

GENERALIZATIONS IN PERSONAL AND SOCIAL ADJUSTMENT,
AND THEIR EFFECTIVENESS IN THE
TEACHING OF ADOLESCENT GIRLS

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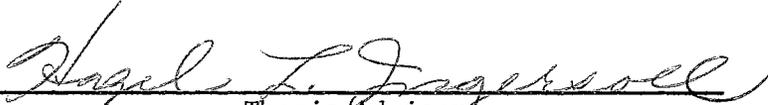
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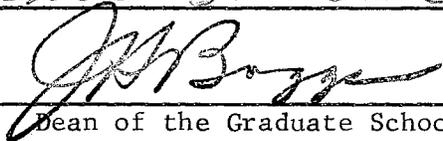
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CHAPTER I

INTRODUCTION

This study is concerned with the development of a teaching outline for a unit in a high school homemaking class. Concern for high school students and their inability to adjust to their environment prompted this study. Their developmental needs were evidenced by their attitudes toward school, teachers, and parents. The needs were defined more completely through the analysis of test results from the Mental Health Analysis.¹ To the writer, the results of this analysis exemplified the fact that more effective teaching is needed in the area of personal and social relationships.

Setting of the Study

The writer of this study was employed as the vocational homemaking teacher in the Chandler Public Schools. Chandler is located 31 miles east of Oklahoma City and has a population of 2,524. It is the county seat of Lincoln County. The U. S. Highway 66, going east and west, State Highway 18, going north and south, and the Turner Turnpike, which borders the town on the north, are the principal links Chandler has with the rest of the state. The Deep Fork River is located three miles south of the town and may some day make it

¹See Appendix A for a copy of the Mental Health Analysis.

possible for Chandler to have water transportation. The principal industry is agriculture; however, with its nearness to Oklahoma City many people living in Chandler commute to work in the government offices and at Tinker Air Base. Oklahoma State University's experimental research farm for pecans and a pecan shelling plant help Chandler claim the title "Pecan Capitol of the World."

Chandler is civic minded and has several clubs and organizations working toward its betterment. Among those active is the Chamber of Commerce. Some of their accomplishments for the last year include park improvements, clean-up campaign, and helped establish an incinerator manufacturing industry.

Children in the Chandler area are not lacking in recreational activities. Besides a swimming pool, boy scouts and girl scouts, and an organized summer youth recreation program, there is a baseball camp located at the edge of town. Each year the local boys join boys from all over the United States to learn fundamentals of baseball.

Eighteen churches are located in the town with a combined membership of approximately 2,000. The school system includes four grade schools, one junior high school, and one high school. There are 751 students enrolled in the system with 280 being enrolled in high school. Many of the students come from the rural areas surrounding Chandler. There are 46 teachers in the system and 12 teachers in the high school. Vocational Homemaking is offered as an elective all four years and has an average of 70 students enrolled each year. Students enrolled in Chandler Schools have many opportunities for selecting courses and being members of extra-curricular activities,

all recognized as having some importance to the adolescent age.

Purpose of Study

The purposes of the study were three fold. The writer first wanted to discover, through the use of a personal adjustment analysis, those personal adjustment areas in which high school students need the most help. The second purpose was to develop a teaching outline for instruction in the needed aspects of adjustment. The last purpose was to determine the effectiveness of the teaching insofar as was possible.

General Developmental Characteristics of the Adolescent

To better understand the problems of adolescents, a study of current literature was undertaken.

Strang (23) defines the period of adolescence as "a state of becoming." She points out:

Adolescence is usually described as the developmental stage beginning with puberty--the period when sexual maturing occurs--and the attaining of the emotional, social, and other aspects of adult maturity. This does not mean that at the end of this period all the adolescent growth trends are complete. There is still the possibility for an increase in independence, in emotional maturity, and in certain aspects of intelligence. (p. 180)

One of the first apparent signs of adolescence is the beginning of physical maturity. Vincent (26) reported that the reproductive system continues its rapid growth in the early years and becomes fully functional in both sexes. There is also a great appetite toward food but it will subside toward the end of adolescence. The posture is more or less fixed in structure due to the habits of the person. Hurlock (13) stated that most of the secondary sex characteristics

reach a mature level of development and by the end of early adolescence, boys and girls resemble men and women in size and general appearance.

During the period of transition certain developmental tasks must be achieved. Havighurst (11) defined a developmental task as "any task which arises at a certain period in life, the successful achievement leading to happiness and success with later tasks." Duvall (5)² listed the teenager's developmental task as follows:

1. Accepting one's changing body and learning to use it effectively
....
2. Achieving a satisfying and socially accepted masculine or feminine role....
3. Finding oneself as a member of one's own generation in more mature relations with one's age mates....
4. Achieving emotional independence of parents and other adults....
5. Selecting and preparing for an occupation and economic independence
....
6. Preparing for marriage and family life....
7. Developing intellectual skills and social sensitivities necessary for civic competence....
8. Developing a workable philosophy of life that makes sense in today's world.... (pp. 294-297).

There are three causes or combination of these causes that make developmental tasks important to the adolescent. Havighurst (11) defined the causes as: (1) from physical maturation, (2) from pressure of cultural processes, (3) from the desires, aspirations and values of the emerging personality, or (4) from a combination of these factors acting together.

The success of the personality accomplishing the developmental tasks largely depends on the foundation the individual has gained earlier. This foundation should allow the adolescent to build a new

²Freely adapted from the schema used by Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Co., 1953), Chaps. 9, 10, 11.

or revised self-image with added feelings of self-worth. Erikson (6) called this central problem of adolescence the establishment of "a sense of identity." The adolescent has to make clear just who he is and what his relations are to be with others. Pikunas (20) stated that much exploration and learning by the adolescent are necessary to move oneself ahead in the realization of the developmental task.

Educational development of adolescents

Education is one avenue through which adolescents experiment and learn. They must have growth in intelligence, mental maturity, and vocational selection. To have this growth, the adolescent is in constant contact with the teacher. This can have either positive or negative effect upon their learning. Malm (17) set up two criteria for teachers dealing with adolescents: (1) she should be a pleasant person in the classroom and (2) she should be mentally healthy.

Malm also believed there should be three characteristics in the way the teacher should treat the adolescent. She should (1) realize hidden emotions often dictate behavior, (2) react to emotional adolescents wholesomely and helpfully, and (3) not respond to the behavior of the adolescent with unsuitable emotion. By accomplishing this, the teacher should set the stage for effective learning. Strang (24) writes that scholastic achievement depends more upon circumstances; the attitudes of the group toward scholastic achievement being an important factor. For these reasons, the teaching of adolescents must take into consideration the emotions and attitudes of the adolescent, as well as the content to be taught.

Scholastic achievement may tend to decelerate in adolescence but

intellectual ability does not become stationary. To become educated there must be growth involving thoughts and reasoning. Staton (22) reported growth in knowledge involves disciplined thought and study.

Vincent (26) states:

Whether or not the intellect continues to develop, the later adolescent characteristically uses the intelligence he has in a more realistic manner than he did previously. He tends to accumulate more facts that are relevant to his problem than formerly. The later adolescent day dreams, but his dreams are closer to reality. He thinks about the practical matters such as a choice of vocation, and the means of obtaining money for his various needs. (p. 308)

Social development of adolescence

Social development, like educational development, must undergo change in the late teens. Vincent (26) further states that the older adolescent tries out ways of behaving that may indicate differences in his personality. He is interested in clarifying for himself what kind of person he is and what roles in society he is to play.

Hetero-sexual maturity becomes evident as a part of the social development. Dating and group activities have occupied much time and thought of the adolescent. Staton (22) listed four major factors as the reasons for adolescent's dating:

- (1) Companionship--based on complimentariness of nature and imitation of adult behavior.
- (2) Personality Attraction--based more upon the self-concept produced in the adolescent by the companion than upon the attractiveness of the companion's personality.
- (3) Mutual Self-Discovery--orienting oneself to the society of peers by more complete discovery of how people are alike and different.
- (4) The Mating Urge--sexual gratification; the desire for a partner, home, and family. (p. 399)

During adolescence there is also a change in the relationships with parents. Early adolescence finds the individual still dependent upon and influenced by his parents. However, as they begin their

struggle for adult standing, the adolescent must give up much of his earlier dependency. Jersild (14) reported that during the adolescent years the individual becomes more aware of and sensitive to conditions in the home and characteristics of the family that might affect his own pride and prestige. He further stated that emancipation from one's parents is not the same as repudiation of them. This growth in emancipation and trying to satisfy factors of interpersonal relations aids the adolescent in gaining more of his self-identity.

Emotional development of adolescence

Included also in this time of adjustment is the emotional development of the adolescent. Strang (24) reported that emotional maturity is indicated by the individual's growth in inner control or conscience and their ability to accept inevitable frustrations. Such frustrations produce tension which must be expressed by the individual.

Bernard (2) reported the American Council on Education reached the conclusion that there were three broad classifications of emotions. They were (1) mild emotions which have a tonic effect on physiological processes in general, (2) strong emotions which produce digestive disorder, upset glandular balance and disturbance of the heart action and circulatory responses, and (3) disintegrative emotions which produce a loss of coordination, uncontrollable trembling, glandular disorder and mental upset. With these emotions certain tensions are produced. Hurlock (13) states that when tensions are heightened for the adolescent, he is undergoing periods when many new and varied social adjustments have to be made. This causes the adolescent to be anxious, worry, feel insecure, and to be sensitive about and suspicious of others.

Emotions are expressed in many ways and studies indicate anger is an emotion that is frequent and intense during late adolescence. Vincent (26) found the adolescent often becomes angry with others who seem to be exerting pressure on him to do something he does not want to do. Many times he will become angry with himself. Jersild (14) said, it is through his anger that an adolescent most sharply asserts his demands and interests. The late adolescent accepts the fact that anger is normal, but that there are times for expressing and ways of channeling anger.

Both sexes continue to worry during later adolescence. Vincent (26) reported adolescents' main worry is to be socially accepted and to find a suitable mate. However, the male tends to worry about his occupation and if he will earn enough money.

Jealousy and envy are evident in the adolescent and many times are expressed verbally. The sarcastic attitude is quite evident and is a reflection of the adolescent's awareness of the conflicts in the culture that are disillusioning to him. Vincent (26) stated that the more mature adolescent understands that material possessions are superficial and they can have more fun with their friends if they are less concerned about such things.

Although the teen is self-conscious, he spends many hours in loud gaiety and happiness. Malm (17) stated the adolescent is self-conscious because he is inexperienced in handling new emotional responses. His body is nervous and tense. However, Vincent (26) said that when things go smoothly, his (the adolescent's) automatic nervous system stimulates other body systems and sense organs to optimal activity. Thus the teen has the physical need to play vigorously and noisily.

The adolescent must also develop the feeling of empathy to be able to relate to others. Staton (22) reported the true belongingness in our culture is increased by the capacity for sympathy and concern for the welfare of others. In acquainting adolescents with empathy Staton (22) further stated:

Motion pictures portraying, in dramatic form, humanitarian concepts are powerful devices for cultivating adolescent's sensitivity to the feelings and needs of others. Some literature.... can serve the same purpose. (p. 266)

Adolescent's release of tension

Because of the many varied emotions the adolescent experiences, some ways of reacting to the frustrations must be developed. Bernard (2) remarked that expression is the safety valve of emotions and is basic to the functioning of mental and physical aspects of personality. Some of the mental mechanisms used to allay anxiety are identification, rationalization, projection, daydreaming, and repression. Pikunas (20) stated fantasy provides raw material for steps in self-realization; however, excessive daydreaming may deprive the adolescent of his self-initiative in utilizing opportunities when confronted him. Carroll (4) said daydreaming is wholly normal and desirable and becomes detrimental only when indulged in excessively.

The rationalization process causes the person to think and form opinions. Carroll (4) believed rationalization involved devising socially acceptable reasons for action or opinions which are socially unacceptable.

Unhealthy reaction to emotions is evident in repression. The individual will not face facts. Pikunas (20) said thoughts and experiences that are caught in conflict with the individual's standard

or frame of reference are forced into unconsciousness. Staton (22) defined repression as emotionally retreating to an earlier time of life when the frustrations did not exist. One of the ways to prevent repression is by projection or the placing of blame on an irrelevant cause. Staton (22) called it ascribing to others our own unworthy feelings about an emotion. Thus, it is evident that whatever the emotion there is some means of releasing it.

Emotional maturity of adolescence

The adolescent's emotional maturity becomes evident after they have learned to use effectively a device which releases their tensions. Strang (24) stated emotional maturity does not inevitably accompany physiological maturity, although delayed physical maturity may make it difficult for a boy or girl to feel emotionally mature and thus make a normal social development. Adolescents need assistance in achieving emotional maturity. Staton (22) said in the area of emotional maturation, as in intellectual, self-discipline, the habit of making oneself do what is "necessary, proper, and right," is a vital element in the achievement of the self-mastery expected of adults.

Philosophy of life development of adolescence

Vincent (26) states adolescents tend to adopt values and conduct with which they are familiar. Strang (24) further states that a sound philosophy of life grows out of knowledge as well as personal experience. Successful living demands certain conformity to the mores and customs of the culture. However, common purposes, attitudes, and ideals are woven into a "moral imperative" that guides conduct. Thus, as Anderson (1) stated, "The pattern of living of every individual is a living

out of his self-image; it is his road map for living."

Assumptions

The assumptions made by the writer regarding the study are as follows:

1. A valid mental health analysis can be used to discover the personal adjustment problems of the high school students.
2. That such problem areas represent needs of the students and, therefore, can be used as guides in the development of a curriculum outline.
3. That a teaching outline developed for this particular group of student's problems and needs eventually will contribute to the better personal and family adjustment of those students.
4. That adolescent girls of average and lower intelligence can be helped to improve personal and social adjustment, or at least gain a better feeling of self, through instruction directed toward that end.
5. That the teaching aids used will provide practical application for improving personal and social adjustment.
6. That such a unit of curriculum will be useful for other teachers in meeting their students' needs in the area of personal and social adjustment.

