sympathy was not indicated. Although some recognition was given to the fact that Bess (a former schoolmate) was unwanted by both her parents, they felt that she should be able to improve her behavior and that she was deserving of the punishment which she received.

There was interest in the story, brisk discussion ensued, and there was some evidence of understanding for one who is in trouble.

## LESSON PLAN 6

### WENDY AN ELEVEN YEAR OLD

Leader: What did you think of Wendy? Did you like her?

Betty: I kinda<sup>r</sup> felt sorry for her.

Kitty: I sure don't think it was right for her to lie and steal.

Leader: Why do you think that she would steal?

Martha: She wanted to have friends so she just took the candy so that she could treat them.

Leader: Would there be any other reasons why she might be tempted to steal candy.

Evalyn: She probably wanted some just to eat for herself. Her folks wouldn't have money so that she could buy some.

Juanita: Even if they did have money, the story said that candy was scarce.

Helen: I think I'd want to help myself to some candy if I saw that my married sister always had all that she wanted and would not even offer me any, especially if I would see her give some to her friends.

Leader: Can you think of any reason why she might lie?

Portia: She probably knew that she would get a whipping.

Leader: We could say that she was afraid.

Can you see any reasons why she might feel that she did not belong to the group at school?

Portia: Probably because the family didn't have enough money and they didn't have the things that the other kids had.

Kitty: I don't think that her family really liked her either. Her sister didn't treat her like a real sister should. My married sister is always giving me things.

Leader: It seems as if her family made her feel that she didn't belong at times. What could they have done to make her feel that she belonged in the community?

Martha: They could have all gone to church.

Portia: They probably didn't feel that they could dress up enough. She wouldn't want to take any friends home with her because the house wasn't nice.

Leader: What else would cause Wendy to feel that she didn't belong?

Wilma: She just moved in and she didn't have a chance to get acquainted with the other kids.

Leader: Yes, and that would account for the trouble that she was having with her school work. Do you remember how the principal thought that Wendy should be handled? What did her parents think?

Hazel: The principal acted like he understood why she did the way she did, but the parents thought that if they whipped her she should change her ways.

Juanita: That reminds me, did you know that Bess was living in Stillwater now. And guess who is her principal. Flossie said that Mr. Johnson, the principal, tried to appeal to her in all seven different ways and she still was as mean as ever.

Evalyn: You know, she will beat up little kids younger than she is for no good reason. They just have to watch her all the time so that she doesn't hurt somebody.

Leader: From what you know of Bess, can you think of any reason why she would always feel angry inside?

Dottie: I guess because her mother and father are divorced, and neither one of them want to keep her. Last summer after school was out her father and step-mother took her to the bus and sent her to Washington to her mother. When it came time for school to start, he never sent money for her to come back to her home here. Her Mother went ahead and sent her back anyway, but she was late starting to school and she hardly had any clothes to wear, just her summer things.

Mary: I can understand why they wouldn't want to have her around. Did you ever have her come up behind you and hit you on the back? I've tried to be nice to her, but she just acts so ---- well, I don't know.

Leader: People all need to feel that they belong. They will do anything, even if it is the wrong thing in order to get people to accept them. Maybe Bess was wanting Mary to accept her when she came to her and hit her on the back. Maybe she doesn't know how to make people like her.

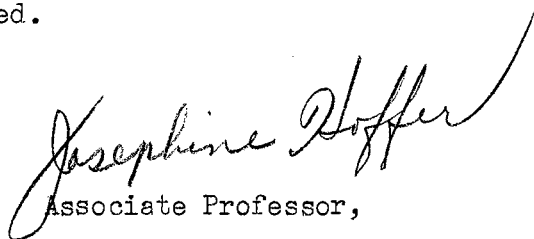
Maybe some of her emotional habits have made too much of a crease in her nervous system. Anger has been practiced so long by Bess that it has become a part of her personality.

Usually when people do the wrong thing, it is because something has happened to them that makes them unhappy.

Permission to include the case study titled "Wendy, An Eleven Year Old" written by Josephine Hoffer, reproduced in this manuscript is requested. This case study will appear in the thesis appendix.

Permission granted.

May 5, 1962

A handwritten signature in cursive script that reads "Josephine Hoffer". The signature is written in dark ink and is positioned above the typed name and title.

Associate Professor,

Family Relations and Child Development.

## THE STORY

### WENDY, AN ELEVEN YEAR OLD

Wendy, age eleven years, was a pupil in the fifth grade at the time of her trouble. Members of her family included three brothers; one about nineteen years, one about nine years, and one about two years of age. She had also two older sisters, one seventeen years of age (married and living in the same town), and the other sister was fifteen years of age and living at home. Her father and mother were both living. Her mother was about seven months pregnant at the time of Wendy's difficulty.

The socio-economic status of the family was lower class. The father and mother both dropped out of school sometime during their grade school training. The father was employed on a military post, riding in a "car-pool" about fifty miles each day. He earned a wage that was comparable to a day laborer's pay but had steady employment during the war years. The family had moved to their present home from a neighboring state because of the opportunity for better employment. Whenever the family was invited to participate in church or community activities, Wendy's father always said they were just here temporarily and that they did not care to take part.

The school principal observed when visiting in the home, (routine visit when children entered school) that the furnishings were meager and consisted of an iron bed with a very dilapidated mattress, a wood burning stove, one cane bottomed chair and one rocker. The house was in a general run-down condition and looked as if it might have four rooms. It did not have a bathroom or running water in the kitchen.

The family came to L. town during the early fall and earned a living by picking cotton until the father "got on steady at the Post". (Mother's comment on principal's visit). After the cotton picking season was over, the children attended the school more regularly, but the older boy and the two older girls dropped out soon after the first grade reports were issued. After they had been in the locality about six months, the oldest daughter married an eighteen-year old boy, and they continued to live in L. town. The older children had trouble with their teachers, and their excuse for quitting was that "the teacher did not give them a fair deal". When Wendy started to school, she was behind in her class, but did manage to meet the minimum requirements for promotion at the end of the term. If Wendy had problems in this grade, they were not brought to the attention of the principal. There were no comments in her permanent record other than the words "Promoted to Grade 5".

During Wendy's fifth year in school, (second year in L. town) it was brought to the principal's attention that the child was in difficulty. Wendy was not unattractive in appearance. Her clothing was sometimes worn looking, but usually clean. She had blonde hair that was worn in a style similar to the other girls in her class. Her attendance was irregular and perhaps caused her teacher to put pressure upon her to attend school. She always told the principal that she was missing school for reasons other than to help at home.

In observing Wendy at school, it became quite evident that she was paying a price for popularity. On the days that she had candy, gum, or money she was accepted in the group, but on the other days she was left alone. It was later revealed that Wendy was attempting to get into the group by telling obscene stories that had been told to her by the older sisters. But the real trouble started when the older sister came to school one day stating that her home had been broken into the day before, and a box of candy bars and a box of gum had been stolen. (During the war, when there was a scarcity of these products, workers on the military post were permitted to buy them at the post canteen.)

The following conversation took place between the sister and the principal. (This is true in thought, but the words may not be exact, since records were not kept verbatim.)

Sister: If you folks down here know your business, you ought to be able to help me find out who broke into my house. (This was said before the principal could ask her to sit down.)

Principal: Come in, won't you sit down?

Sister: Someone stole a box of candy and gum from me yesterday.

Principal: Was your home locked?

Sister: It certainly was.

Principal: Was there anything else missing?

Sister: No. That is why I know it was some kid at school, and my husband brought that candy for me. He always keeps me in candy and gum.

Principal: How long were you away from home?

Sister: Not very long. I went to my mother's and then to town for groceries. I think whoever broke in must have raised a back window.

Principal: Did you find any tracks?

Sister: Yes, a child's. That's why I know it was a kid from school, and I think you ought to be able to help me find the thief. I know someone did it on the way from school, (her home was about three blocks from school) and you ought to be responsible for helping me since the child was on the way home from school.

The principal said he was sorry he had lost the candy and gum, but a box of candy was a big temptation to a child since at the present time they could not buy it often in the stores. He also assured the sister that the school was always glad for her to come and they would help her if they could.

The sister, feeling that she had not received the help she wanted, went to the superintendent of schools saying she was sure the children at school were stealing from her and asked him to see that action was taken to stop this thieving on the way home from school by the children. When talking with the superintendent, the principal said she would try to help the child, if she found out who he was, but wasn't sure that would clear up the trouble.

The following morning the principal asked Wendy to help her do some work in the office and the following conversation took place:

Principal: Wendy, your sister is pretty concerned about losing her candy.

Wendy: I know it.

Principal: Do you suppose you could tell her anything about it?