CHAPTER II

SAMPLE AND THE PROCEDURE

Description of Sample

The writer used a matched sample to determine the effectiveness of the generalizations used in developing the teaching outline. The experimental group consisted of ten adolescent girls, five negro and five white. Their ages ranged from 17 years 7 months to 18 years 3 months. The Otis Quick Scoring Mental Ability Tests placed the girls on an I. Q. range from 65 to 109. The occupational level of the father was determined to be in the upper-lower to lower-middle class with five fathers either deceased or not living in the home. The girls were matched with other girls not having a father in the home. The experimental group was limited to ten because this number represented the senior girls who were enrolled in Homemaking IV and had also been pretested. Because only ten girls completed Homemaking IV, the sample was of necessity limited to ten students.

The control group was ten girls matching the experimental group in race, age range, grade level, I. Q. (within a range of 10 points) and approximate occupational level of the father. These girls were not enrolled in Homemaking IV.

The writer makes no claim that this matched sample is representative of adolescent girls. The Homemaking IV class is open to both

junior and senior girls and the ratio of negro to white is still too high in this sample as compared with the total Homemaking IV enrollment. Moreover, the I. Q. level and social economic status of the sample is lower than is representative of the school and of the entire Homemaking IV class. This select sample was used for the teaching experiment because it was the sample available.

Preliminary Procedures for the Teaching Experiment

Selection of measuring instrument

This study was undertaken to help the writer in understanding some of the adjustment problems of adolescents. The teacher had observed some difficulties in personal and social adequacy that she believed might become factors for investigation. The California Test Bureau's Mental Health Analysis 1959 revision was chosen as the instrument for detecting personal and social adjustment problems of the adolescent girls in this study. (See Appendix A). Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs (25) developed the MHA for the purpose of obtaining a better understanding of the forces which contribute to mental health.

Thorpe (25) says that:

The Mental Health Analysis consists of two hundred questions to which the examinee responds "yes" or "no." These questions are designed to sample the individual's adjustment in ten important areas of behavior. The questions are classified according to two broad categories, Assets and Liabilities. Each of these categories is subdivided into five components. (p. 3)

The 1959 revision tried to reach a more positive approach by emphasizing the assets rather than the liabilities. Also, items were redistributed so a uniform number appears on each page of the test booklet. (p. 4)

A classification of the organization of these assets and liabilities (See Table I), is presented as follows:

TABLE I
ORGANIZATION OF FACTORS MEASURED BY THE MENTAL
HEALTH ANALYSIS

	I. Mental Health Assets--to be sought or amplified	<ul style="list-style-type: none"> A. Close Personal Relationships B. Inter-Personal Skills C. Social Participation D. Satisfying Work and Recreation E. Adequate Outlook and Goals L. Behavioral Immaturity (Freedom from) M. Emotional Instability (Freedom from)
<p>MENTAL HEALTH:</p> <p>A combination of freedom from liabilities and the possession of assets</p>	II. Mental Health Liabilities--to be minimized or corrected	<ul style="list-style-type: none"> N. Feelings of Inadequacy (Freedom from) O. Physical Defects (Freedom from) P. Nervous Manifestations (Freedom from)

The validity of the instrument, as used in the mental health field, relies upon these three factors:

1. Selection of the items.

2. Mental health categories.
3. Test item disguise.

The validation process is discussed by the authors of the MHA in the manual of instruction. They (25) state:

In constructing the items of this inventory, attention was given to the fact that some individuals are unable to paint accurate self-portraits. An attempt has been undertaken to minimize the effects of inaccurate self-judgements by disguising as many of the items as possible which might contribute to the tendency to give biased responses. In order to disguise items, the questions are framed in an indirect or rationalized style.... As one would expect, the inter-correlations of the five components within each category are of a greater magnitude than the correlations of the five assets components with the five liabilities components. (p. 5)

William Coffman (3) discussed the reliability of the Mental Health Analysis. His statements are as follows:

Reliability coefficients (Kuder-Richardson formula) of the total score and of the two section scores, mental health liabilities and mental health assets, are unusually high for a personality inventory. (p. 59)

The writer concluded that the MHA would serve as a valid and reliable measure of mental health assets and liabilities to be used for the pretest. Pretest scores are to be used in matching. Also the MHA is to be given after the instructional experiment to determine change, if any.

Matching the sample with a control group

The Mental Health Analysis was administered to all junior girls in the Chandler High School. This test was given in March, 1963. All data were collected by the writer at the end of the test, and the students were then asked to fill out some face sheet information that would be used later in the matching of the sample, (See Appendix A). The purpose of collecting the data was explained to the girls. The girls

were instructed to fill in all the information on the front of their answer sheet. Each girl was instructed to read the directions to herself as the writer read the directions aloud. The two sample questions were read and answered. Then the girls were allowed the time they needed to answer all the questions. Even the slower workers were finished in forty-five minutes.

Factors defined by the Mental Health Analysis

As previously mentioned, the MHA has factors of mental health, both assets and liabilities. The scores when computed fell on a continuum from the lowest to the highest on items such as "close personal relationships" and "freedom from feelings of inadequacy." Many scores fell in the interquartile range, from the twenty-fifth to the seventy-fifth percentile. In order to assure either the presence of, or lack of a quality, the researcher chose to compare the frequency of only those cases falling in the upper as against that in the lower quartiles.

The greater differences in frequencies which favored the low score were in relation to these:

- Factor A¹ Close Personal Relations.
- Factor D Satisfactory Work and Recreation.
- Factor M Freedom from Emotional Instability.
- Factor N Freedom from Feelings of Inadequacy.

Development of the teaching guide

Keeping the four problem areas in mind, the teacher developed

¹Factors A, D, M and N are "disguised test item" titles used in scoring of the MHA.

several units of instruction in the form of (1) generalizations, (2) activities, (3) teaching aids, and (4) resources. (form on p. 23) The teaching guide was written in detail, with variations added by way of allowing choice in planning the instruction. More teaching aids are given than were used in actuality. The writer assumes that every teacher using this material needs variety from which to select and modify her teaching accordingly. The generalizations represent subject matter and are basic content in the teaching, although subject to interpretation. The teaching guide is presented on p. 24 to p. 25 in this manuscript.

Evaluation of the teaching experiment

The teaching was evaluated subjectively by using a projective device called a "Self-Portrait" and a variety of personal responses and examinations. The "Self-Portrait" form consisted of a series of topics with the instruction "Draw a word picture of yourself including":

1. Goals-things planned to accomplish.
2. Strong likes.
3. Strong dislikes.
4. Strengths.
5. Tender or sensitive spots.
6. Weaknesses.
7. Strong feelings you have.

These were written before the teaching experience and again after it was completed. The main ideas were categorized subjectively and tallied to determine change and growth. Affirmative and negative reactions to the teaching were noted.

A retest on the MHA was given to all seniors in March of 1964, a year from the time the pretest had been given, and the results were tabulated. The ten seniors enrolled in the Homemaking IV class were then matched with a similar member of the senior class who was not enrolled in the Homemaking IV class. Both junior and senior girls were enrolled in Homemaking IV but only the 1963 juniors, now seniors had been pretested. Therefore, only the seniors could be used in measuring the effectiveness of the teaching outline insofar as change in MHA scores is concerned.² The Wilcoxon matched-pairs signed-ranks test (a non-parametric statistical technique) was used to determine the significance of the differences between the pretest and retest scores on the MHA.

Research Findings on Personal Adjustment Factors Used in the Teaching Experiment

The four factors used as a basis for the teaching experiment are defined in the previous section. A search through current research was then undertaken to determine whether the factors of concern were areas of problems for most adolescents. The writer reasoned that, even though her sample was non-representative, still the experimental teaching guide must fit most adolescents if it is to serve other teachers. The first factor considered here for library research is "close personal relations."

²Had the juniors taken the pretest, they might have had their scores used in the evaluation. Moreover, the research might then have been done with a more representative sample than is shown in this study.

Factor A: Close personal relations

The area of close personal relations includes response of the adolescent in his relation with both his parents and his peer group. Harris (8) conducted a study of attitudes toward peers and parents. He found that boys' and girls' attitudes predominately conform to those of the peer group, and at every age level the attitudes conform to like-sex peers more than to those of the opposite-sex peers. In high school the boys show a slight rise in positive attitudes toward each parent while the girls show a more pronounced increase in positive attitudes toward the father than toward the mother.

Kohn (16) found that a person's self-picture does reflect the evaluations of him projected by the crucial figures of his interpersonal environment; that is by "the significant others." His study further reveals that a teenager's self-evaluation may be influenced by peers as much as by parents.

Peck (18) in his study on adolescent personality found that the emotional relationships and the disciplinary patterns which they experience in living with their parents has some relation to the adolescent's personality characteristics.

Hollingshead (12) found that adolescents listed as their best friend, persons who belonged to the same prestige class as that to which they belong. Therefore, it appears to be important for the teenager to have close personal relations with ones who will accept them on their own merits.

Factor D: Satisfactory work and recreation

Satisfactory work and recreation pose difficult problems for the

adolescent. They must experiment with several ideas to try to find their vocational aptitudes. Gelzels (7) found that an adolescent with creativity but not high I.Q. selects a greater number of occupations and more unusual occupations for consideration than adolescents with a high I.Q., but not high creative ability.

Pierce-Jones (19) found vocational interests correlates with the socio-economic status. The results indicates that the adolescent of high status background, when compared with his relatively low status age mates, is less interested in outdoor and mechanical activities and is more strongly attracted to literary, esthetic, persuasive, and scientific pursuits.

Harris (10) believes that part-time, causal, work experience is valuable in the socialization of the adolescent. He found that such experiences are actively sought by youth and often quite difficult to find.

Jones (15) conducted a study of socialization patterns of high school students who were active in extra-curricular activities as compared with those not active. Her findings indicate that the patterns of social participation set in high school, whether through leadership, entertainment, or service, tended to persist into college and adult life. The author would conjecture that such social and recreational interests contribute to the adolescent's personal adjustment.

Factors M and N: Freedom from emotional instability and feelings of inadequacy.

Factors three and four are closely interrelated, and for this reason are considered together in the section which follows.

Freedom from emotional instability and freedom from feelings of inadequacy both deal with the emotional development of the teenager. Washburn (27) found that those who perceive themselves as inadequate will tend to develop more hostile defenses than those who perceive themselves as adequate in relation to others. Self-devaluation leads to protective attitudes.

Harris (9) in his restudy of P. M. Symond's "Sex Differences in the Life Problems and Interests of Adolescents" found that, mental hygiene has increased as a problem of adolescents. The boys have increased from thirteenth rank in 1935 to eighth in rank in 1957. The girls increased from ninth rank in 1935 to third rank in 1957. Both sexes see mental health as somewhat more of a problem to them now than they did in 1935. Thus it would appear that feelings of adequacy and emotional health are important factors in the personal adjustment of youth.

From these research findings the writer assumes that these four factors, checked with high frequencies by the sample for this study, close personal relations, satisfactory work and recreation, emotional stability and feelings of adequacy are valid areas to keep in mind in developing a teaching experiment.

CHAPTER III

DEVELOPMENT OF THE TEACHING OUTLINE

The four factors of concern for the adolescent were used to develop the teaching outline on personal improvement. The four factors and the units developed to improve them are as follows:

Factor A: Close personal relations.

Unit B: "How I Relate to Others."

Factor D: Satisfactory work and recreation.

Unit G: "Maturity Needed In A Work-A-Day World."

Factor M: Freedom from emotional instability.

Unit D: "What Changes I Need To Make To Become More Grown Up."

Unit E: "Feelings and How to Live With Them."

Unit F: "Defense Mechanisms Used to Express or Hide Emotions."

Factor N: Freedom from feelings of inadequacy.

Unit A: "How I Look to Others."

Unit C: "How I Feel About Myself."

Unit D: "What Changes I Need to Make to Become More Grown Up."

The teaching outline was based upon the knowledge of individual needs uncovered by the Mental Health Analysis, page 16. To meet these students' needs, they must experience basic learnings directed toward specific objectives. The writer chose the following basic framework on which to base the teaching outline of personal improvement: Generalizations, Activities, Teaching Aids, and Resources. An

explanation of these headings follow in the next paragraph.

The Generalization column indicated the basic learnings for each particular factor. The writer feels that unless the student understands these basic facts, the study may be ineffectual. The Activity column gives the methods and experiences by which the teacher and students may gain a better understanding of the basic facts. The Teaching Aids column gives ideas and samples of materials that were used to help students gain and apply the needed knowledge. The Resource column is used in directing the student to information needed in order to carry out the learning experience.

The teaching guide attempts to accomplish the following objectives:

1. To increase the student's understanding of self and ways to improve the feeling of adequacy.
2. To increase the student's interpersonal relations to further close personal relations.
3. To give the student information concerning feelings and help in learning to handle them successfully.
4. To develop within the student an understanding of the various ways a person matures and help her further her maturing successfully.
5. To enable the student to acquire and practice interpersonal skills.
6. To increase the student's awareness of vocational opportunities and ways of successful selection of life's work.

The teaching guide follows:

UNIT: PERSONAL IMPROVEMENT; THE TEACHING EXPERIMENT

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
A: "How I Look to Others." (Contributes to sense of self-esteem; Factor N, Freedom from feelings of inadequacy.)			
First impressions are lasting impressions.	Teacher reads poems to get students' reactions.	Poems: "You and Yourself" and "You Don't Have To Tell It, They Know It."	Oklahoma State Guide, p. 1929.
It is important for one to be sincere.	Discuss: Characteristics of sincerity.	Bulletin Board: Posters on areas of development of the adolescent.	Colored pictures from magazines.
Good impressions are important for healthy self-esteem.	Discuss: Impressions received from classmates.		
Good grooming is a habit.	Discuss: Use of soap and water and how often.	Film: "A More Attractive You."	Knox Gelatin, Inc. Modern Talking Pictures, 1411 Slocum Street, Dallas, Texas
		Leaflet: "A More Attractive You" by Candy Jones.	Knox Gelatin, Inc.
Cleanliness is an important basis for grooming.	Demonstration: Kind, types, costs, and labels of variety of deodorants. Volunteer experiments.		

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
	Examine items used for bathing; bubble bath, water softeners, bath oils. Compare.	Leaflet: "Clean Sweet Nice To Meet." "I Have A Secret."	Avon Cosmetics. Cuticura.
	Assign readings: "Your appearance and Your Personality."		Landis, Judson and Mary Landis, <u>Building Your Life</u> , Chap. 5.
There are four basic skin types. Too much make-up does not look natural.	Use local beauty operator to give demonstration on make-up.	Leaflet: "A Girl's Guide To Make-Up."	Avon Cosmetics.
Face shapes should determine the hair style.	Use local beauty operator to give demonstration on hair styling.	Booklet: "Miss America's Tips for Best Tressed Teens."	Toni Company.
	Identify: Personal grooming problems in writing and set up plan for personal care.		Ahern, Nell, <u>Teen-age Living</u> , Chap.1.
Grooming includes what one wears.	Discuss: How to care for clothes.		

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Style is knowing what to wear together.	How different accessories are used to complete costume. Discuss: What accessories do for the wardrobe. Inventory wardrobe.	Have several accessories for the girls to experiment with.	
Style is not fashion.	Demonstration: Fourteen Points of Good Dress.	See Appendix B, p. 76.	King, Eleanor, <u>Guide to Glamor</u> , p. 144.
B: "How I Relate to Others." (Contributes to interpersonal relations; Factor A, Close personal relations.)			
Youth should form the habit of using good manners because they help in relating positively to others.	Use check list as an initiatory device for checking selves.	Test on Everyday Manners by Clara Mae Chatham. See Appendix B, p. 79.	
Good manners are based on genuine concern for others.	Discuss: How to get along with others.	Ten Demandments of How to Get Along With People. See Appendix B, p. 81.	Hawaii State Guide, p. K.
Good manners build self-confidence and poise, but bad manners hurt feelings and injure the pride of others.	Make imaginary introductions and telephone calls. Assign readings: "Manners."	Role play: Introductions and Manners. See Appendix B, p. 82.	Ahern, Nell, <u>Teen-age Living</u> , Chap.9.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
	"Growing Up Socially."		Landis, Judson, <u>Building Your Life</u> , Chap. 8.
Your manners over the phone reveal you.	View film.	Film: "Telephone Manners."	Southwestern Bell Telephone Co.
		Booklet: "Telephone Person- ality Tips."	Southwestern Bell Telephone Company.
		"How to Make Friends by the Telephone."	Southwestern Bell Telephone Company.
Good manners are one of the measures of maturity.	Write thank you notes and courtesy letters.	Samples of courtesy letters. Use the chalk board if desired.	Vanderbilt, Amy, <u>Complete Book of Etiquette</u> .
			Post, Emily, <u>Etiquette</u> .
Good manners must be practiced if they are to come easily and naturally.	Discuss: Classroom courtesy rating.	Check sheet: "How Do I Rate on Classroom Courtesy?" See Appendix B, p. 83.	

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Talking about ideas, things, and places instead of about self makes a person more interesting to others.	Complete open end statements on friends. Draw ideas from the teaching aids and formulate into statements or generalizations.	Open end statements: "Traits of Good Friends" by Leora Chilton. See Appendix B, p. 84.	
Courtesy is the foundation for empathy.	Have students give skit: "Courtesy, What it Isn't." Discuss characters.		Oklahoma State Guide, p. 144.
Empathy includes understanding parents' feelings, and viewing the incident through their perspective.	Have students give skit: "But Mother!" Discuss: Mother's feelings. Draw inferences to concept of empathy.	Skit: "But Mother!" by Jane Choate. See Appendix B, p. 85.	
Everyone needs friends.	Assign readings with study questions on friends.	Books and magazines.	Ahern, Nell, <u>Teenage Living</u> , Chap. 5.
Friendship is built on understanding and mutual liking.	Discuss: Qualities and compare best friend with casual friends. Complete open end statements on relation with others.	Illustrate friendship with an oral case presentation.	
		Open end statements: "Progress Toward Becoming My Best Self With Others" by Mary Sledge. See Appendix B, p. 87.	

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
<p>Learning to relate to others begins in childhood and is reflected in good relations with people of all ages, including parents, grandparents, and siblings.</p>	<p>Panel or symposium composed of a grandmother, two parents, a younger sister, and two adolescent girls.</p> <p>Discuss: How to make and lose friends. Summarize.</p>	<p>Serve very light refreshments to class and guests.</p>	
<p>C: "How I Feel About Myself." (Contributes to sense of self-worth; Factor N, Freedom from feelings of inadequacy.)</p>	<p>Have the girls write a self-portrait. Include:</p> <ol style="list-style-type: none"> 1. Goals--things they plan to accomplish. 2. Strong likes. 3. Strong dislikes. 4. Strengths. 5. Weaknesses. 6. Tender or sensitive spots. 7. Strong feelings one has. 	<p>Self-portrait outline can be placed on the chalk board.</p>	
<p>The way a person feels about himself is a reflection of his sense of self.</p>	<p>Have the students fill out the log on their feelings.</p>	<p>"If I Had My Way!" See Appendix B, p. 88.</p>	
<p>Personality is a manifestation of one's psychological self.</p>	<p>Fill in personality rating and discuss.</p>	<p>"What is Your Personality Rating?" See Appendix B, p. 89.</p>	<p>Hawaii State Guide p. m-1.</p>

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
A person's self concept is influenced by his self-image, how others see him and respond to his personality.	Give feelings of self from check list to identify one's self-image.	"If" by Jewell Bomgardner. See Appendix B, p. 92.	
Personality growth is a life long process.	Help students improve self-image and develop a positive self-esteem through discussion of points from the skit. Take personal inventory.	Skit: "Don't Worry Dear" by Frances Jones. See Appendix B, p. 94. "Personality Inventory." See Appendix B, p. 97.	Hawaii State Guide, p. F-1.
Getting along with yourself is the first requisite in getting along with others.	Discuss: What are you like? Bring childhood pictures to class. Discuss: Characteristics of personality at different ages. 1. Toddler. 2. School age. 3. Adolescent. 4. Young adult. 5. Middle adulthood. 6. Late adulthood.	Bulletin board: Some snapshots of children alone and in work and play groups.	Magazines and pictures.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Your self in the future depends upon your self today.	Fill out open end statements on progress of becoming your best self.	"Progress Toward Becoming My Best Self" by Mary Sledge. See Appendix B, p. 100.	Shacter, Helen, <u>Understanding Ourselves</u> , Chaps. 1 and 2.
Understanding kinds of growth toward maturity helps the adolescent girl to understand her level of growth.	Go to references for additional information on understanding on oneself and relating to others. Be prepared to report significant ideas to class.		Malm, Marguerite, <u>Adolescence</u> , Chap. 4.
Every person grows physically, emotionally, and socially at a rate which is unique for him.	Study physical changes that take place during puberty. (Teacher reference)	View film and discuss.	Film: "Your Body During Adolescence."
Boys and girls differ in direction and in the rate of development, girls maturing physically earlier than boys, but boys	Use the question box to get questions from students that they are reluctant to ask out-right. School nurse or a physician may assist in answering these.	Question box. Chart: "Sex Differences In Development." See Appendix B, p.101.	Oklahoma State Department of Health. Malm, Marguerite, <u>Adolescence</u> , p. 163.

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growing longer and eventually surpassing girls.

A person's perception of himself determines his perception of his environment.

The development of one's concept of self is influenced by the evaluation and labeling of the "significant others" in his childhood.

It is modified by later experiences with the peer group and community.

Reassessment continues throughout life.

Discuss: How one develops his self-concept.

Read case. This presentation includes the four aspects of the self-concept as experienced by the child and adolescent as he interacts with family, peer group and community. Case study: "Jane Who has Few Friends" by Dorothea Danel. See Appendix B, p.102.

Discuss: Self-image, ideal self, self-esteem, and reality self as they develop in the student's relation to age level recalled and incidence of reenforcement by labelling, role learning, and deliberate choice. "My Concept of Self" by Julia Holmberg. See Appendix B, p.104.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
<p>D: "What Changes I Need To Make to Become More Grown Up." (Contributes to satisfaction of basic needs; Factor M, Freedom from Emotional Instability and Factor N, Freedom from feelings of insecurity.)</p>	<p>Age does not determine maturity.</p> <p>When the students first come into class give them the word "Maturity" and have them list as many of the characteristics of maturity that they can think of.</p> <p>Discuss their interpretations and list on the board.</p>	<p>Use the chalk board to write the words on the board. Have student do this.</p>	<p>Oklahoma State Guide, p. 5.</p>
<p>Adolescents have certain developmental tasks to accomplish that help them to achieve the goal of adulthood.</p>	<p>Assign readings on the developmental tasks.</p> <p>Discuss: Developmental tasks for teenagers. Role play. Relate tasks to growth spiral.</p>	<p>Chart: The Growth Spiral as developed by Gesell and modified by Ingersoll.</p> <p>"Ten Roles on Developmental Tasks." See Appendix B, p. 108.</p>	<p>Duvall, Evelyn, <u>Family Living</u>, Chaps. 4 and 5.</p>
	<p>References assigned for the purpose of fixing a bulletin board or making class reports in relation to growth and developmental tasks.</p>	<p>Student reports and bulletin boards.</p>	<p>Magazines and text books.</p>

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Satisfying basic needs aids in developing a wholesome personality.	Assign readings with a study guide over needs.		Billett, Leo, <u>Growing Up</u> , Unit 10.
	Discussion: Students give an example from life or imagination to illustrate each of the developmental needs experienced at the adolescent stage. How does one attempt to meet these needs?	Use chart or poster of developmental needs and tasks that are related to each idea. Bulletin board: "Needs of Adolescents." See Appendix B, p. 112.	Shacter, Helen, <u>Understanding Ourselves</u> , Chaps. 4 to 7.
	View film.	Film: "Meeting the Needs of Adolescents."	Bernard, Harold, <u>Adolescent Development in American Culture</u> , p. 87.
A need-fulfilled personality tends to produce a positive personality while a need-deprived person tends	Discuss the needs as shown in the film then do class exercise on needs.	"Need Exercise." See Appendix B, p. 113.	Oklahoma State Department of Health.

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to produce a negative personality.

What a person needs for his development toward maturity may not be the same as what he thinks he wants.

Some long-term goals must be set up toward which to work in order for needs and wants to be at least partially met and satisfied.

Discuss:

1. Differences in wants and needs.
2. Similarities in wants and needs.
3. How do people take a long-term view so that in the long run, one's needs and wants are more nearly realized?
4. What short-term satisfactions can be enjoyed that do not seriously deter the long-term goal?
5. Can goal and wants both be achieved eventually, or must one be given up for the other?

Summarize needs and wants then have the students write a log on: "My major goal(s) and the things I may have to do, or give up, in order to reach them.

Bulletin board: Charts showing younger and older adolescent wants. See Appendix B, pages 115-116.

Chart showing principal developmental needs reviewed and compared with the "Wants" chart.