Wendy: She never will give Joe and me any of her candy. (Joe was the nine year old brother.)

Principal: Did you ever ask her for any?

Wendy: Yes, she is always eating it when we go there, and then says that's all she has, but she gives it to her friends when they come.

(Begins to cry and puts her head on the principal). That's why I took it. I wanted to give it to the kids at school. They never will play with me unless I give them something. (Now really sobbing). Please don't tell my sister. She will tell my folks and they will whip me again. I took some money from my father's pocket and they whipped me. They always whip me.

Principal: No, I won't tell them, but maybe you will want to tell your sister and then if you want me to, I could talk to her. (She cried awhile longer, and then went back to her room.)

Wendy went home for lunch and did not return for the afternoon classes. About four o'clock that afternoon Wendy's sister burst into the office in a "huff" saying that they knew Wendy had taken the candy and that she had been severely punished and that she guessed that would teach her a lesson. The principal said, "Let's talk about Wendy and see if we can help her." The sister said, "She stole the candy and she has been punished; that's all there is to it." The principal asked her how she knew it was Wendy that had taken the candy. The sister said one of the neighbors told them that Wendy had been giving away candy at school.

The next day Wendy was not at school in the morning session. All the children were talking about Wendy's stealing the candy and that her folks had whipped her for taking it. The Principal talked to the fifth grade room that morning during Wendy's absence saying that Wendy had had some trouble, and that Wendy was very unhappy about it and that she really needed them to be her friends, and that maybe they could help her by not talking about it anymore at school.

Wendy returned to school in the afternoon. The girls did play with her and invited her to attend a "Sunbeam Club" that met in the church basement after school. Someone shared pennies with her so she would have some to drop in the "little box" that was passed each meeting. The money was to be spent on some orphan child at Christmas. That evening many people were called to see if they had seen Wendy. She was finally found late that night in the basement of the church with the collection box in her pocket. Some of the town people thought she was a thief. To steal in church! The parents punished her by whipping again. They still would not let the principal talk with them. They said her business was to teach the kids and not to come meddling in other people's affairs.

The principal tried to be friendly to Wendy at school, but knew that Wendy did not trust her. She did not trust anyone for that matter. The Principal felt that Wendy may have thought she told the parents that she stole the candy. About a week later the family was searching for Wendy again. This time she could not be found at bedtime. Whether money was missing at home was not known by the principal. Wendy was finally found about three miles from town in a home where the family had previously picked cotton. She was returned home and was whipped again. The parents refused help, and until the family moved about two months later Wendy continued to evidence similar behavior at home and at school.

The family left the community suddenly, at least, reports on letters of withdrawal were not requested from the school. A few weeks later the principal received a request from a neighboring state for the records of Wendy and Joe. Only their academic records were sent. When the permanent



records were closed for Wendy that semester, they were marked "Wendy Jones L13". (L13 is the code used to indicate the child had moved out of state).



Sing in the choir.

Be a game leader in MYF.

Show-off.

Make up stories.

Try to make good grades.

Help the teacher.

Drive cars too fast.

Write letters.

Leader: We are all alike in that we need some recognition, but we all have different ways to gain it from others. Sometimes we let this wheel drive us too hard. It gets too important for us to be recognized and we do some things which can be harmful to ourselves or to some one else, but most of the things we do can be very helpful.

Another wheel we will name, "INTEREST IN THE OTHER SEX". How much should you let this wheel drive you?

Responses: It's alright if you don't go too far.

You have to learn to know boys.

You don't want to be "boy crazy".

Leader: Why would you not want to be "boy crazy"?

Responses: You wouldn't be able to keep your mind on school work.

You might get a bad reputation.

You wouldn't have fun with girl friends.

Leader: The third wheel we will call "ADVENTURE". Some of you might say that you crave some excitement. Can you think of some exciting things that people do for adventure?

Responses: Go to a car wreck to a fire

Go to a car wreck.

Try out smoking.

Drive a car too fast.

Try what grown-up people do.

Climb a mountain.

See where a car will go without guiding.

Slip off to a swimming hole.

Run car races.

Take a fast carnival ride.

I've read about some people that murder or torture others just for "kicks".

Leader: We can look at this list also and see how the adventure wheel may become too large or may drive one in a direction which may harm him or some one else.

Another wheel on this vehicle which may keep the adventure wheel from becoming too powerful is the wheel we will call "SECURITY". When we think of security, we think of self safety.

What are some things that we do to provide physical safety?

Responses: Guard our health. Eat the correct food, brush our teeth

Drink plenty of water.

Use safety belts.

Get our shots.

Obey stop signs.

Sleep in the house.

Protect ourselves from the weather.

Leader: What are some things that we do so that we feel emotionally secure, or socially secure?

Responses: We are friendly to our classmates so that they like us.

We help at home so that our families like us.

We give in to our brothers and sisters so that we can get along

Leader: What are some other things that we do to make people like us?

Responses: Have a big party

Send out Christmas cards.

You follow the crowd.

Buy presents.

Call them on the telephone.

Keep doing things for people.

You speak to them.

Leader: What are some things we do to make sure we are financially secure?

Responses: We learn how to make a living.

Some people cheat.

Some become stingy.

Some people work too hard.

Some people try to hold too many jobs .

Some mothers work.

Some people gamble and steal.

Some mothers try to save money.

Some people borrow money,

Some people rob or murder or kidnap,

Leader: We can see that in some ways these natural drives are misleading, although they are very necessary if we have control of them. What we must remember is that they push us from behind. They do not tell us which way to go. Sometimes they drive us to get us just the reverse of what we want.

We must watch so that one drive does not become so much more important than the others that we are thrown off balance.

Every vehicle needs a steering wheel in addition to properly balanced driving wheels so that we know that we are headed in the right direction.

## LESSON 8

"How Emotions affect Your Body" was selected in order to give the girls insight to their physical feelings when they become angry or afraid. The purpose is to help them to understand why it is difficult to study and think when they feel nervous.

### LESSON PLAN 8

#### HOW THE EMOTIONS AFFECT YOUR BODY

Today we want to try to understand what goes on inside our bodies when we are upset. As the story is read, try to think of a time when you might have felt like Mary.

Leader: How many of you have ever felt like Mary?

Kitty: Last week when I sang my solo in the contest at Tonkawa, I felt worse than that.

Juanita: When we had chair tryouts in band, I couldn't play my best because I was so shaky.

Martha: That's about the way I felt when we had oral book reports. After I got started it wasn't too bad, though.

Leader: It might be interesting to understand what happens inside our bodies that make us feel like this. Ordinarily your heart beats about 80 to 90 times a minute and usually sends about 8 quarts of blood through the arteries. (Picture is shown from Shacter, Jenkins, Bauer, You're Growing Up. Page 67).

When you exercise, or are worried, angry or excited, the heart works faster and sends as much as 18 quarts of blood each minute through the arteries. When more blood goes through the body, more oxygen is needed. That is why you have to breath faster. Everything in your body goes at a faster pace.

The glands work faster and the increased amount of adrenalin thrown into the blood stream make the muscles twitch. The kidneys speed up their action, and increased urination results. The face may be drained of its proper blood supply or it may be flushed. You are unable to think efficiently.

In this picture you will notice how the vagus nerve connects with the seat of the emotions in the brain and leads to the stomach. When one is emotionally upset, this nerve causes the stomach muscles to be paralyzed so that they cannot digest any food which has been eaten. If the upset lasts over too long a period of time, the food cannot pass out in its normal way and sometimes it comes up.

Have any of you ever experienced a sick headache after being nervous about something?

Jacque: Maybe that is what was the matter with my little brother this morning. He didn't want to go to school to take his tests. He said that he was sick of his stomach. Mother made him go to school anyway. She figured that he was just wanting to get out of taking his examinations.

Betty: I feel nervous too, when we have to take our six-weeks tests, it doesn't ever make me sick. I just tremble and have a weak feeling.

Leader: We can understand now why doctors say that many of our ill-

nesses are caused by the influence of disturbed feelings such as anger, fear, and worry.

Let us think of what steps we can take to keep from having these feelings too often.

Kitty: I don't think I want to try to enter any more contests. I just made a "3" on my solo. I'm not as good as the other girls. That's all.

Leader: Is that the way you really feel? What does your music teacher think about your voice?

Kitty: I don't get very nervous when I sing at church.

Leader: How can we keep from being nervous when we have to perform?

Jacque: We can study or practice enough until we know that we can do what ever we have to do.

Leader: Sometimes we are afraid because we do not want to fail. Sometimes it is because we want to be the best one in the class or in the contest. Maybe we are expecting too much of ourselves. Maybe we don't want to disappoint our parents.

It might be well to remember what Jacque suggests. If we study hard and do our best, we should not be afraid of making a mistake. If we do, it is important to know that we do not feel disgraced.