Malm, Marguerite, Adolescence, pp. 47-48.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
E: "Feelings and How To Live With Them." (This unit contributes to Factor M: Freedom from emotional instability.)			
One must understand feelings to live with them successfully.	Define: Feelings and emotions. Class exercise on feelings.	Open end questions on "Your Feelings." See Appendix B, p.117.	
Every person has a range and variety of emotions which he expresses according to his unique temperament.	Assign readings. Make a list of all feelings the class has had recently. How did the class meet these feelings? Could they have met them better another way?		<u>Billett, Leo, Growing Up, Unit 7.</u> <u>Shacter, Helen, Understanding Ourselves, Chap. 8.</u>
A feeling of being left out may be of concern to the adolescent if she is not aware of opportunities for friendship.	View film then discuss other situations when one may feel left out. How might these feelings be excluded?	Film: "Feeling Left Out."	Oklahoma State Department of Health.
Because the adolescent is trying to feel they can make their own decisions, hostility often is presented toward persons and situations demanding conformity.	View film then answer check sheet about situations of resentment.	Film: "Feeling of Hostility."	Oklahoma State Department of Health.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Some anxiety and worry is common for adolescents, but channeling these feelings is necessary for emotional maturity.	Identify a worry. Relate the worries of men to similar problems of adolescents. Discuss: Adolescent's problems in growing up.	Booklet: "The Worry-Go-Round." Booklet: "Growing Pains." Booklet: "Doors to Open."	The Connecticut Mutual Life Insurance Co. Hartford, Conn. The Connecticut Mutual Life Insurance Co. Hartford, Conn.
As self assurance increases, the anxiety of the teenage period gradually subsides.	Identify stress and its effect upon emotional maturity. Note and illustrate by an example from class, ways to meet stress.	Booklet: "Stress."	Metropolitan Life Insurance Co. New York
	Point out ways satisfactions can change outlook on life.	Booklet: "Satisfaction Guaranteed."	The Connecticut Mutual Life Insurance Co. Hartford, Conn.
	Identify tensions and relate teenager's tensions to her mother's tensions. Relate how this builds characteristics of empathy.	Booklet: "Needlepoints."	The Connecticut Mutual Life Insurance Co. Hartford, Conn.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Adolescents need to possess a feeling of empathy to readily show genuine respect and real affection.	Review meaning of empathy, then have class give skit. Discuss: Attitudes of warmth and social sensitivity.	Skit: "Won't You Join Us?" See Appendix B, p. 118.	
Jealousy is a reflection of the desire to possess the love object, but if this is impossible there is envy toward the person or thing that does possess the love object.	Read about symptoms of inferior feelings. List symptoms on board. Take test for inferior feelings.	Test for Inferior Feelings.	Sorenson, Herbert, <u>Psychology For Living</u> , pp. 200-201. Sorenson, Herbert, <u>Psychology For Living</u> , p. 205.
	Read: Article on jealousy.	Article: "That Green Eyed Monster."	Head, Gay, <u>Co-ed</u> , mag., Oct. '63, p. 62.
Feelings of envy are natural at any age. However, some appreciation of one's own positive qualities may help in overcoming envy.	Discuss the feelings of jealousy and envy. View film and list situations that showed feelings of jealousy.	Film: "Jealousy."	Oklahoma State Department of Health.
	Summarize by using the film.	Film: "Facing Reality."	Oklahoma State Department of Health.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
	Test understandings by answering questions over situations of problems involving envy.		Sorenson, Herbert <u>Psychology For Living</u> , p. 190.
F: "Defense Mechanisms Used to Express or Hide Emotions." (This factor contributes to emotional understanding or Factor M; Freedom from emotional instability.)			
Satisfactory response to emotions may not directly be achieved and a substitute response must be used to satisfy emotions.	Explain mechanisms as the same as device, process, or method. List possible ways class thinks emotions may be expressed. List possible ways class thinks emotions may be suppressed or hid. Include: 1. Daydreaming. 2. Imaginary illness. 3. Repression. 4. Depression.	Bulletin Board: Have a chart with emotion response being directly satisfied. Have a second chart showing obstacles in the way of satisfying emotions directly and show the need being satisfied by substitution.	Bernard, Harold, <u>Adolescent Development in American Culture</u> , p. 304.
	Take a pretest on emotions.	"How emotionally mature are you?"	Oklahoma State Guide, p. 116.
Repression is pushing back any knowledge we do not want to remember and keeping it from our consciousness; the energy required to	Read assigned readings on repression then discuss how understanding the unconscious forces help in feeling adjusted. View film.	Film: "Feelings of Depression."	Shacter, Helen, <u>Understanding Ourselves</u> , Chaps. 8, 9, and 10. Oklahoma State Department of Health.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
<p>keep it from our remembering may leave us none left for making the usual hurdles required of life.</p>	<p>Review film looking for examples of repression. Think of ways to meet these repressions satisfactorily.</p>		
<p>Rationalization is giving reasonable, but untrue explanations for one's behavior.</p>	<p>Discuss cartoon illustrating rationalization.</p> <p>Discuss ways of avoiding rationalization.</p> <ol style="list-style-type: none"> 1. Acknowledge defeats and put them behind you. 2. Set about to correct problems or to treat it with humor. 3. Concentrate for a while on something you know you can do. 4. Try something new and different. 	<p>Cartoons.</p> <p>Use chalk board to list defeats and ways of avoiding rationalization.</p>	
	<p>Do readings for varification. Discuss the principals as a review.</p>		<p>Sorenson, Herbert, <u>Psychology For Living</u>, Chap. 6. Shacter, Helen, <u>Understanding Ourselves</u>, Chap. 11.</p>

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Daydreaming can be an incentive for accomplishment or a substitute for accomplishment.	Assign readings.		Sorenson, Herbert, <u>Psychology For Living</u> , Chap. 7.
	List ill effects of daydreaming and discuss why they are dangerous when carried to the extreme of limiting action.	Bulletin board: Have pictures of creative daydreaming, such as musicians, cooks, and a child building with blocks.	
Psychomatic illness is a convenient excuse for evading problems.	View film listing all the ways found to evade problems.	Film: "Feelings of Rejection."	Oklahoma State Department of Health.
	Assign readings to clarify film.		Shacter, Helen, <u>Understanding Ourselves</u> , Chap. 14.
	Discuss ways to prevent problem from occurring.		
	View film. Relate how the two ways of evasion may work together.	Film: "Overdependency."	Oklahoma State Department of Health.

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Emotional maturity depends upon constructive expression, or channeling of emotions. Emotions add color and variety to living and complete control of them is therefore desirable.	View film. Only view the first part of the film showing the emotional difficulties. Stop film and have students give their thinking on how they should be handled. Finish viewing film.	Film: "Control Your Emotions."	Oklahoma State Department of Health.
	Take inventory on maturity.	"How is Your Emotional Balance?"	Oklahoma State Guide, p. 98.
	Have class to give skit illustrating defense mechanisms. After they have given the skit, reverse the process by role playing the meeting or channeling of emotions in a healthy way.	Skit: "My Emotions Control Me." See Appendix B, p. 123.	
G: "Maturity Needed In A Work-A-Day World." (Contributes to a sense of security in selecting one's life work; Factor D, Satisfactory work and recreation.)			
A mature philosophy of life is a guide of well thought out values.	Have students revise their self-portraits according to their gains from studying about themselves.	Bulletin board: "City of Maturity" Have silhouettes of buildings across the top and name each building a characteristic of maturity: Achievement, Opportunity, Goals, Security, and Values.	

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
Maturity is one requirement for success in the working world.	Summarize all the characteristics of maturity and discuss how each developmental task has aided in maturity.	Have a path leading to the city with adolescent figures beginning on the path. Along the path have the different developmental tasks that one must accomplish during adolescence to become mature.	
	Discuss characteristics of behavior that would be helpful in securing a job, such as dependability, sincerity, loyalty, and initiative.	List the ideas on the board for further reference.	
To secure a position one must sell himself. This can be done only if he has positive feelings of self-worth.	Have the students list possible occupations they would like to know more about. From this list a group could be selected and resource people in each of the fields could be contacted for future talks on their field.		

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
<p>The young person can make preparation for a job when he finds out what is usually expected of the employee.</p>	<p>Make a list of items the student thinks the employer would use in hiring someone for a position. Have a personnel manager or some business man give a talk to the students about how they should act and questions they should ask when applying for a position.</p>		
<p>Job-training is a requisite to job-getting; the person who is trained feels more competent and finds job-getting easier.</p>	<p>Practice having interviews for jobs for summer work including making appointments, what to wear, how to act, and questions to ask the employer.</p>		
<p>One's occupation should give personal satisfaction to the person as well as provide an income.</p>	<p>View film. Discuss the feelings of the job applicant.</p>	<p>Film: "Your Occupation."</p>	<p>Lincoln County Film Library, County Superintendent, Chandler, Oklahoma.</p>
<p>Some jobs are less satisfying than others. Persons with little or no training have</p>	<p>Discuss the first employer's attitude. Give the feelings of the second employer. Point out that it is important to be dependable and</p>		

GENERALIZATIONS	ACTIVITIES	TEACHING AIDS	RESOURCES
no choice but to take whatever is available.	efficient for opportunities of advancement to come.		
One's selection of a vocation should come only after careful analysis of all the interested occupations.	Have the student to select one vocation they are interested in learning more about. Have them write letters of inquiry to the training place of the school in order to find out what training and other requirements are expected in that particular profession. Have resource people or use films to explore the aspects of each interested profession.	Use the occupation file in the school library or information from the school counselor for securing addresses and other information. Review principles of business letter writing and show examples.	School Library or City Library.
Satisfactory work and recreation adds to one's feeling of positive personal and social adjustment.	Discuss: Needed occupational training. Also how personality improvement will help in job success.	Films.	

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CHAPTER IV

EVALUATION AND SUMMARY OF STUDY

Evaluation of the Teaching Experiment

To check the effectiveness of the teaching experiment, the evaluation of the students' progress must be measured. Both a statistical and subjective analysis were administered. Their results will be reported in the sections that follow.

Statistical analysis

The pretest and retest scores of the two matched groups of high school girls were compared. If measurable differences actually exist between these two groups as a result of one group (Group E) participating in the homemaking course, a comparison of pretest scores should show no difference and a comparison of retest scores should show some difference between the two groups. (Scores for individual subjects are presented in Appendix A.)

The Wilcoxon matched-pairs, Signed-ranks Test was used for the statistical analysis of the mental health scores. Table II which follows, shows the comparison of the total scores for the pretest and retest of the experimental group and the control group. The differences are then placed in rank order. Each of the four factors was treated in the same manner.

TABLE II
 COMPARISON OF THE TOTAL SCORES OF THE MENTAL HEALTH SCORES*
 (PRETEST AND RETEST) OF HIGH SCHOOL GIRLS ENROLLED
 AND NOT ENROLLED IN A HOME MAKING COURSE

Student Group	Pretest				Retest			
	E**	C***	Differ- ence Rank	Rank	E	C	Differ- ence	Rank
1	145	166	-21	6	161	168	-07	-2.5
2	151	144	+07	3	111	104	+07	2.5
3	120	156	-36	8	128	161	-33	-9
4	139	113	+26	7	151	132	+19	5
5	114	126	-12	5	129	152	-23	-7
6	133	96	+37	9	125	105	+20	6
7	158	108	+50	10	164	109	+55	10
8	148	147	+01	1	174	170	+04	1
9	137	126	+11	4	155	128	+27	8
10	174	169	+05	2	184	169	+15	4

* Mental Health Analysis, Grades 4 to Adult, 1959 Revision, California Test Bureau.

** Experimental Group.

*** Control Group.

The results of the comparison of the scores obtained by the girls who had the homemaking course (Group E) and the girls who did not have the course (Group C) are represented in Table III.

For the pretest, values of T, ranging from 10 to 24.5 lacked significance and indicated that there was no difference between the two groups, insofar as the Mental Health Analysis was concerned, prior to the homemaking course. For the retest, values of T, ranging from

4 to 23.5 also lacked significance and indicated that there was no difference between the two groups, according to scores on the Mental Health Analysis, after one group had participated in the homemaking course.

TABLE III
COMPARISON OF MENTAL HEALTH SCORES* (PRETEST AND RETEST)
OF HIGH SCHOOL GIRLS ENROLLED AND NOT ENROLLED
IN A HOME MAKING COURSE
(N = 20)

Factor	Value of T**			
	Pretest		Retest	
A. Close Personal Relations	10	(n.s.)	4	(n.s.)
D. Satisfactory Work and Recreation	15	(n.s.)	8.5	(n.s.)
M. Freedom from Emotional Instability	24.5	(n.s.)	23.5	(n.s.)
N. Freedom from Feelings of Inadequacy	19	(n.s.)	7	(n.s.)
Total: All Factors	19	(n.s.)	18.5	(n.s.)

* Mental Health Analysis, Grades 4 to Adult, 1959 Revision (California Test Bureau.)

** Wilcoxon matched-pairs signed-ranks test.

A study of the frequency of positive and negative changes in scores from the pretest to the retest also indicated that there was no measurable differences between the two groups of girls in areas of adjustment measured by the Mental Health Analysis.

Table IV, which follows, shows the frequency of positive and negative changes in the total scores of the experimental group on

pretest and retest and of the control group on pretest and retest.

Each of the four factors were identically tested.

TABLE IV

FREQUENCY OF POSITIVE AND NEGATIVE CHANGES OBTAINED FOR THE
TOTAL SCORES ON A MENTAL HEALTH TEST-RETEST BY TWO
MATCHED GROUPS OF HIGH SCHOOL GIRLS, ENROLLED
(GROUP E) AND NOT ENROLLED (GROUP C) IN
A HOMEMAKING COURSE

Matched Pairs	Student Groups	
	Experimental Group	Controlled Group
One	16	2
Two	-40	-40
Three	8	5
Four	12	19
Five	15	26
Six	- 8	9
Seven	6	1
Eight	26	23
Nine	18	2
Ten	10	0

The frequency of positive and negative changes in scores are presented in Table V. An examination of these data show that approximately the same number of girls in each group made positive (negative) changes in each area of adjustment (i.e. each factor).

From these analyses, one must conclude that any difference which may exist between the two groups of subjects cannot be measured statistically.

TABLE V

FREQUENCY OF POSITIVE AND NEGATIVE CHANGES OBTAINED ON A MENTAL HEALTH TEST-RETEST BY TWO MATCHED GROUPS OF HIGH SCHOOL GIRLS, ENROLLED (GROUP E) AND NOT ENROLLED (GROUP C) IN A HOME MAKING COURSE
(N = 20)

Factor	Direction of Change			
	Group E		Group C	
	Positive	Negative	Positive	Negative
A. Close Personal Relations	6	3	6	1
D. Satisfactory Work and Recreation	5	3	7	2
M. Freedom from Emotional Instability	6	2	6	2
N. Freedom from Feelings of Inadequacy	4	4	5	5
Total: All Factors	8	2	9	1

Subjective analysis

After Unit F was taught on "Defense Mechanisms Used to Express or Hide Emotions" the students' self-portraits were returned to them. The self-portraits expressed how the student felt about herself at the beginning of the unit in the following areas:

1. Goals -- things planned to accomplish.
2. Strong likes.
3. Strong dislikes.
4. Strengths.
5. Weaknesses.
6. Tender or sensitive spots.

7. Strong feelings they have.

The directions were to read their self-portraits then to write a paragraph on:

1. What areas the student desires improvement or change.
2. How they had started to develop or to improve these qualities.
3. What they need to do next to achieve new goals.

These papers were returned to the teacher and a tally was made of recognized student problems.

The students' writings indicated that some awareness had been made in recognizing the need for improvement or change. The expressed needs fell into seven categories and are ranked in the order of their frequency in Table VI:

TABLE VI
CATEGORIES THE STUDENTS DESIRED TO IMPROVE OR CHANGE IN THEIR
PERSONAL AND SOCIAL ADJUSTMENT

Experimental Sample Frequency*	Homemaking IV Sample Frequency**	Recognized Needs for Improvement
7	14	In learning more acceptable ways of channeling feelings.
7	11	In building self-confidence.
5	8	In having less feeling of inferiority.
4	7	In controlling temper.
2	6	In having less feeling of moodiness.
3	5	In being more friendly.
2	5	In having fewer feelings of jealousy.

*Ten girls are in the sample.

**Twenty-four girls were enrolled in Homemaking IV.

This is some evidence to indicate the belief that positive gains were made from the teaching experiment in both recognizing the need for improvement and in wanting a change. These were especially true in the need for finding acceptable ways of channeling feelings and in building self-confidence.

The second question was tallied and six categories were listed as important to the students. Table VII lists the categories with their frequency and a statement made by the students to help in clarification.

The tally showed positive evidence that the students were able to develop qualities and make constructive progress toward satisfying their needs of personality improvement. This was especially true in feelings of self and in handling anger.

The third question the students were to answer was what did they need to do next in order to eliminate their problems. Not all students replied to this question but those students replying gave results that fell into five categories:

1. To meet more people and consider their feelings.
2. To control temper.
3. To look at good points and replace bad habits.
4. To have a better outlook on life.
5. To set higher goals and standards.

The replies give positive evidence that some students were able to recognize their problems and make constructive progress in trying to eliminate them.

The teacher observed a growth in the students' positive attitudes, in improvement of personal manners, and in neatness of dress in the

TABLE VII
CATEGORIES IN PERSONAL AND ADJUSTMENT PROBLEMS BEING IMPROVED
BY STUDENTS

Experimental Sample Frequency *	Homemaking IV Sample Frequency **	Student Improvement Areas
4	8	In healthy self-feelings. "Think about finding my own values instead of always considering the concern for others' attitudes."
4	7	In handling anger. "Sometimes agree with others to keep from getting mad."
3	5	In relating to others. "Think more of others and their feelings and try to understand what makes them feel as they do."
3	5	In releasing tension. "Talk over problems with someone and don't bottle up my emotions."
1	4	In achieving and taking responsibility. "Make myself mix with strangers in order to gain more friends even if I know it won't be easy."
2	3	In handling emotions such as moodiness and jealousy. "I try to watch my moods closer and figure out just what has actually caused a particular mood!" "Try to understand my sisters' responsibilities better and not get upset when I can't have my way."

* 10 girls are in the sample.

** 24 girls were enrolled in Homemaking IV.

classroom. Class discussion over their problems seemed to be more interesting and worthwhile to the class because more students would enter into discussion not being afraid to voice their opinions. The class also discussed school problems with the teacher and class after studying about personality problems and this had not been a common practice before. Several students brought magazine articles to illustrate the points brought out in the teaching.

The students were given cases to analyze and definition quizzes to test their understanding of principles of personality adjustment. These indicated that the students were gaining a better knowledge of the content and concepts in personal and social adjustment.

Summary of the Study

The purposes of this study were (1) to discover through the use of the Mental Health Analysis the personal adjustment areas in which high school students need the most help, (2) to develop a teaching outline that will contribute instruction to the needed aspects of adjustment, and (3) to determine the effectiveness of such teaching.

A sample of twenty-four junior and senior girl students were used as the subjects of the experimental teaching. Before the units of study were taught, a pretest using the Mental Health Analysis was administered for the purpose of detecting problem areas. The problems revealed as significant for this study fell into the following four areas: Close personal relations, Satisfactory work and recreation, Freedom from emotional instability, and Freedom from feelings of inadequacy.

The teaching guide was developed by incorporating the problems

defined by the MHA into the following units: How I Look to Others, How I Relate to Others, How I Feel About Myself, What Changes I Need to Become More Grown Up, Feelings and How to Live with Them, Defense Mechanisms Used to Express or Hide Emotions, and Maturity Needed in a Work-a-day World.

Ten senior girls from the experimental group were matched with ten of a control group and both samples were retested after the experimental teaching was completed.

The pretest-retest results were treated statistically using the Wilcoxon matched-pairs, signed-ranks test. Statistical analysis of the scores showed no significant difference between those students taking the Homemaking IV course and those not enrolled in the course. Perhaps changes in the assets and liabilities in personality cannot be measured over a four months period of time. Such change may require several years.

Subjective interpretation of the data by categorization of material from the self-portraits gave some evidence for the belief that improvement in the experimental group had exceeded that of the control group.

The results of this study may not be representative of most high school groups due to the fact that the sample was biased in the direction of average or lower than average intelligence in the matched samples. Moreover, failure to pretest the juniors in the class resulted in a very small sample for which significant statistical results would be difficult to obtain.

Another weakness of the study was that some of the units taught in the experiment related only obliquely to the four factors in which

this study was based. Some units taught did not go into great depth and provide learning experiences with complex meaning. Of necessity the generalizations were kept simple. The relatively low mental ability of the experimental group required this. These may be some of the reasons why more positive evidence was not obtained in the evaluation of the teaching experiment.

Improvements could be made in this study by:

1. Increasing the size of the sample, and making it more representative of the general population of adolescent girls.
2. Using a more diagnostic instrument for detecting the areas of difficulty in personal and social adjustment.
3. Developing better evaluation devices for measurement of improvement.
4. Increasing the complexity of the content taught.

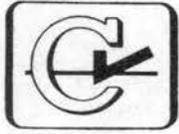
The writer has enjoyed teaching the classes in Personality Improvement to the girls at Chandler High School, and has gained satisfaction in developing the teaching outline which may aid other teachers in similar situations. The units may serve as starting points for other teachers who wish to improve upon the methods given. The results of student improvement from this study will not be considerably revealing until years later, but it is hoped by the teacher that these students have gained sound growth toward maturation in personal and social adjustment for their future lives.

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APPENDIX A
CALIFORNIA TEST BUREAU'S MENTAL HEALTH ANALYSIS
GENERAL STUDENT INFORMATION
SAMPLE TEST SCORES



Secondary • GRADES
9 to College • 1959 Revision

Mental Health Analysis

DEvised BY LOUIS P. THORPE AND WILLIS W. CLARK

CONSULTANT: ERNEST W. TIEGS

INSTRUCTIONS TO STUDENTS:

This booklet contains questions about a number of things the answers to which will show how you feel or think. There are no "right" or "wrong" answers to the questions. Some students will answer YES and others will answer NO to the same question. Work as fast as you can, but be sure to answer every question.

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

S

2nd Printing

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INSTRUCTIONS TO STUDENTS

DO NOT WRITE OR MARK ON THIS 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. Have you ever washed an automobile? **YES NO**
 B. Have you ever ridden in an airplane? **YES NO**

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark within the pair of dotted lines under the word YES or NO, whichever applies to you.

If you have ever washed an automobile, mark your answer to question A this way:

YES NO
 A —

If you have never ridden in an airplane, mark your answer to question B this way:

YES NO
 B —

Mark the sample questions on your answer sheet now!

ON TEST BOOKLETS

Draw a circle around YES or NO, whichever applies to you.

If you have ever washed an automobile, make a circle around the YES in question A above this way:

A. YES NO

If you have never ridden in an airplane, make a circle around the NO in question B above this way:

B. YES NO

Mark the sample questions above now!

When you are told to begin, go right on from one page to another until you have answered all of the questions. Work as fast as you can without making mistakes, but be sure that you do not skip any questions. Now find item 1 in your test booklet and begin.

- 1. Does someone at home help you get the money you need for things? **YES NO**
A
- 2. Do you know any people who can be trusted to keep your secrets? **YES NO**
A
- 3. Have you found that you get the best results if you pay little attention to other people's feelings? **YES NO**
L
- 4. Are many people so unfair that you have to treat them badly? **YES NO**
L
- 5. Do most of your friends have the traits or qualities that you like? **YES NO**
A
- 6. Do you often feel as though it is useless to keep on trying to do all the things you are supposed to do? **YES NO**
M
- 7. Have you found ways of getting out of most of the unpleasant duties which confront you? **YES NO**
M
- 8. Do you usually find it much more pleasant to think about doing things than actually doing them? **YES NO**
M
- 9. Do you find it better not to tell people about their faults? **YES NO**
B
- 10. Have you found that it is usually best to say good things about people? **YES NO**
B
- 11. Have you often felt that you will need more courage than other people if you are to succeed? **YES NO**
N
- 12. Do you sometimes take part in planning or carrying on a party? **YES NO**
C
- 13. Are you a member of a group which does interesting things? **YES NO**
C
- 14. Does it seem to you that most of your friends can do things better than you can? **YES NO**
N
- 15. Do you enjoy trading, buying, or selling things? **YES NO**
C
- 16. Do you have pleasant times collecting stamps, coins, or other objects? **YES NO**
D
- 17. Do you worry about what others think because you must wear thick eyeglasses at school? **YES NO**
O
- 18. Are you troubled because you are so stoop-shouldered you do not look as good as other people? **YES NO**
O
- 19. Have you often felt bad because you have many freckles? **YES NO**
O
- 20. Do you like to spend part of your spare time making model boats, airplanes, or other objects? **YES NO**
D
- 21. Do you believe that everyone should offer help to people who need it? **YES NO**
E
- 22. Do you believe that most people are honest? **YES NO**
E
- 23. Do your legs often feel too tense? **YES NO**
P
- 24. Do you believe that most people are interested in seeing others succeed? **YES NO**
E
- 25. Do you have a great many headaches? **YES NO**
P



26. Have you found that if you want to be comfortable you cannot depend on others to assist you? **YES NO**
L
27. Have you found that many people are so unreasonable as to expect you to keep your feelings to yourself? **YES NO**
L
28. Do you have many good talks about things with close friends? **YES NO**
A
29. Are there some persons outside of your home who like to talk things over with you? **YES NO**
A
30. Have you found that people in the stores and shops near your home are friendly? **YES NO**
A
31. Have you found that it usually takes you a long time to forget about it when you are not treated right? **YES NO**
M
32. Do your friends seem to think that you stand by them as you should? **YES NO**
B
33. Have you learned to tell interesting stories when you have the chance to do so? **YES NO**
B
34. Do you often find yourself in situations where you must stand by your beliefs no matter what people say? **YES NO**
M
35. Do you often try to figure out what is "going on in your mind" when you are unhappy? **YES NO**
M
36. Do you usually take part in the things that are going on at school? **YES NO**
C
37. Have you noticed that some good usually comes of it when you fail in something? **YES NO**
N
38. Do your friends seem to think that you are good at helping to get things done? **YES NO**
C
39. Do you take a part in activities rather than read or think about them? **YES NO**
C
40. Are people often so unfair in their demands that you must make many excuses for yourself? **YES NO**
N
41. Are you concerned because you think your hair is too straight or too curly to look attractive? **YES NO**
O
42. Do you prefer to spend part of your time studying plants or animals? **YES NO**
D
43. Do you listen regularly to a number of radio and television programs? **YES NO**
D
44. Do you have the opportunity of seeing your favorite kinds of movies? **YES NO**
D
45. Have you often felt sensitive because of the size of your mouth? **YES NO**
O
46. Do you often have trouble with sneezing spells? **YES NO**
P
47. Do you believe that, generally speaking, the world is becoming a better place in which to live? **YES NO**
E
48. Do you believe that most people spend too little time in play and recreation? **YES NO**
E
49. Do you often have a tight feeling in your chest? **YES NO**
P
50. Do you frequently hear a buzzing sound in your ears? **YES NO**
P

51. Have you found that it pays to tell others quite frankly what you don't like about them? **YES NO**
L
52. Do you prefer doing things on the spur of the moment without stopping to think about them? **YES NO**
L
53. Is someone at home usually helpful to you when you are in trouble? **YES NO**
A
54. Have you found that you can get things more quickly by insisting on what you want? **YES NO**
L
55. Have you found that other people's feelings are too easily hurt by things you say? **YES NO**
L
56. Do your friends seem to think that you help them as much as they help you? **YES NO**
B
57. Do you find it easy to be courteous to people even when they disagree with you? **YES NO**
B
58. Have people often claimed unfairly that you have a lot of strange ideas? **YES NO**
M
59. Do you often become so interested in your thoughts that you fail to notice the people around you? **YES NO**
M
60. Is it easy for you to become interested in the things other people are doing? **YES NO**
B
61. Have you found it difficult to get acquainted with people you would like to have as friends? **YES NO**
N
62. Have you found that you get along best if members of your family help you with most of your problems? **YES NO**
N
63. Have you found that most of your classmates manage to get along in school better than you do? **YES NO**
N
64. Do you like to have your friends with you as much as possible? **YES NO**
C
65. Do you often feel that members of your family do not think as well of you as they should? **YES NO**
N
66. Do you usually look forward with pleasure to the duties and responsibilities of each new day? **YES NO**
D
67. Have you found that most of your school subjects are interesting? **YES NO**
D
68. Do you worry because you think you have an unsightly nose? **YES NO**
O
69. Do you feel bad because of pimples or blemishes that keep you from looking attractive? **YES NO**
O
70. Do you feel bad because your body is not as perfect as you would like? **YES NO**
O
71. Do you believe that people who are unable to take care of themselves should receive help? **YES NO**
E
72. Do you find it difficult to go to sleep? **YES NO**
P
73. Do you believe that people should accept the consequences of their acts? **YES NO**
E
74. Do you believe that people who do what is right will eventually be rewarded? **YES NO**
E
75. Are you thinking about or planning what you are going to do when you get through school? **YES NO**
E