Maybe you are afraid that you will not be able to do some thing as well as someone else. You cannot be the best in everything. Find out what is your particular talent and work hard to do that. The things which are difficult for you to do can be left for someone else.

Find out what your talents are. Work hard at perfecting them. Do your best performance. Then there will be nothing to worry about.



## LESSON 9

"Why Day Dream" was selected from Human Relations in the Classroom by Bullis and O'Malley. This selection was made after considering needs as indicated by the personality test.

### LESSON PLAN IX

#### WHY DAY DREAM?

Leader: Every one of us has something unpleasant or disagreeable to do almost every day. Some boys and girls, and even adults, try to escape facing up to these duties. Haven't you all postponed something that needed doing, and found that it was not a good idea?

Sometimes daydreaming helps us to relax and rest. It is when we use daydreaming to the extent that we do not accomplish what we should that it becomes a dangerous habit. How many of you have trouble in concentrating when studying your lessons?

Who can tell us just what daydreaming is?

Responses: Letting your imagination run wild.

Wishful thinking.

Putting yourself out of this world.

Letting your mind wander about something very pleasant.

Leader: I think most of us know what it is to daydream. We all "build castles in the air". This practice can be helpful if our daydreams help us set goals for which we strive and give us ideas which

spur us on. It can be harmful only when we believe our dreams so much that we don't face the facts of life. Today let us discuss the day dreaming problems of two girls and one boy of junior-high school age, and see if we can learn anything from our discussion which will help us.

We all agreed that we at some time or another, do some kind of daydreaming. Can some of you recall some of your daydreams?

Kitty: I sometimes dream that I am married and have some children to care for. I like to take care of children.

Juanita: I sometimes dream that I am a movie star or I try to imagine how it would be to be Miss America.

Jacque: I like to imagine that I have a closet full of pretty clothes with a different pair of pretty shoes to wear with each dress.

Helen: I do a lot of day dreaming about being an air line hostess, because that is what I'm going to be.

Day Dream no. 1 is read. (see page )

Leader: What lines of work might Peggy be successful when she completes her education?

Bonnie: Dress designing. Sometimes I think about the kind of originals I'd like to make for myself, but I never get it done. I am learning how to sew, though. I think that if I work at it that some day I will be able to.

Leader: Do any of you know of any day dreams that later were put into real living?

Kitty: This Educational Building was just a dream in someone's mind.

Juanita: A lot of people are dreaming of getting to the moon, and they are working at it too.

Portia: One night I went to bed thinking of how I could draw a horse. The next morning when I woke up, I just drew it. I didn't know I could.

Leader: Do you think Peggy's daydreaming interfered with her studies? Why not?

Juanita: She probably heard over and over what the teacher was saying or she wouldn't be able to day-dream.

Leader: Has anyone in this class had a day dream that has inspired you to do something worth while?

Martha: One time my room was a mess. I had to clean it up and I just didn't know where to start. I sat down to think about it. I thought how I could rearrange it. Then it was fun to clean it. I got the job done.

Leader: Maybe we could say that sometimes our daydreams are a way in which we may do some problemsolving. You girls have given instances of how you have day-dreamed and then worked to make your dreams come true. Everything that we do first starts as a dream, but it takes work to make it come true. We could say that this kind of day-dreaming was good.

Mary will read about another kind of day-dream. She reads Day-dream no. 2. (page 1)

Evalyn: You mean he was in the eighth grade and really believed that superman was real?

Kitty: Well, I believed in Santa Claus until I was in the fifth grade.

Evalyn: I never did believe in Santa Claus, but I did believe in the "Tooth Fairy".

Leader: Why do you suppose you liked believing in Santa Claus and

the "Tooth-Fairy"?

Evalyn: Because they were good to us and gave us toys and quarters.

Teacher: Why did Frank believe in Superman?

Mary: Would it be because he was small and not very many in his class were friendly to him? He could imagine that he had a strong man for a friend.

Teacher: Why is it dangerous to do too much of this kind of dreaming?

Responses: After awhile Frank wouldn't know what was really true if this got to be a habit.

We wouldn't do anything about making real friends.

Superman wouldn't really be there if he happened to need help, and he wouldn't have any other friend to help him out.

He would spend his time dreaming and wouldn't learn how to do any thing.

Leader: Let us think for a few minutes about Daydream no. 3.

What do you think was the reason for Louise's daydreaming as she did?

Responses: She was probably sad because she lost her mother and had to move away from her friends.

Her aunt's home wasn't very nice, so that she had to imagine that to keep from being unhappy.

Teacher: What could members of the class have done to help her?

Responses: They should be friendly to her and make her feel welcome.

She would have to be friendly or the others wouldn't know if she wanted to be friends.

If she was new in the class, she would need help in finding out about what to study.

Leader: What might she have done herself?

Responses: She might try to fix some things in the room herself, if she had something to fix it with.

Kitty: I've been wanting to fix up my room but Mother said it didn't need a new coat of paint, so I didn't care whether I did anything with it.

There was some discussion as to whether or not Louise would be able to want to do very much to her room until she at least began to feel at home there. (Lack of time prevented the completion of discussion)

#### DAY DREAM NO. 1

Peggy was well-liked by the boys and girls in her class. Many times she seemed to forget she was in school, and was so absorbed in something far away that the teacher would notice it. One day her teacher said, "Peggy, what are you day dreaming about?"

Peggy, who was always startled when spoken to in this way, said, "I am trying to work out in my mind an idea for a new dress to be made from some pretty material Mother brought home from the city yesterday." Ever since Peggy had been a little girl, she made some suggestions to her mother as to how she would like her clothes made.

On another occasion Peggy replied that she was thinking as to how the classroom could be made more attractive. When the teacher asked her to explain more in detail, Peggy made several practical suggestions that afterwards were put into effect, with the result that the classroom was made much more pleasant.

#### DAY DREAM NO. 2

Ned had just told the members of his eighth grade class, "Superman is the Bunk. He can't fly through the air nor swim across the Atlantic. Any kid who believes in Superman is silly!"

He was ridiculing Frank who was one of the smallest and shyest boy in the class. He excitedly replied to Ned, saying, "That's not so!" Superman is a real friend to me. I forget how lonely I am when I read about Superman. I often am very happy when I feel I am with him in his exciting adventures."

No one in the class disliked Frank for any reason, but on the other hand, he had very few friends. Frequently when the teacher called on him to recite, he had to asked her to repeat the question as he was often day dreaming---perhaps of Superman and his great deeds.

## DAY DREAM NO. 3

Louise was a new girl in the class. She had recently come to live with her aunt after her mother had died. It had been difficult for Louise to make friends in the class as she was naturally very sad because of the loss of her mother. Apparently she was not content with her new home, since her aunt was poor and lived in an unattractive house.

Louise often seemed far away when she was in class. When asked one day by the teacher as to what she was day dreaming about, she told of how beautiful her room was at her aunt's house. It had just been redecorated and there was a fine new rug on the floor and attractive new furniture.

Several days later the teacher met Louise's aunt on the street. The teacher told the aunt how pleased she was to learn from Louise that she had such a beautiful room with new rug and furniture. On hearing this, the aunt was much upset, and said, "Unfortunately, I have not been able to buy anything pretty at all for Louise's room. I am trying hard to take her mother's place but I am not succeeding as I feel that most of the time Louise is far away, lost in her dreams. I am worried and don't know what to do about Louise."

## LESSON 10

"Anger", was the topic selected for Lesson Plan 10.

Five of the subjects are members of the High School Band. On the day before this class was taught, the band had participated in a marching contest in which they showed up poorly. Because the weather for that day was inclement, several hours had to be spent on the school bus, while the students waited for the solo contestants. Conflicts resulted and the girls conversation revealed that feeling was still running high.

The subjects were allowed several minutes of pre-class discussion, in order to give release to the tensions which were evident, and to reveal the cause of the emotional difficulty.

From the discussion, it seemed to the leader, that the conflict resulted when one of the band members took an instrument from the case of one of the subjects and in some rough play dropped it and caused some damage.

The preceding discussion was brisk and with feeling.

## LESSON PLAN 10

### ANGER

Leader: It seems that some members of our class have gone through an unhappy experience. It may be of interest if we could understand just why this all happened. Let us think together of the things that happen to us that make us angry. These are things that might happen to any of us..

Responses: When someone says bad things about you.

When someone makes fun of you or your band.

When someone keeps you from doing something  
that you want to do.

When someone tries to make you do something that you  
don't want to do.

When you are pushed around.

When something you own is damaged.

When someone is partial.

Juanita: Yes, like in the band. Now Frank can do anything he wants to and Mr. Director won't say a thing to him just because he is a good cornet player and he's just afraid that he will quit the band just like the rest of those good players did. I don't care if he is my cousin, I'm just as mad at him as I can be. I'd quit band if my mother would let me. I know one thing, I'm not going to ride that bus again to another band contest.

Leader: What are some other things that cause us to become angry?

Bonnie: To be accused of something we didn't do. I don't know why Pauline (Evalyn's sister) always gets the blame for what goes wrong in band. Those old boys just do about what they want to and Mr. Director doesn't say anything until he has some little excuse to get after her.

Hazel: Another thing that makes me so mad is when some one makes fun of our band. I could hear some of the wise cracks about our band when we marched by, and that's what really made me mad.

Leader: When someone attacks your school, your family, or a group of which you are a part, it feels the same as it would if they would attack you.



Jacque: That is the way I felt when our basketball team played Coyle and they kept making fun of our players and the way they played.

Other things which incite anger were mentioned by various members of the class:

When someone hurts you.

When someone goes off and leaves you.

When someone talks about you.

When you are scolded for something you didn't do.

When someone gripes at you.

When someone you like is hurt.

Hazel: I know something else like when someone imposes on you like my big brother. I have to do things for him all the time and he just sits and never helps me.

Kitty: This thing of having someone stop you when you want to do something. I wanted to paint my room blue and my mother doesn't think that it needs to be painted. She thinks that we need other things worse.

Bonnie: I get angry when I want to watch my T. V. program and my brother wants to watch a different one at the same time. He never thinks to watch it until he hears that I have the T. V. on.

Helen: I get angry when I would like to have more spending money and my folks think that I don't need any. They think that I spend too much.

Mary: I get angry when my little sister gets into my things. She is always dressing up in my clothes or using my lipstick. I wouldn't care so much if she just didn't leavy my drawers and my room in such a mess.

Leader: Would you say then that a person becomes angry when he or someone he is identified with is ridiculed or threatened? We have all

felt this way I am sure.

If we can understand why we become angry, we may be more able to protect ourselves from these feelings, and we may be more able to control the feelings that we have.

ASSIGNMENT FOR  
FAMILY RELATIONS

Leader: You have been discussing some things that happen to us at home that make us angry. One thing mentioned which several had some feeling about was the problem of dividing the work at home.

Can some of you think of some work situations at home that seems to you to be unfair?

One of the girls volunteered to enlist the help of three other girls and be prepared to role-play a home problem situation.

LESSON 11  
FAMILY RELATIONS  
ROLE-PLAYING

Helen: (Introducing the play) The evening meal has just been finished and Ruth is practicing on the piano. Hazel will play the part of Ruth. Betty is playing the part of Sue who is Ruth's younger sister, as you know. I will play the part of the girls' mother.

Sue: Ruth, if you will stop playing now and stack the dishes, I would wash them.

Ruth ignores her sister. She keeps on playing.

Sue: I don't want to ruin my whole evening worrying about these dishes.

Ruth: Well, who do you think you are?

Sue: I'm the one who has to do all the work. That's who!

Ruth: Now look who's bragging. All the work, Huh?---well, of all the---

Mother: Now what is the matter with you girls again. I don't see why we have to have this fussing all the time about doing the dishes.

Sue: Just because she's so fat and lazy, that's why.

Ruth: Who's fat and lazy? I'm going to slap you down if you down if you don't shut up. I'm practicing and you'd just better leave me alone.

Mother: Ruth, you get busy right now and help her get this job

done. you can do your practicing when you get through.

Ruth: Well, I hope you're satisfied, now that you got me into trouble.

Leader: Now seems to be a good time for us to leave this scene. What seems to be the problem in this situation?

Bonnie: Ruth wants Sue to do all the work and Sue just isn't in love with the idea. That's the way it is at home.

Portia: We never have any argument at home--I just know that I'm the one that has it to do because everyone thinks my little sister is too little to do anything.

Leader: What do you think is the reason that Sue wants to do the dishes right now?

Responses:

She doesn't like to have her mother tell her to.

She wants to get the job over with.

She just might be wanting to prove to her mother that she is better than her sister.

Leader: Why do you think that Ruth does not want to help now?

Jacque: Maybe she need to practice now. I always like to play the piano when I am in the notion.

Portia: I just think that she wants to get out of helping. She thinks that her younger sister shouldn't boss her.

Juanita: Maybe she thinks her mother won't make her help if she is busy practicing.

Leader: Why do you think Ruth is becoming angry?

Responses:

She asked her in a nice way at first to help.

She doesn't want to have to do the dishes all by herself.

Maybe she wants to play the piano.

Leader: Why do you think Ruth became angry?

Responses:

She doesn't want to be bossed by her little sister.

Sue called her fat and lazy.

Her mother scolded her and she maybe felt that it was Sue's fault that she got into trouble.

Leader: Why does Sue believe that Ruth doesn't help her.

Responses:

She thinks she is trying to get out of work.

She feels like she is expecting her to do all of the dishes.

She thinks that her sister is lazy.

Leader: Why does Ruth believe that Sue wants to go ahead with the job.

Responses:

She thinks she wants to show off to her Mother.

She thinks that she just wants to get her into trouble.

Leader: How do think this should be solved?

Responses: They could take turns with the dishes.

They could both plan ahead of time how they should divide the work.

It looks as if the Mother will have to help them to get it settled.

## LESSON 12

"Community Relations" was selected for lesson 11, since tests showed that all the girls might gain from a focus on this subject.

Plans were made for role-playing as the method of presentation. It was hoped that this method would bring about an identification of the girls with the persons with whom they were to gain some degree of objectivity.

The role-playing situations as suggested by the class members, the way they entered into the roles, and the discussion which followed indicated that there was not as much of a need for an understanding of the person who was "different" as might have been revealed in the personality test. The majority of the girls were in sympathy with the Negro, and with the young woman who could not speak the common language.

## LESSON PLAN 11

### COMMUNITY RELATIONS

Leader: How would you feel toward any one in this class if they should have a different color skin?

Hazel: I guess if a Negro had the nerve enough to come to our class, it would be alright with me.

Leader: How do you feel about the Negro children who go to your school?

Juanita: Most of the time it's alright, but sometimes it is

embarrassing when we go on band trips and the people in the cafe won't let our Negro band members eat with us.

Leader: How would you feel about a girl who would come to this class who could not speak a word of English? How would you receive her?

Hazel: Golly, I wouldn't know what to say. That's one time I would really be speechless.

Evalyn: My uncle married a girl from France and she can say just a few words in English. They are going to come to our house to visit. We are all worrying about talking to her.

Juanita: My cousin married a Japanese girl while he was in Korea. I've never seen her. She can talk English though.

Leader: Two examples have been given which are real situations. Maybe we could use these as topics for some role-playing. Part of the class could play that they were Evalyn's family and they were expecting a visit from their uncle and his wife from France who could not speak English.

The following cast was selected from those who volunteered:

Evalyn played by Evalyn

Her Mother, Hazel

Her Father, Wilma

Her Sister, Betty

Her Brother, Mary

Her Uncle, Kitty

His Wife Helen

The other situation was suggested by Juanita when she told of the cafe manager who refused to serve a fellow band member. The rest of the class may prepare to present this situation. The following characters

were cast:

Negro Girl played by Martha

Band members, Portia, Dottie, and Juanita

Cafe Owner, Jacque

Evalyn's group may go into the other room, and Juanita's group may stay in here while they prepare for their skits. Fifteen minutes' time was given to the two groups for practice.

The cast of Group 1 was introduced by Evalyn--I will play the part of Me. Hazel is my mother, Wilma is my father, my sister is Betty, and Mary is my little brother. Kitty is my uncle, and Helen is the French girl.

Uncle and Aunt's knock at the door.

Evalyn goes to the door--Oh, hello Uncle Henry! I'm glad to see you.

Uncle: Evalyn, this is Dolores.

Evalyn: Hello Dolores. Won't you come in.

Mother: I'm glad to see you Dolores.

Dolores smiles.

Mother: Introduces her to each member of the family.

Dolores smiles and repeats each name after her.

(There is a pause, the girls do not know what to say next. It was evident that they were getting the feeling of the situation, since they seemed to be embarrassed when they imagined the problem of communication without a common language.)

Evalyn: (Whispers) Why doesn't someone say something?

Mother: Pretends to take her coat and shows her to a chair.

Evalyn: Golly, what do we do when we can't understand each other?

Leader: Maybe Uncle Henry could have taken over here. Maybe



Mother and one of the girls could have offered a cool drink. Helen, how did you like being the French girl who couldn't talk to this group?

Helen: I was just as scared as if I really were with a strange family. I didn't know what to do or say. I felt like everyone was staring at me.