76. Does one of your folks often join you in doing things you like? YES NO
A
77. Have you found that someone else will usually get the things you want if you don't beat him to it? YES NO
L
78. Does your family sometimes go on picnics or other outings with you? YES NO
A
79. Have you found that you can talk freely with one or more of your teachers? YES NO
A
80. Have you been able to get even with people you dislike by refusing to speak to them? YES NO
L
81. Do you avoid showing that you are bothered when you lose at games or contests? YES NO
B
82. Do people seem to injure your feelings more often than they do the feelings of others? YES NO
M
83. Have you found that your feelings about people change frequently? YES NO
M
84. Are you often worried about dangers that you cannot foresee? YES NO
M
85. Do you make a practice of trying to find out what your friends like to do? YES NO
B
86. Do you usually try to join your friends in their work or recreation? YES NO
C
87. Do you enjoy meeting new people at social gatherings or at school? YES NO
C
88. Do people often claim that you have not done your work as well as you should? YES NO
N
89. Do you enjoy talking to both young men and young women of your own age? YES NO
C
90. Do your classmates seem to think that their ideas are better than yours? YES NO
N
91. Do you worry about the things that people say because you are too thin? YES NO
O
92. Are you concerned because there are important things you cannot do because of your weight? YES NO
O
93. Do you spend more than the required amount of time on your schoolwork? YES NO
D
94. Do you have a job or do some kind of work that you like very much? YES NO
D
95. Do you feel that much of your schoolwork is going to be of value in later life? YES NO
D
96. Do you have the habit of biting your fingernails? YES NO
P
97. Do you find that you get dizzy rather often? YES NO
P
98. Do you believe that you should treat people as you would like to be treated? YES NO
E
99. Is it hard for you to sit still for long? YES NO
P
100. Do you stutter some of the time? YES NO
P

101. Do you avoid people who try to keep you from doing the things you like? YES NO
L
102. Have you found that staying away from home is a good idea when someone has been unfair to you? YES NO
L
103. Do a number of people seem to think that you will make a success in life? YES NO
A
104. Do you have an especially good friend who will talk with you about your problems? YES NO
A
105. Do you get results by telling people who disagree with you what is wrong with their ideas? YES NO
L
106. Have you found that it pays to tell people when they show good judgment? YES NO
B
107. Do you enjoy letting people know when they have done something well? YES NO
B
108. Do you often feel as though something prevents you from doing many things that you would like to do? YES NO
M
109. Have you often worried because people do not think as well of you as you would like? YES NO
M
110. Are you often disappointed because only a few of your plans turn out as you would like? YES NO
M
111. Do you belong to a group the members of which often do interesting things together? YES NO
C
112. Have you felt that most of your classmates think they are better looking than you? YES NO
N
113. Have you found that many people make the mistake of acting as though they cannot depend on you? YES NO
N
114. Do you like to play games at the homes of friends? YES NO
C
115. Do you take part in plays or programs at school? YES NO
C
116. Are you unhappy because people notice how uneven or unattractive your teeth are? YES NO
O
117. Does it seem to you that your school courses are easy enough that you can master them? YES NO
D
118. Have you found that teachers are usually willing to help those who need it? YES NO
D
119. Do you feel bad because people notice that your mouth or lips have something the matter with them? YES NO
O
120. Are you troubled because there is something the matter with your feet or legs that keeps you from doing the things others do? YES NO
O
121. Do you think that good character is as important as the knowledge you get from books? YES NO
E
122. Do you believe that you should do what you have promised even if you do not feel like it later? YES NO
E
123. Do you find that you are tired much of the time? YES NO
P
124. Do you have the habit of "drumming" with your fingers? YES NO
P
125. Do you believe that people of other colors, races, and beliefs are entitled to their rights? YES NO
E

126. Do you find that it works to get angry at people who say things about you that are not true? **YES NO**
L
127. Do you know some friendly families who always make you feel at home? **YES NO**
A
128. Do you often have good times with a group of people about your own age? **YES NO**
A
129. Do you often have so much trouble that people should show more sympathy for you than they do? **YES NO**
L
130. Do you find that accidents and injuries hurt you much more than they do most people? **YES NO**
L
131. Do you often feel unhappy without knowing the reason for your feelings? **YES NO**
M
132. Have you found that it pays to help people out of their difficulties? **YES NO**
B
133. Do you make a practice of going out of your way to help others? **YES NO**
B
134. Have you found that it is best not to give people much advice? **YES NO**
B
135. Have you often caught yourself gazing into space or failing to hear what others were saying? **YES NO**
M
136. Do you sometimes go camping or hiking with people of your own age? **YES NO**
C
137. Have you found that you do best in school when you receive considerable help from your teachers? **YES NO**
N
138. Have you found that persons of the opposite sex are hard to get along with? **YES NO**
N
139. Do people often seem to think that you are not as intelligent as you really are? **YES NO**
N
140. Are you a member of some social, literary, athletic, or other group? **YES NO**
C
141. Do you feel that teachers usually treat students as fairly as they deserve? **YES NO**
D
142. Does it seem to you that you are making good progress in school? **YES NO**
D
143. Have you sometimes felt bad because your feet are too large or too small? **YES NO**
O
144. Have you often been troubled because of things people said about your hair? **YES NO**
O
145. Do you have interesting things to do when you get tired of work or study? **YES NO**
D
146. Are you often bothered with eye-strain? **YES NO**
P
147. Do you sometimes talk or walk in your sleep? **YES NO**
P
148. Do you believe that you should always be honest in your dealings with people? **YES NO**
E
149. Do you believe that happiness depends more on what you do than on what others do for you? **YES NO**
E
150. Have you sometimes been troubled with nightmares? **YES NO**
P

151. Do you feel that the people at home think as well of you as they should? **YES NO**
A
152. Do many people pay so little attention to your needs that you must quarrel with them? **YES NO**
L
153. Do you feel that your folks like to have you bring friends home with you? **YES NO**
A
154. Do you often have good times with your folks? **YES NO**
A
155. Do you have to complain because you are expected to do too many things? **YES NO**
L
156. Do you make it a point not to talk much about the things you know? **YES NO**
B
157. Are you often worried about what is going to happen to you in the future? **YES NO**
M
158. Are you usually careful what you say about people? **YES NO**
B
159. Have you often felt that you have more bad luck than most people? **YES NO**
M
160. Have you found that you sometimes like and sometimes dislike the same people? **YES NO**
M
161. Would you like to have some friends in addition to the one or two you know best? **YES NO**
C
162. Do you go to school dances or social affairs? **YES NO**
C
163. Have you often felt that you were left out of the things you would like to do? **YES NO**
N
164. When there is time do you usually visit with your classmates? **YES NO**
C
165. Have you found that most people manage to get more attention than you do? **YES NO**
N
166. When you work, do you like to work hard? **YES NO**
D
167. Have you been unhappy because you can't do what you like with your hands or feet? **YES NO**
O
168. Do you often feel discouraged because you can't see well enough to read and do other things satisfactorily? **YES NO**
O
169. Are you troubled because you have a receding or protruding chin? **YES NO**
O
170. Do you usually consider your work so important that you do it well? **YES NO**
D
171. Do you believe that everyone should be as careful to do what is expected of him as he is to insist on his rights? **YES NO**
E
172. Do you believe that care and accuracy in your work will help you to become successful? **YES NO**
E
173. Do you sometimes suffer from a trembling feeling in your muscles? **YES NO**
P
174. Do you seem to catch cold very easily? **YES NO**
P
175. Do you find that you are seldom hungry? **YES NO**
P

- | | | | |
|--|-------------|--|-------------|
| 176. Do people at home usually seem to believe the things you tell them? | YES NO
A | 188. Have you found that it pays to tell people about the many things you have accomplished? | YES NO
N |
| 177. Do people at home often let you help decide what the family is going to do? | YES NO
A | 189. Do you usually have your best times with friends who are younger than you? | YES NO
N |
| 178. Is there anyone at home with whom you can talk about your problems? | YES NO
A | 190. Do you have some hobbies in which your friends are interested? | YES NO
C |
| 179. Are you usually able to get the best seat at a program or other gathering? | YES NO
L | 191. Do you like to spend part of your time working in a garden or in some outdoor activity? | YES NO
D |
| 180. Have you found that you can often get out of trouble by stretching the truth a little? | YES NO
L | 192. Do you usually feel good after you have worked or played hard? | YES NO
D |
| 181. Do you make a practice of helping other people have a good time at parties? | YES NO
B | 193. Are you concerned because your legs are too large or too small? | YES NO
O |
| 182. Are things often so bad that you feel as though life is hardly worth living? | YES NO
M | 194. Do you feel that you have the opportunity of doing most of the things that make life interesting? | YES NO
D |
| 183. Is it easy for you to get your classmates to do things that should be done? | YES NO
B | 195. Are you sensitive about the looks of your hands? | YES NO
O |
| 184. Can you usually stop a quarrel between two people without hurting their feelings? | YES NO
B | 196. Is it wrong to take things you need very much if you are sure you won't get caught? | YES NO
E |
| 185. Have you found out how to keep people from feeling too bad when they make some mistake? | YES NO
B | 197. Do you find that you must squint with your eyes a great deal? | YES NO
P |
| 186. Do you like to study with others rather than alone? | YES NO
C | 198. Do you find that you hum a great deal of the time? | YES NO
P |
| 187. Do you feel that most people manage to get more attention than you do? | YES NO
N | 199. Do you believe that people should be judged by what they do rather than by who they are? | YES NO
E |
| | | 200. Do you believe that people who have to work for a living are just as good as those who have so much money they need not work? | YES NO
E |

Sex
M F

Grade

Name
Last

First

Middle

City

School

Examiner

Mental Health Analysis

Secondary • GRADES 9 to College • 1959 Revision

Date of Test

Month

Day

Year

Date of Birth

Month

Day

Year

Your Age Today

() Your Age Today

ASIS

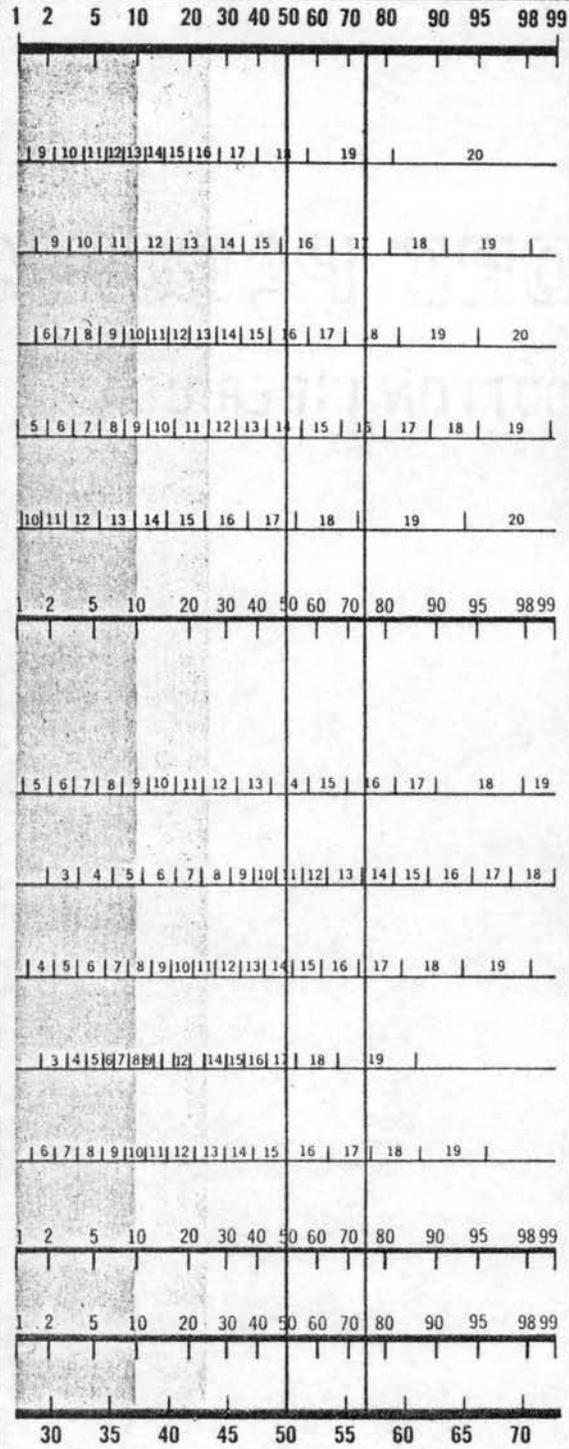
LIABS

Component	Possible Score	Student's Score	Percentile Rank
A. Cl. Per. Rel.	20	<input type="text"/>	<input type="text"/>
B. Infp. Sk.	20	<input type="text"/>	<input type="text"/>
C. Soc. Par.	20	<input type="text"/>	<input type="text"/>
D. Sat. W. & R.	20	<input type="text"/>	<input type="text"/>
E. Out. & Gls.	20	<input type="text"/>	<input type="text"/>
TOTAL	100	<input type="text"/>	<input type="text"/>

L. Beh. Im. (Freedom from)	20	<input type="text"/>	<input type="text"/>
M. Em. Ins. (Freedom from)	20	<input type="text"/>	<input type="text"/>
N. Fls. Ina. (Freedom from)	20	<input type="text"/>	<input type="text"/>
O. Ph. Def. (Freedom from)	20	<input type="text"/>	<input type="text"/>
P. Ner. Man. (Freedom from)	20	<input type="text"/>	<input type="text"/>
TOTAL	100	<input type="text"/>	<input type="text"/>

TOTAL SCORE 200 (Plot %ile)

PERCENTILE RANK
(Chart student's scores here)



See Manual for Instructions.