Leader: Let us list the things we could do to make a person who talked differently feel at home.

Responses: We could show we like her if we smile and be sure not to stare at her.

We could serve everyone cokes or ice cream.

We could go ahead and talk as if she understood. Her husband would tell her what we said.

She would understand if we could call her name.

Help her to learn the names of the family, and maybe a few other words that she would need to know to make herself understood.

We could show her something in our home which was interesting.

Leader: Since our time is nearly over we will leave our other play for next week.

## LESSON PLAN 12

### COMMUNITY RELATIONS (Continued)

Leader: Last week a part of our class prepared a skit. Now we will see if we can place ourselves in the other situation. Juanita, will you introduce your players and tell about your play?

Juanita: I will introduce our players: Martha will play the part of the Negro girl; Portia, Dottie, and I will be the other band members; and Jacque will play the part of the cafe owner. Now, we didn't make this up, it really happened.

Portia: I'm hungry, let's ask Mr. Director if we can stop to get a hamburger.

Dottie: Yes, he said we would stop at the next town for about thirty minutes since every one wanted to.

Juanita: That looks like a good place to go. Come on, Martha, aren't you hungry?

Martha: Do you think it will be alright for me to go in?

All four of the girls go in and sit at a table.

Jacque: (Comes to the table). I am sorry, but we reserve the right to refuse service to anyone.

Martha: I guess I'd better leave and go to the bus. I was afraid that I shouldn't come in.

Portia: Well, if she can't eat here, neither will I.

Dottie: I'll go too.

Juanita: Let's all go to a Dairy Queen and get some hamburgers and cokes. We can eat them on the bus.

The following discussion followed the preceding role-playing.

Helen: I don't think I would have wanted to eat with the Negro.

Martha: Why not?

Helen: My Daddy says that if people here had to be around many colored people as they do where he comes from, they wouldn't want to associate with them. They'll just run everyone if they get a chance.

Evalyn: Well, the Negro girl worked just as hard as the rest of us did that time for the band, and she really plays well too. I was with the band kids when they walked out of that cafe.

Helen: I guess Negroes are alright in their place, but Daddy says that it won't be long until Oklahoma City is completely taken over by them.

Juanita: I don't think we should think of ourselves as being any better than anyone else. We should all be treated alike.

Helen: I don't think I'd want her not to be able to eat, but I just wouldn't want to eat with her.

The discussion followed rather spontaneously since the girls were expressing some feelings following a real situation in which there was some controversy. Several other contributions were made that were not recorded.

Since most of the girls expressed sympathy for the schoolmate whom they knew and liked, the girl who had some prejudice, seemed to be willing to adapt her ideas to come more nearly to those of the other members of the group.

APPENDIX C

## CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:<sup>1</sup>

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

Personal Adjustment

- 1A. Self Reliance---An individual may be said to be self-reliant when his over actions indicated that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth---An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom---An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

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<sup>1</sup>Louis P. Thorpe and Willis W. Clark, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4

- 1D. Feeling of Belonging---An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.
- 1E. Withdrawing Tendencies---The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. Nervous Symptoms---The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep. People of this kind may be exhibiting physical expressions of emotional conflicts.

### Social Adjustment

- 2A. Social Standards---The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills---An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies---An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

- 2D. Family Relations---The individual who exhibits desirable family relationships is the one who feels that he is loved and well treated at home, and who has a sense of security and self respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations---The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.
- 2F. Community Relations--- The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the the disposition to be respectful of laws and of regulations pertaining to the general welfare.



Elementary • GRADES 4-5-6-7-8 • form AA

# California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

Do not write or mark on this booklet unless told to do so by the examiner.

Name..... (CIRCLE ONE) Boy Girl  
Last First Middle  
 Grade.....  
 School..... City..... Date of Test.....  
Month Day Year  
 Examiner..... (.....) Pupil's Age..... Date of Birth.....  
Month Day Year



#### INSTRUCTIONS TO PUPILS:

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

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 9 8 7 6 5 4 3 2 1



## INSTRUCTIONS TO PUPILS

**DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.**

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

### SAMPLES

- A. Do you have a dog at home? YES NO  
 B. Can you ride a bicycle? YES NO

### DIRECTIONS FOR MARKING ANSWERS

#### ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO to show your answer. If you have a dog at home, you would mark under the YES for question A as shown below. If you cannot ride a bicycle, you would mark under the NO for question B as shown below.

	YES	NO
A		
B		

Remember, you mark under the word that shows your answer. Now find Samples A and B on your answer sheet and show your answer for each by marking YES or NO. Do it now. Find answer row number 1 on your answer sheet. Now wait until the examiner tells you to begin.

#### ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can ride a bicycle, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3. Ready, begin.

## SECTION 1 A

1. Do you usually keep at your work until it is done? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. Do you help other boys and girls have a good time at parties? YES NO
4. Do you usually believe what other boys or girls tell you? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. When you have some free time, do you usually ask your parents or teacher what to do? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Can you often get boys and girls to do what you want them to? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. If you are a boy, do you talk to new girls? If you are a girl, do you talk to new boys? YES NO
12. Would you rather plan your own work than to have someone else plan it for you? YES NO

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Section 1 A  
(number right) .....

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## SECTION 1 B

13. Do your friends generally think that your ideas are good? YES NO
14. Do people often do nice things for you? YES NO
15. Do you wish that your father (or mother) had a better job? YES NO
16. Are your friends and classmates usually interested in the things you do? YES NO
17. Do your classmates seem to think that you are not a good friend? YES NO
18. Do your friends and classmates often want to help you? YES NO
19. Are you sometimes cheated when you trade things? YES NO
20. Do your classmates and friends usually feel that they know more than you do? YES NO
21. Do your folks seem to think that you are doing well? YES NO
22. Can you do most of the things you try? YES NO
23. Do people often think that you cannot do things very well? YES NO
24. Do most of your friends and classmates think you are bright? YES NO

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Section 1 B  
(number right) .....

## SECTION 1 C

25. Do you feel that your folks boss you too much? YES NO
26. Are you allowed enough time to play? YES NO
27. May you usually bring your friends home when you want to? YES NO
28. Do others usually decide to which parties you may go? YES NO
29. May you usually do what you want to during your spare time? YES NO
30. Are you prevented from doing most of the things you want to? YES NO
31. Do your folks often stop you from going around with your friends? YES NO
32. Do you have a chance to see many new things? YES NO
33. Are you given some spending money? YES NO
34. Do your folks stop you from taking short walks with your friends? YES NO
35. Are you punished for lots of little things? YES NO
36. Do some people try to rule you so much that you don't like it? YES NO

## SECTION 1 D

37. Do pets and animals make friends with you easily? YES NO
38. Are you proud of your school? YES NO
39. Do your classmates think you cannot do well in school? YES NO
40. Are you as well and strong as most boys and girls? YES NO
41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO
42. Are the members of your family usually good to you? YES NO
43. Do you often think that nobody likes you? YES NO
44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO
45. Do you have just a few friends? YES NO
46. Do you often wish you had some other parents? YES NO
47. Is it hard to find friends who will keep your secrets? YES NO
48. Do the boys and girls usually invite you to their parties? YES NO

**GO** RIGHT ON TO THE NEXT COLUMN

Section 1 C  
(number right) .....

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Section 1 D  
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## SECTION 1 E

49. Have people often been so unfair that you gave up? YES NO
50. Would you rather stay away from most parties? YES NO
51. Does it make you shy to have everyone look at you when you enter a room? YES NO
52. Are you often greatly discouraged about many things that are important to you? YES NO
53. Do your friends or your work often make you worry? YES NO
54. Is your work often so hard that you stop trying? YES NO
55. Are people often so unkind or unfair that it makes you feel bad? YES NO
56. Do your friends or classmates often say or do things that hurt your feelings? YES NO
57. Do people often try to cheat you or do mean things to you? YES NO
58. Are you often with people who have so little interest in you that you feel lonesome? YES NO
59. Are your studies or your life so dull that you often think about many other things? YES NO
60. Are people often mean or unfair to you? YES NO

## SECTION 1 F

61. Do you often have dizzy spells? YES NO
62. Do you often have bad dreams? YES NO
63. Do you often bite your fingernails? YES NO
64. Do you seem to have more headaches than most children? YES NO
65. Is it hard for you to keep from being restless much of the time? YES NO
66. Do you often find you are not hungry at meal time? YES NO
67. Do you catch cold easily? YES NO
68. Do you often feel tired before noon? YES NO
69. Do you believe that you have more bad dreams than most of the boys and girls? YES NO
70. Do you often feel sick to your stomach? YES NO
71. Do you often have sneezing spells? YES NO
72. Do your eyes hurt often? YES NO

**GO** RIGHT ON TO THE NEXT COLUMN.

Section 1 E  
(number right) .....

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Section 1 F  
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## SECTION 2 A

73. Is it all right to cheat in a game when the umpire is not looking? YES NO
74. Is it all right to disobey teachers if you think they are not fair to you? YES NO
75. Should one return things to people who won't return things they borrow? YES NO
76. Is it all right to take things you need if you have no money? YES NO
77. Is it necessary to thank those who have helped you? YES NO
78. Do children need to obey their fathers or mothers even when their friends tell them not to? YES NO
79. If a person finds something, does he have a right to keep it or sell it? YES NO
80. Do boys and girls need to do what their teachers say is right? YES NO
81. Should boys and girls ask their parents for permission to do things? YES NO
82. Should children be nice to people they don't like? YES NO
83. Is it all right for children to cry or whine when their parents keep them home from a show? YES NO
84. When people get sick or are in trouble, is it usually their own fault? YES NO

## SECTION 2 B

85. Do you let people know you are right no matter what they say? YES NO
86. Do you try games at parties even if you haven't played them before? YES NO
87. Do you help new pupils to talk to other children? YES NO
88. Does it make you feel angry when you lose in games at parties? YES NO
89. Do you usually help other boys and girls have a good time? YES NO
90. Is it hard for you to talk to people as soon as you meet them? YES NO
91. Do you usually act friendly to people you do not like? YES NO
92. Do you often change your plans in order to help people? YES NO
93. Do you usually forget the names of people you meet? YES NO
94. Do the boys and girls seem to think you are nice to them? YES NO
95. Do you usually keep from showing your temper when you are angry? YES NO
96. Do you talk to new children at school? YES NO

**GO** RIGHT ON TO  
THE NEXT COLUMN

Section 2 A  
(number right) .....

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Section 2 B  
(number right) .....

## SECTION 2 C

97. Do you like to scare or push smaller boys and girls? YES NO
98. Have unfair people often said that you made trouble for them? YES NO
99. Do you often make friends or classmates do things they don't want to? YES NO
100. Is it hard to make people remember how well you can do things? YES NO
101. Do people often act so mean that you have to be nasty to them? YES NO
102. Do you often have to make a "fuss" or "act up" to get what you deserve? YES NO
103. Is anyone at school so mean that you tear, or cut, or break things? YES NO
104. Are people often so unfair that you lose your temper? YES NO
105. Is someone at home so mean that you often have to quarrel? YES NO
106. Do you sometimes need something so much that it is all right to take it? YES NO
107. Do classmates often quarrel with you? YES NO
108. Do people often ask you to do such hard or foolish things that you won't do them? YES NO

## SECTION 2 D

109. Do your folks seem to think that you are just as good as they are? YES NO
110. Do you have a hard time because it seems that your folks hardly ever have enough money? YES NO
111. Are you unhappy because your folks do not care about the things you like? YES NO
112. When your folks make you mind are they usually nice to you about it? YES NO
113. Do your folks often claim that you are not as nice to them as you should be? YES NO
114. Do you like both of your parents about the same? YES NO
115. Do you feel that your folks fuss at you instead of helping you? YES NO
116. Do you sometimes feel like running away from home? YES NO
117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs? YES NO
118. Does it seem to you that your folks at home often treat you mean? YES NO
119. Do you feel that no one at home loves you? YES NO
120. Do you feel that too many people at home try to boss you? YES NO

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(number right) .....

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Section 2 D  
(number right) .....

## SECTION 2 E

121. Do you think that the boys and girls at school like you as well as they should? YES NO
122. Do you think that the children would be happier if the teacher were not so strict? YES NO
123. Is it fun to do nice things for some of the other boys or girls? YES NO
124. Is school work so hard that you are afraid you will fail? YES NO
125. Do your schoolmates seem to think that you are nice to them? YES NO
126. Does it seem to you that some of the teachers "have it in for" pupils? YES NO
127. Do many of the children get along with the teacher much better than you do? YES NO
128. Would you like to stay home from school a lot if it were right to do so? YES NO
129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO
130. Have you found that some of the teachers do not like to be with the boys and girls? YES NO
131. Do many of the other boys or girls claim that they play games more fairly than you do? YES NO
132. Are the boys and girls at school usually nice to you? YES NO

## SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO
134. Do you think there are too few interesting places near your home? YES NO
135. Do you sometimes do things to make the place in which you live look nicer? YES NO
136. Do you ever help clean up things near your home? YES NO
137. Do you take good care of your own pets or help with other people's pets? YES NO
138. Do you sometimes help other people? YES NO
139. Do you try to get your friends to obey the laws? YES NO
140. Do you help children keep away from places where they might get sick? YES NO
141. Do you dislike many of the people who live near your home? YES NO
142. Is it all right to do what you please if the police are not around? YES NO
143. Does it make you glad to see the people living near you get along fine? YES NO
144. Would you like to have things look better around your home? YES NO

**GO** RIGHT ON TO THE NEXT COLUMN

Section 2 E  
(number right) .....

**STOP** NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 F  
(number right) .....



Intermediate • GRADES 7 to 10 • form BB

# California Test of Personality

1953 Revision

Devised by

WILLIS W. CLARK, ERNEST W. TIEGS, AND LOUIS P. THORPE

Do not write or mark on this booklet unless told to do so by the examiner.

Name..... Grade..... Sex  
Last First Middle M-F

School..... City..... Date of Test.....  
Month Day Year

Examiner..... (.....) Student's Age..... Date of Birth.....  
Month Day Year



## INSTRUCTIONS TO STUDENTS

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

**DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.**



## INSTRUCTIONS TO STUDENTS

**DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.**

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

### SAMPLES

- A. Do you have a dog at home? YES NO  
 B. Can you drive a car? YES NO

### DIRECTIONS FOR MARKING ANSWERS

#### ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO, whichever shows your answer. If you have a dog at home but cannot drive a car, you would mark the answer sheet this way:

	YES	NO
A		
B		

Mark under the word that shows your answer.  
 Find answer row number 1 on your answer sheet.  
 Now wait until the examiner tells you to begin.

#### ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can drive a car, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3.

## SECTION 1 A

1. Can you lead others when you have the chance? YES NO
2. Is it easy for you to deal with rude people? YES NO
3. Is it hard for you to be calm when things go wrong? YES NO
4. Do you usually find that other people are to blame when things go wrong? YES NO
5. Do you find it hard to get along without things that are not for your own good? YES NO
6. Is it easy for you to wait until the proper time to do things? YES NO
7. Is it hard for you to stand up for your rights? YES NO
8. Do you feel bad when your classmates make fun of you? YES NO
9. Do you often think about the kind of work you want to do when you grow up? YES NO
10. Do you force yourself to do things in order to get results? YES NO
11. Do you usually feel at ease when you are at parties? YES NO
12. Do you find it easier to do what your friends plan than to make your own plans? YES NO
13. Do you feel that you do your best when faced with problems? YES NO
14. Do you usually finish the things that you start out to do? YES NO
15. Do you often feel timid when you are with others? YES NO

## SECTION 1 B

16. Do your classmates seem to think you are as bright as they are? YES NO
17. Do some of your friends think that you give up too easily? YES NO
18. Do you feel that people recognize your good qualities? YES NO
19. Do your classmates recognize your ability as much as they should? YES NO
20. Do people seem to think that you can work out your own problems? YES NO
21. Are you invited to the social affairs that you like most? YES NO
22. Do you find that people do not treat you very well? YES NO
23. Do your classmates fail to include you in things that they should? YES NO
24. Are you worried because you do not have a good time at parties? YES NO
25. Do you often feel bad because people neglect you? YES NO
26. Do people seem to think that you can do things well? YES NO
27. Do people seem to enjoy having you in their company? YES NO
28. Do your friends seem to doubt that you are going to get along well? YES NO
29. Do you usually feel sure of yourself when in new places? YES NO
30. Are you often worried about what your friends think of you? YES NO

**GO** RIGHT ON TO  
THE NEXT COLUMN

Section 1 A  
(number right) .....

Page 3  
CTP-1-BB

**GO** RIGHT ON TO  
THE NEXT PAGE

Section 1 B  
(number right) .....