STANDARD SCORE

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GENERAL INFORMATION

1. Name _____
2. Sex (check one)
_____ male _____ female
3. What is your age at the present date? _____
4. What is your position in the family? (check one)
_____ Only Child _____ Oldest
_____ Middle _____ Youngest
5. How many people are living in your home; including you?
Number _____
6. In what grade are you enrolled in school? _____
7. Please check (x) the age of your father.
_____ a. 20-29 years old.
_____ b. 30-39 years old.
_____ c. 40-49 years old.
_____ d. 50-59 years old.
_____ e. 60-69 years old.
_____ f. 70 and over.
8. Please check (x) the age of your mother.
_____ a. 20-29 years old.
_____ b. 30-39 years old.
_____ c. 40-49 years old.
_____ d. 50-59 years old.
_____ e. 60-69 years old.
_____ f. 70 and over.
9. What is your father's occupation? _____

10. What is your mother's occupation? _____

11. Please check (x) the highest grade in school your father completed. Check only one.
_____ a. Elementary (6th or less)
_____ b. Junior high (7th & 8th)
_____ c. High school (9th, 10th, or 11th)
_____ d. High school (12th)
_____ e. College (1 to 3 yrs.)
_____ f. College (4 years)
_____ g. College (more than 4 years)
_____ h. Others: Specify.
12. Please check (x) the highest grade in school your mother completed. Check only one.
_____ a. Elementary (6th or less)
_____ b. Junior high (7th & 8th)
_____ c. High school (9th, 10th, or 11th)
_____ d. High school (12th)
_____ e. College (1 to 3 yrs.)
_____ f. College (4 years)
_____ g. College (more than 4 years)
_____ h. Others: Specify.

INDIVIDUAL STUDENT SCORES

STUDENT PAIR			FACTORS					Total	FACTORS					Total	Total
			A	B	C	D	E	Asset	L	M	N	O	P	Liab.	Score
One	E*	P***	18	15	16	12	17	78	12	10	14	14	17	67	145
		R****	18	14	15	13	17	77	18	15	16	17	18	84	161
	C**	P	20	13	15	14	19	81	19	12	18	20	16	85	166
		R	20	16	19	14	18	87	14	13	16	20	18	81	168
Two	E	P	16	12	19	13	18	78	15	11	13	19	15	73	151
		R	14	12	14	12	13	65	12	6	6	13	9	46	111
	C	P	15	14	18	14	17	78	14	6	14	17	15	66	144
		R	11	16	17	7	15	66	10	4	5	8	11	38	104
Three	E	P	19	15	19	12	18	83	12	3	8	6	8	37	120
		R	18	15	19	13	19	84	13	3	4	9	15	44	128
	C	P	19	16	18	15	19	87	16	10	17	17	9	69	156
		R	20	16	17	13	19	85	14	14	16	19	13	76	161
Four	E	P	15	14	11	14	14	68	16	9	15	14	17	71	139
		R	18	15	19	14	18	84	15	6	15	16	15	67	151
	C	P	15	15	14	7	16	67	12	4	9	12	9	46	113
		R	16	19	17	9	16	77	16	5	8	12	14	55	132
Five	E	P	17	15	14	10	19	75	4	3	10	15	7	39	114
		R	19	15	17	8	15	74	9	8	10	17	11	55	129
	C	P	18	16	17	15	20	86	9	5	4	10	12	40	126
		R	19	17	18	17	20	91	11	16	6	14	14	61	152
Six	E	P	17	16	11	12	15	71	10	7	11	20	14	62	133
		R	13	15	13	8	16	65	12	7	10	17	14	60	125
	C	P	10	15	10	7	18	60	8	3	6	11	8	36	96
		R	13	9	12	8	13	55	10	6	10	19	5	50	105
Seven	E	P	19	13	19	9	19	79	18	10	16	18	17	79	158
		R	20	15	18	14	18	85	18	11	14	19	17	79	164
	C	P	12	12	13	5	19	61	8	3	10	16	10	47	108
		R	14	15	14	7	18	68	9	3	4	15	10	41	109
Eight	E	P	19	18	19	17	18	91	14	8	9	12	14	57	148
		R	20	19	18	17	15	89	19	10	17	20	19	85	174
	C	P	18	17	20	11	18	84	14	13	12	15	9	63	147
		R	20	16	18	14	19	87	18	16	17	19	13	83	170
Nine	E	P	13	19	19	11	19	81	14	4	10	14	14	56	137
		R	19	18	16	12	18	83	17	9	14	16	16	72	155
	C	P	19	15	17	11	18	80	13	2	9	11	11	46	126
		R	19	15	18	12	17	81	15	2	10	13	7	47	128
Ten	E	P	19	19	18	15	19	90	15	12	18	19	20	84	174
		R	20	19	18	16	18	92	19	14	19	20	20	92	184
	C	P	20	16	19	14	18	87	16	15	15	19	17	82	169
		R	20	18	17	15	17	87	20	13	16	17	16	82	169

* Experimental group

** Control group

*** Pretest

**** Retest

APPENDIX B
INDEX OF TEACHING AIDS
TEACHING AIDS USED IN THE OUTLINE

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A RADIANT GEM IS BEAUTIFUL BUT SIMPLE
(Reproduced as prepared for class use)

Purpose of Demonstration: To show how to be well dressed and have good taste.

Anyone who could solve the problem of how to look like a million on practically nothing a year wouldn't have to practice what she preached; she would be a millionaire many times over.

Regardless of what you know, what you can do, or what you have done, you must look as smart as possible all of the time. Your employer expects it, the public expects it, and you feel better if it is done.

How does one overcome the fear of not dressing in good taste? Planning gives confidence and serenity. Being well dressed requires knowing when to subtract and eliminate. Overdressing can be eliminated by following the classic "Rule of Fourteen." This means that one should be able to count no more than 14 eye-catching items visible to the eye. Be conservative but not dull. Combine articles in the wardrobe so they will make the lady look like a picture. Miss or Mrs. _____ (use a student or adult from the community) is our model for the day and is dressed for an afternoon luncheon. (Miss or Mrs. _____ walks to the front of class. She will point to each item as it is mentioned.)

She has chosen to wear a basic navy dress, white feather hat, white cloth gloves, pearl and gold jewelry, and black leather heels and bag.

Let us count the points on Miss or Mrs. _____'s costume. (Use a student to count points.) Will you help me count the points?

The basic dress would be given one point. (Point at each item as mentioned.) The jacket would add one point to the dress and the large buttons will give an additional point. The pearl and gold pin catches attention so it will receive one point. Miss or Mrs. _____'s pearl necklace causes the eye to move to the neck, thus it receives one point. Glasses cause the eye to move on upward, thus they receive a point. (Decorative glasses receive more than one point) A white feather hat receives one point for being a hat, one point for contrast in color, and one point for being a feather. A gold comb one point, bouffant hair style one point, and red nail polish one point.

Miss or Mrs. _____ has contrasting gloves -- two points; a watch -- one point; birthstone ring--one point; a class ring--one point; and four rope bracelets; the bracelet would be considered one point if they stay together or four points if they separate.

The hose count one point, black leather heels--one point; black leather bag; --one point for being a bag and one point for being large. This gives a total of _____ points. (The student will give you the number of points.)

Now look at Miss or Mrs. _____ -- from the bust up. (Have a board that will cover her from the waist down.) Do you see

some ways she might improve the illusion of spottiness?

(Take off or move each item as it is mentioned.) The pearl choker isn't needed with the pearl pin so it should be removed. The pin may be placed on the dress instead of the jacket so as not to disturb the simplicity of the buttons.

Are the bracelets and the watch both needed? Is her class ring necessary for her to be well dressed? (The class will tell you whether to remove them or not.)

Let us remove the great contrast in the hat by substituting a black velvet hat. By taking away so many small articles that are calling for attention of the viewer, there is more emphasis placed on certain articles that tend to enhance the appearance. Remove the comb from hair.

(Place board to cover from waist up.) Now look from the waist down. The texture of black patent will give the color of the dress more emphasis. Changing the bag to match the shoes adds harmony. Plain pumps do not attract attention but let the eyes be drawn upward toward the face area where the radiant smile on Miss or Mrs. _____'s face will be seen. Heels and hose merely support the body and face and should act as a lower frame to the picture.

(Point out each item.) Now count the points on Miss or Mrs. _____ again. One point for the dress, two for the jacket and buttons, one for the black hat, one for decoration, glasses one point, watch one point, ring one point, hose one point, shoes one point, and bag one point. Black gloves that are worn would be given one point but if they are carried so the nail polish is seen, the hands would be given two points. How many points is this?

Look at the picture now. Does the overall appearance look more peaceful?

Removing the jacket would remove two points but the pin on the dress would add one. Removing all the bracelets and watch will add more emphasis to the pin. For a bit of spice, try white gloves instead of black ones. This would be one point for gloves and one point for contrast. Now what is the total points (Enumerate each of the points so the student can count them.)

How does this picture compare with the two previous ones?

Being able to decide what to wear for the occasion depends on the wardrobe owned by the person. Many factors should be considered when planning "YOUR" wardrobe.

(Have questions on a flip chart along with pictures of the examples.) Some questions to consider when planning your wardrobe are:

1. Can I live without it? Will it attract attention to a part of my body that I want emphasized? Never trust to love at first sight in buying a costume. Remember love at first sight isn't always lasting. Things look so different when you get them home.

2. Had I planned to buy something like this? Never buy anything you hadn't planned to buy. This involves thought as to your needs. The point is, no matter how fascinating a cruise coat may be, it's going to look awfully seasick among landlubbers. Beware of specialized clothes. Buy only what you set out to buy.

3. Am I buying it at right time? Buy or plan major purchases first and build your wardrobe around them. Should I buy a major purchase first? Will it go with the major purchases that I'm planning?

Purchase or plan coats first before your dresses. Be sure dresses go with coat, hats go with dresses, shoes and purse go together, and gloves are purchased last of all. Buy or plan big things first but save plenty for the dresses because they are harder to buy.

4. Will it serve for more than one season? Buy things that can be used more than one season. Is it transitional and can it be worn in both fall and spring?

5. Have I enough things of this kind? Never buy anything, however charming it is if you are well stocked with that type of thing. Do not overbalance your wardrobe.

6. Can I give it a dual or multiple personality? Buy things that are interchangeable to make several costumes.

7. Does it fit into my season's color scheme? Stick to one basic daytime color scheme per season--a dark or neutral color. Shun any dress that will walk by itself in your wardrobe.

8. Is it an obvious imitation? Avoid imitations--stick to poor but honest purchases. Choose frank less luxurious material of quality. Otherwise you look like a poor relation. This way you'll have taste as if you were a person of distinction.

9. If an accessory, will it raise the tone of my costumes? Buy comparatively expensive accessories. You can use those stay props over and over.

10. Does it go well with other things in my wardrobe by actual test? Try things together before buying them. Don't trust your memory on color and line.

11. Is the price within my budget? Have a price in mind before you go shopping. Watch for bargains but be sure they're bargains, not something you will see on half the backs in town.

12. Is it high style riding for a fall? Beware of high styles. Classics are things that we never grow tired of.

13. Is it too colorful to be worn often? Bright colors draw attention.

14. Is it a Ford or is it likely to become a Ford? A Ford is really a success but not a classic for it soon runs its course. Stick to plainer things for a Ford is almost always fancier. Another way to avoid Fords is to shop late and avoid the rush. An example of a Ford might be the overnight type purses that many of the high school students are carrying or the plastic bags that are made of sponge rubber.

TEST ON EVERYDAY MANNERS

By Clara Mae Chatham

- T F 1. In making introductions, the man should be presented to the woman.
- T F 2. If you have not been introduced to anyone at a school social, you may introduce yourself.
- T F 3. You should never arrive ahead of time for a dinner date.
- T F 4. At a school banquet, one may begin to eat after those nearby have been served.
- T F 5. At a dinner, begin using the silver next to your plate.
- T F 6. The following foods may be eaten with your fingers: radishes, olives, dry crisp bacon, shoestring potatoes, and corn on the cob.
- T F 7. You may drink your soup if it is served in a cup.
- T F 8. Lump sugar may be taken with your fingers although tongs are provided.
- T F 9. You must leave food on your plate.
- T F 10. On a double date and eating out, the girls sit facing their dates.
- T F 11. Five percent of the bill is the customary tip.
- T F 12. When entering the theatre, the woman precedes the man into the row of seats.
- T F 13. It is better for a boy to say, "Will you go with me to the basketball game?" than, "May I have a date Friday night?"
- T F 14. The girl has the responsibility for suggesting time for starting home, when on a date.
- T F 15. The boy may assume the privilege of "coming in a few minutes" after bringing his date home, at eleven p.m. or afterward.
- T F 16. Today it is acceptable for a girl to call a boy on the telephone when she feels like it.
- T F 17. The boy writes first in beginning a correspondence with a girl.
- T F 18. If you have been an overnight guest, you should write a thank you note.
- T F 19. The letters R.S.V.P. mean you accept or decline an invitation as soon as possible.
- T F 20. In a home where there is no maid, a guest should help with some of the household duties.
- T F 21. Helping to keep the house neat is everyone's duty.
- T F 22. One should have privacy in her own room in the home.
- T F 23. Always ask permission to use other people's property, even your sisters.
- T F 24. When the whole family is watching a TV program you don't care about, insist upon changing the channels.
- T F 25. Be sure to tell your parents where you are going when you leave the house, even if only to go next door.

(This test is to be used preceding the etiquette section of the unit on Understanding Myself and Others for ninth grade

girls. It will be given again at the end of the unit for a grade.)

GENERALIZATIONS:

1. Using good manners makes us more attractive and charming.
2. Courtesy is recognized as acts of kindness graciously performed with those with whom we come in contact.
3. The basic rules of etiquette are essential for pleasant and effective association with others in everyday living.
4. Dating is important in helping boys and girls to get to know each other well enough to make a wise mate choice.
5. Through social activities, an individual develops poise, assurance and a feeling of personal worth.

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll, instructor.