**SECTION 1 C**

- 31. Are you allowed to say what you think about most things? YES NO
- 32. Do you feel that you are not allowed to go places that are all right for you to go to? YES NO
- 33. Are you allowed to plan your own affairs as much as you should be? YES NO
- 34. Do you have enough time for play and fun? YES NO
- 35. Do you keep away from many people because they expect you to do things their way? YES NO
- 36. Do you feel that you have enough to say about the rules in your home? YES NO
- 37. Do you feel that you are given enough time for recreation? YES NO
- 38. Do you feel that there are too many rules which are unfair for people of your age? YES NO
- 39. Do some people try to rule you so much that it bothers you? YES NO
- 40. Are you allowed to go to as many shows and entertainments as your friends? YES NO
- 41. Do you feel that you have to live up to too many rules? YES NO
- 42. Are you allowed to pick your own friends of the opposite sex? YES NO
- 43. Are you unhappy because someone is always trying to boss you? YES NO
- 44. Do you feel that other people have too much to do with your affairs? YES NO
- 45. Do you often have trouble getting a reasonable amount of freedom? YES NO

**SECTION 1 D**

- 46. Do your friends avoid asking favors of you? YES NO
- 47. Do other people seem to like to be with you? YES NO
- 48. Do many people seem to be interested in you? YES NO
- 49. Is it hard for you to talk to people even when you know them? YES NO
- 50. Are you usually invited to share in the fun at parties? YES NO
- 51. Do you feel that you can do things as well as the other students? YES NO
- 52. Are you usually invited to the school affairs that you like? YES NO
- 53. Do you often feel bad because you have so few friends? YES NO
- 54. Do people seem to enjoy talking with you? YES NO
- 55. Are you anxious to leave home as soon as you can take care of yourself? YES NO
- 56. Do you belong to the school groups that you like best? YES NO
- 57. Do people usually seem to notice the things you do well? YES NO
- 58. Is it hard to find any friends whom you can trust? YES NO
- 59. Do you usually have your best times when you are with friends? YES NO
- 60. Do your friends stay with you as much as they can? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 C  
(number right) .....

GO RIGHT ON TO THE NEXT PAGE

Section 1 D  
(number right) .....

**SECTION 1 E**

- 61. Do you often feel like crying because of the way people neglect you? YES NO
- 62. Does it seem as if most people cheat whenever they can? YES NO
- 63. Do you know people who are so unreasonable that you hate them? YES NO
- 64. Does it seem to you that you worry more than most people? YES NO
- 65. Would you rather not go to most of the school affairs? YES NO
- 66. Do you avoid many people because you don't like them? YES NO
- 67. Do you often stay away from people so they cannot bother you? YES NO
- 68. Do you usually feel shy when you are with strangers? YES NO
- 69. Do you like to think about things rather than do your work? YES NO
- 70. Do you usually find it hard to talk in a group of boys and girls? YES NO
- 71. Are you often troubled by fears that seem unreasonable? YES NO
- 72. Are many of your friends so touchy that you try to avoid them? YES NO
- 73. Do you sometimes feel discouraged without any good reason? YES NO
- 74. Do you find that many people are hard to like? YES NO
- 75. Does it bother you to have people look at you when you enter a room? YES NO

**SECTION 1 F**

- 76. Have you sometimes felt that you were about to have a nervous breakdown? YES NO
- 77. Do you often have pains in your head? YES NO
- 78. Do you usually have a hard time getting rid of a cold? YES NO
- 79. Do you need to rest more than most of your friends? YES NO
- 80. Do you usually find it hard to sit still? YES NO
- 81. Are you underweight much of the time? YES NO
- 82. Do you often lose sleep because of worry? YES NO
- 83. Are things often so bad that it is hard for you to keep calm? YES NO
- 84. Do you often have sick headaches? YES NO
- 85. Do some of your friends seem to think that you are too restless? YES NO
- 86. Do you sometimes feel that you are about to faint? YES NO
- 87. Is it hard for you to keep from feeling nervous? YES NO
- 88. Do you often become irritable without knowing why? YES NO
- 89. Do you usually get restless when you have to wait for someone? YES NO
- 90. Do you often feel tired before noon? YES NO

**GO** **RIGHT ON TO THE NEXT COLUMN**

Section 1 E  
(number right) .....

**GO** **RIGHT ON TO THE NEXT PAGE**

Section 1 F  
(number right) .....

## SECTION 2 A

91. Should one be expected to apologize when he has injured someone even if it was an accident? YES NO
92. Should boys and girls be expected to live up to the school rules? YES NO
93. Should one ever seek revenge when he has been wronged? YES NO
94. Is it necessary to respect people who have a different religion? YES NO
95. Should a person always be fair to those who have been mean to him? YES NO
96. Are the duller students entitled to take part in student affairs? YES NO
97. Is it all right to look down on people who do not know very much? YES NO
98. Should young people respect the property of people who are rich? YES NO
99. Is it all right for students to talk back to teachers if they are unfair? YES NO
100. Should one correct people when they make social errors? YES NO
101. Should one look up to college students more than to other people? YES NO
102. Is it all right to break promises that you do not want to keep? YES NO
103. Is it all right to cheat people who are dishonest? YES NO
104. Should a person of your age be expected to ask his parents for permission to do important things? YES NO
105. Should a person try to get even when someone has been unfair? YES NO

## SECTION 2 B

106. Do people seem to think that you are helpful to others? YES NO
107. Do you like to argue with people who disagree with your way of doing things? YES NO
108. Do you find it easy to get people to do what you want them to? YES NO
109. Do the people who know you consider you to be thoughtful of them? YES NO
110. Are you often asked to help plan parties? YES NO
111. Do you find it easy to make friends? YES NO
112. Is it hard for you to listen to someone when you would rather talk? YES NO
113. Do you tell your parents about their good points? YES NO
114. Do you usually let people know what you think of them when they bother you? YES NO
115. Do you often insist on getting your own way even when someone opposes you? YES NO
116. Do you like to keep in touch with the things your friends are doing? YES NO
117. Do you find it easy to help people enjoy life? YES NO
118. Do you usually insist that you have done the right thing no matter what people say? YES NO
119. Do you find it easy to get along with boys or girls who are younger than you? YES NO
120. Do you often introduce people to each other? YES NO

**GO** RIGHT ON TO  
THE NEXT COLUMN

Section 2 A  
(number right) .....

**GO** RIGHT ON TO  
THE NEXT PAGE

Section 2 B  
(number right) .....

## SECTION 2 C

121. Do you have to get tough with some people in order to get a fair deal? YES NO
122. Do your friends or the other students often start heated arguments with you? YES NO
123. Do some of the teachers seem so unfair that it is all right for students to talk back to them? YES NO
124. Do you often have to get even with people who have a grudge against you? YES NO
125. Do you find that you can get what you want by showing some temper? YES NO
126. Are people often so unfair that you lose your temper? YES NO
127. Do you have to defend your rights against people much of the time? YES NO
128. Do you often have to start a fuss to get what is coming to you? YES NO
129. Are some of the students so snobbish that you have to insult them? YES NO
130. Are some people so unfair that you have to double-cross them? YES NO
131. Do you often have to get after people because they talk about you? YES NO
132. Do you often have to get even with people who haven't been fair to you? YES NO
133. Are many people so narrow-minded that you can't help quarreling with them? YES NO
134. Do people often bother you so much that you use bad language? YES NO
135. Do many people do things that make you feel like fighting them? YES NO

## SECTION 2 D

136. Do your folks often take time to help you with your problems? YES NO
137. Does it seem that many of your friends stay away from your home? YES NO
138. Do most of your friends seem to have more freedom at home than you do? YES NO
139. Do you feel that you are really wanted in your home? YES NO
140. Are you made to feel that you are as good as other members of your family? YES NO
141. Do you feel that your folks are too strict with you? YES NO
142. Are you unable to talk things over with your folks because they don't understand? YES NO
143. Do your folks ever take time to do the things you like? YES NO
144. Do you feel that the people at home nag at you instead of treating you fairly? YES NO
145. Do you feel that there is not enough affection in your home? YES NO
146. Does someone at home praise you a lot and seldom criticize you? YES NO
147. Do you sometimes feel that the rules in your home are too strict? YES NO
148. Is there someone in your home who talks over your problems with you? YES NO
149. Do you feel that there are too many bosses in your family? YES NO
150. Do some of the people in your family seem to quarrel too much? YES NO

**GO** RIGHT ON TO  
THE NEXT COLUMN

Section 2 C  
(number right) .....

**GO** RIGHT ON TO  
THE NEXT PAGE

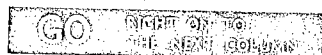
Section 2 D  
(number right) .....

## SECTION 2 E

151. Do you enjoy belonging to a club, team, or organization at school? YES NO
152. Do you feel that some of the teachers dislike the students? YES NO
153. Do you usually do your share in asking or answering questions in school? YES NO
154. Do you think that many of the teachers like some students better than others? YES NO
155. Do you usually stay away from your classmates of the other sex? YES NO
156. Are many of your classmates in school so dull that you do not like them? YES NO
157. Have you found that most teachers are very interesting? YES NO
158. Do some of your teachers argue with the students a great deal? YES NO
159. Do the students seem to think you are a good mixer at school? YES NO
160. Does it bother you a great deal when the teachers give you advice? YES NO
161. Do you often take part in parties or social affairs in your school? YES NO
162. Do you feel that most of the students are more successful than you are? YES NO
163. Do you generally go to school programs and other affairs? YES NO
164. Do your classmates often make remarks that hurt your feelings? YES NO
165. Would you like it better if you could quit school and get a job? YES NO

## SECTION 2 F

166. Do you know an interesting group of young people where you live? YES NO
167. Do you often talk with persons of the other sex in the neighborhood where you live? YES NO
168. Are there too many people from other races in the neighborhood where you live? YES NO
169. Do you know some of your neighbors well enough to visit them when you want to? YES NO
170. Do you sometimes go to shows, skating rinks, or parties in your neighborhood? YES NO
171. Do you often have good times in your own neighborhood? YES NO
172. Does it seem to you that the folks near your home quarrel a great deal? YES NO
173. Do you often have good times talking or playing games with neighbors? YES NO
174. Do you like to help improve the looks of your community? YES NO
175. Do you feel that most of your neighbors are people worth knowing? YES NO
176. Do the boys and girls in your neighborhood have more good times than you do? YES NO
177. Are some of the people near your home so unpopular that you avoid them? YES NO
178. Have you often felt that your neighbors are dull and uninteresting? YES NO
179. Are the morals of the people near your home as good as you think they should be? YES NO
180. Do you feel that the place where you live is not very interesting? YES NO



Section 2 E  
(number right) .....

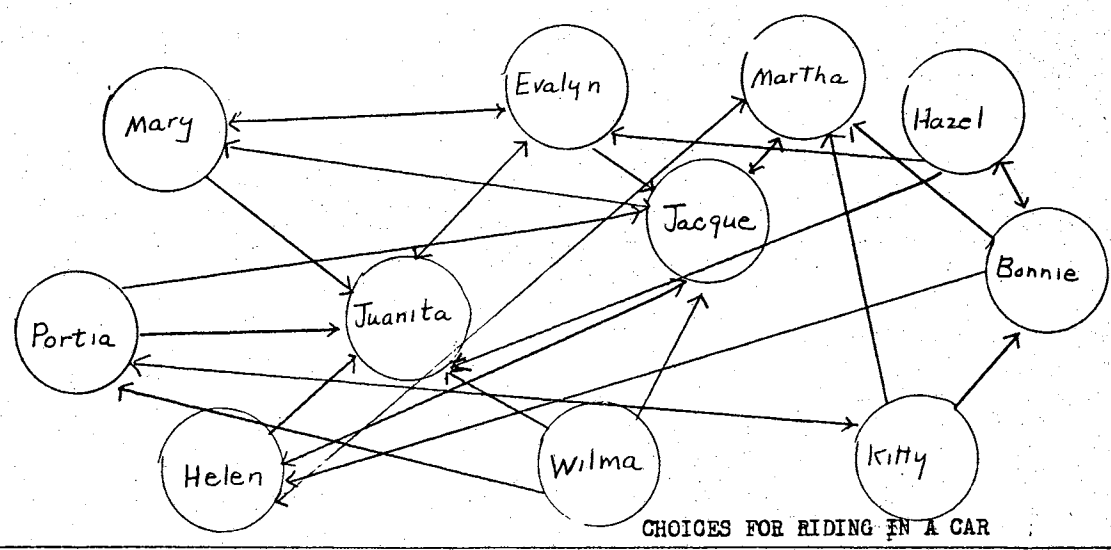


Section 2 F  
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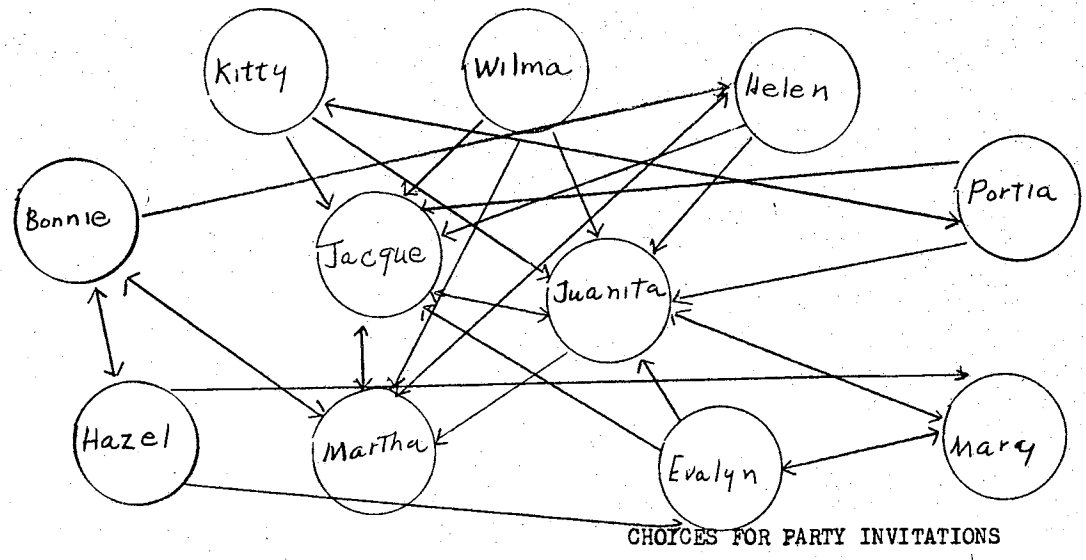
APPENDIX D



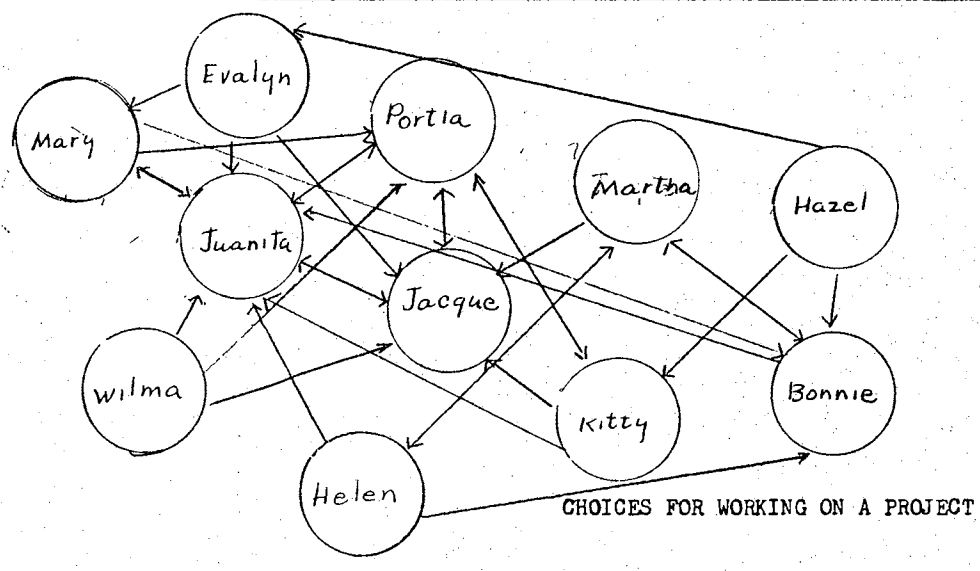
### Sociometric Choices



CHOICES FOR RIDING IN A CAR



CHOICES FOR PARTY INVITATIONS



CHOICES FOR WORKING ON A PROJECT

APPENDIX E

TABLE IV

NAMES OF SUBJECTS (IN CODE) SHOWING TOTAL  
RAW SCORES, AND PERCENT FOR TESTS AA AND BB

## ANALYSIS OF TOTAL RAW SCORES

Subject	AA Raw	AA Converted	BB Raw	BB Converted
Juanita	134	.930	172	.955
Dotty	119	.826	172	.955
Portia	108	.750	146	.810
Mary	119	.826	162	.900
Kitty	128	.889	146	.810
Jacque	99	.680	134	.744
Helen	128	.889	168	.716
Evalyn	126	.815	165	.917
Betty	115	.800	161	.894
Martha	128	.889	160	.846
Hazel	113	.784	130	.722
Total		9.078		9.269

Vita

Sybil Fiala Wall

Candidate for the Degree of

Master of Science

Thesis: THE GROUP PROCESS AS A METHOD FOR TEACHING YOUNG  
ADOLESCENT GIRLS IN A CHURCH SCHOOL SETTING

Biographical:

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Child Development in 1958; completed requirements for  
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Professional Organizations: Oklahoma Mental Health  
Association, Home Economics Alumni Association.