THE TEN DEMANDMENTS OF HOW TO GET ALONG WITH PEOPLE

1. Keep the skid chains on your tongue; always say less than you think.
2. Make promises sparingly and keep them faithfully, no matter what it costs you.
3. Never let an opportunity pass to say a kind and encouraging thing to or about somebody. Praise good work done, regardless of who did it. If criticism is merited, criticize helpfully, never spitefully.
4. Be interested in others; interested in their pursuits, their welfare, their homes and families. Make merry with those who rejoice, and mourn with those who weep. Let everyone you meet, however humble, feel that you regard him as a person of importance.
5. Be cheerful. Keep the corners of your mouth turned up. Hide your pains, worries and disappointments under a pleasant smile. Laugh at good stories and learn to tell them.
6. Preserve an open mind on all debatable questions. Discuss, but don't argue. It is a mark of superior minds to disagree and yet be friendly.
7. Let your virtues, if you have any, speak for themselves, and refuse to talk of another's vices. Discourage gossip. Make it a rule to say nothing of another unless it is something good.
8. Be careful of others' feelings. Wit and humor at the other fellow's expense are rarely worth the effort, and may hurt where least expected.
9. Pay no attention to ill-natured remarks about you. Simply live so nobody will believe them. Disordered nerves and poor digestion are common causes of back-biting.
10. Don't be too anxious about getting just dues. Do your work, be patient, keep your disposition sweet, forget self, and you will be respected and rewarded.

"I have noticed that folks are generally about as happy as they have made up their minds to be."

_____ Lincoln

INTRODUCTION AND MANNERS ROLE PLAY INCIDENTS

By DeAnn Pence

1. This is a scene in the school hall between classes. A crippled girl is starting out the door as you start to leave. Show bad manners causing some of her belongings to fall. Show good manners in same incidence.
2. This scene is your date picking you up for a date. Show how he should help you with your coat, open doors, and take you to the car.
3. Answer the phone and take a message for your dad from Mr. Anderson, a member of the Lions Club. Show how you would take message.
4. Answer the phone and talk to your boyfriend about a date to the city to a ballgame. Show your actions and how you will tell him you will have to check with your mother before you can let him know. Will there be any other couples? Will there be adults along?
5. Show how you should greet a visitor to the homemaking class. This is to be the state supervisor, Miss Frizzell. Show how you would make her comfortable.
6. Introduce your mother to your homemaking teacher.
7. Introduce your date to your grandmother.
8. Introduce your younger brother to your new girl friend.
9. Introduce your best friend to a new girl in school.
10. Introduce your mother to your new girl friend.

HOW DO I RATE ON CLASSROOM COURTESY?
(Reproduced as prepared for class use)

Place an X in the column which most clearly describes your classroom actions this week.

	Yes	No	Sometimes
1. Do I laugh at the mistakes of others?			
2. Do I let my partner do a fair share of the work?			
3. Do I interrupt discourteously when someone else is talking?			
4. Do I tell others what to do?			
5. Do I cover my mouth when I sneeze or cough?			
6. Do I do grooming during class and not give full attention to the teacher?			
			
7. When doing group work, do I finish all the work before stopping?			
8. Do I do the work of my partner if she is absent?			
9. Do I try to talk to someone who is trying to concentrate?			
10. Do I pass out of class in order, trying not to push, leaving the room in good order?			
Total Score:			

TRAITS OF GOOD FRIENDS

By Leora Chilton

Express your own views as you complete the following statements. You may wish to write more than one conclusion to many statements. This is not a test. Your comments will help you to participate in the class discussions to come.

1. A person who is a good friend will be . . .
2. A good friend will not . . .
3. A good friend will treat my other friends as if . . .
4. The things which I most admire my best friend for are . . .
5. The thing my best friend most dislikes about me is . . .
6. My best friend never forgets . . .
7. The activity which my best friend and I most enjoy doing together is . . .
8. My best friend shows her friendliness toward others by . . .
9. A good friend will always . . .
10. When I have personal difficulties a good friend will . . .
11. The way I wish my best friend to treat my family is . . .
12. From my family, my best friends deserve . . .

GENERALIZATIONS:

1. Talking about ideas, things, and places more often than talking about self or other people makes one a more interesting person.
2. Being loyal in keeping personal confidences and other personal information from public knowledge is necessary for being a good friend.
3. Developing dependability by being punctual, by borrowing only when necessary and by being careful to return what is borrowed is a pre-requisite for good personal relations with others.
4. Being an individual in social situations when associating with the group in activities of common interest shows evidence of growing into maturity.
5. Sharing acquaintances with other friends and the family members enriches the experience for all participants and broadens the area of understanding between them.

Developed for FRCD 530 Oklahoma State University, Hazel Ingersoll, instructor.

BUT MOTHER!
By Jane Choate

This skit to be used in the unit on Growing Up and Being Accepted by Others

Cast: Mother and twelve year old daughter. (Susie has recently entered a new school.)

Props: Paint brush, stack of school books, table.

Scene: Dining room of home. Mother is painting the wall. Daughter Susie enters and drops books on table.

Mother: Hello Susie. How did everything go at school today?

Susie: Oh, fine. Mother, I have to go to town and get some notebook paper for tomorrow. I want you to take me.

Mother: Susie, I can't go just now. I have been painting all day and I am dirty and tired. Besides, I am almost through here and I want to finish before I quit so that I can clean the brushes and be all through.

Susie: But Mother, I have to have the paper for tomorrow.

Mother: You can borrow paper from your brother and I will pick up some for you tomorrow when I go to the grocery store.

Susie: We don't use the same kind. I use narrow lines and he uses wide lines. His paper won't do at all.

Mother: Do you have to have the paper to do your homework tonight?

Susie: Well, no. But I want to go get it.

Mother: I will take you to school in the morning. We can leave a few minutes early and pick it up on the way.

Susie: But Mother, I want to get some lipstick and powder. I thought you could help me pick them out. That will take too much time to do it in the morning.

Mother: Now Susie, you are only twelve. Twelve-year-old girls are too young to wear lipstick.

Susie: But Mother, all the girls in my room are wearing lipstick. I have to have some too.

Mother: Now Susie, I don't believe all the girls wear lipstick. I am sure a few mothers surely feel as I do. You are just too young to wear lipstick.

Susie: (Running from the room crying.) Mother, you just don't understand. All the girls in my room wear lipstick. I look just like a grade-schooler without lipstick.

Developed for FRCD 530 Oklahoma State University, Hazel Ingersoll, instructor.

PROGRESS TOWARD BECOMING MY BEST SELF WITH OTHERS
By Mary Sledge

Directions: This exercise will help you to decide if you are on the way to improving your relationships with others. Please complete each statement with honest introspection.

1. When I consider my relationships with my parents I
2. When considering the qualities of people I like to work with I
3. The way I feel about young children
4. When I think of "going steady" I
5. When I meet strangers I
6. I would like to have others think of me as
7. When I think of people of other races, creeds and religions, I
8. When I think of my relationships with my sisters and brothers, I
9. When I think of interesting things to do on a date I think of
10. When I think of older people I think of
11. When I break family rules I feel
12. When I am with my best girl friend I

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll,
instructor

IF I HAD MY WAY!

1. If you were told that you could have any three wishes come true, what would you wish?
2. What would you like most to do?
3. If you could make your face and body to suit your own desires, what would you change about yourself?
4. If you could be born again would you prefer being a boy or girl? Why?
5. If after death you had to return to the earth in a different form, what would you choose to be? Describe the characteristics of the thing you selected.
6. If you had your choice of being anybody in the world, past or present, whom would you like to be? Why?
7. If you were told that you could do only one more thing before dying, what would you select to do (disregard cost, time, effort, etc.)?
8. List what you believe to be three deeds which you consider yourself incapable of doing.
9. If you had a year to live and \$50,000 to spend, how would you spend it? (Use back side of page if necessary)

Adapted from Lehner's Personal Adjustment.

WHAT IS YOUR PERSONALITY RATING?

In Column One check the personality traits you now have and in Column Two check the personality traits you would like to develop. At the end of the course check yourself again. (Omit some questions for the boys.)

	BEGINNING OF COURSE		END OF COURSE	
	ONE	TWO	ONE	TWO
1. Is your skin clear and radiant?	_____	_____	_____	_____
2. Do you present a well-groomed appearance?.....	_____	_____	_____	_____
3. Have you a graceful carriage?.....	_____	_____	_____	_____
4. Are you always well poised?.....	_____	_____	_____	_____
5. Is your facial expression pleasant?.....	_____	_____	_____	_____
6. Is your coiffure becoming to the shape of your face and features?.....	_____	_____	_____	_____
7. Is your make-up well chosen and effectively used?.....	_____	_____	_____	_____
8. Are the colors you usually wear the most becoming for you?.....	_____	_____	_____	_____
9. Do your clothes emphasize your good points and conceal your poor points?...	_____	_____	_____	_____
10. Have you a cheerful disposition?.....	_____	_____	_____	_____
11. Is your voice pleasing?.....	_____	_____	_____	_____
12. Do you use correct grammar?.....	_____	_____	_____	_____
13. Have you a good command of words?.....	_____	_____	_____	_____
14. Are you an interesting conversationalist?.....	_____	_____	_____	_____
15. Are you a good listener?.....	_____	_____	_____	_____
16. Are you open-minded in a discussion?...	_____	_____	_____	_____
17. Do you enjoy being with people?.....	_____	_____	_____	_____

(Continued next page)

	BEGINNING OF COURSE		END OF COURSE	
	ONE	TWO	ONE	TWO
18. Do you remember to extend little courtesies?.....	_____	_____	_____	_____
19. Are you tactful in your dealings with people?.....	_____	_____	_____	_____
20. Do you avoid affectations?.....	_____	_____	_____	_____
21. Are you patient with people?.....	_____	_____	_____	_____
22. Can you make other people feel at ease?.....	_____	_____	_____	_____
23. Can you sympathize with the problems of others?.....	_____	_____	_____	_____
24. Can people depend on you?.....	_____	_____	_____	_____
25. Can you take criticism good-naturedly?.....	_____	_____	_____	_____
26. Are you neat and methodical about your work?.....	_____	_____	_____	_____
27. Have you sufficient confidence in yourself?.....	_____	_____	_____	_____
28. Do you complete tasks you undertake?.....	_____	_____	_____	_____
29. Have you a studious attitude toward school work?.....	_____	_____	_____	_____
30. Do you know how to work cooperatively?.....	_____	_____	_____	_____
31. Are you enthusiastic about the things you do?.....	_____	_____	_____	_____
32. Do you show initiative and leadership?.....	_____	_____	_____	_____
33. Do you exercise self-control?.....	_____	_____	_____	_____
34. Do you adapt yourself easily to new situations?.....	_____	_____	_____	_____

(Continued next page)

	<u>BEGINNING</u> <u>OF COURSE</u>		<u>END OF</u> <u>COURSE</u>	
	<u>ONE</u>	<u>TWO</u>	<u>ONE</u>	<u>TWO</u>
35. Is your judgment sound?.....	_____	_____	_____	_____
36. Are you sincere?.....	_____	_____	_____	_____
37. Do you possess a sense of pride?.....	_____	_____	_____	_____
38. Do you strive to develop your own individuality?.....	_____	_____	_____	_____
39. Are you honest with yourself and others?.....	_____	_____	_____	_____
40. Are you unselfish in your wants and demands?.....	_____	_____	_____	_____
41. Have you a sense of humor?.....	_____	_____	_____	_____
42. Can you be counted on to keep a secret?.....	_____	_____	_____	_____
43. Do you refrain from gossip?.....	_____	_____	_____	_____
44. Do you avoid annoying habits such as biting your nails, scratching your head, or gesticulating?.....	_____	_____	_____	_____
45. Have you some hobbies?.....	_____	_____	_____	_____
46. Have you an aptitude for dramatics?...	_____	_____	_____	_____
47. Do you like to dance?.....	_____	_____	_____	_____
48. Do you participate in active sports (tennis, swimming, etc.)?.....	_____	_____	_____	_____
49. Do you enjoy reading?.....	_____	_____	_____	_____
50. Are group games interesting to you?...	_____	_____	_____	_____

"IF"

By Jewell Bomgardner

1. If you could decide whether to be an only child or have brothers and sisters, which would you choose?
(The word for brothers and sisters is siblings.)
2. If you could remodel yourself, how would you change each part of you and which would you leave the same?

PARTS

CHANGE MADE

Hair

Skin

Body

Legs

Personality

Feeling toward family

Intelligence

3. Check () the things you think make a teen-ager well-liked by others of their age group. (People the same age are called peers.)

- | | | | |
|-----|-----|----|---|
| ___ | ___ | a. | listens when you talk |
| ___ | ___ | b. | tell interesting stories of their experiences |
| ___ | ___ | c. | compliments you all the time |
| ___ | ___ | d. | doesn't say much |
| ___ | ___ | e. | enjoys school work |
| ___ | ___ | f. | makes jokes about the teachers |
| ___ | ___ | g. | makes up funny names to call other teen-agers |
| ___ | ___ | h. | knows all the latest songs and who sings them |
| ___ | ___ | i. | likes to dance |
| ___ | ___ | j. | likes to swim |
| ___ | ___ | k. | likes to play some kinds of card games |
| ___ | ___ | l. | spends money treating everybody |
| ___ | ___ | m. | talks "back" to parents, shows other kids who runs their house. |
| ___ | ___ | n. | repeats stories about other kids |
| ___ | ___ | o. | has poise when ordering at a drug store or restaurant |
| ___ | ___ | p. | eats quietly and doesn't attract attention |
| ___ | ___ | q. | talks loudly and attracts attention |
| ___ | ___ | r. | makes good grades |

- ___ ___ s. has nice clothes
- ___ ___ t. is well-groomed
- ___ ___ u. lives in a nice neighborhood

4. Now go back and (x) the qualities you think fit you.
5. What traits do you need to improve in order to become more well-liked as you grow up?

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll,
instructor.

DON'T WORRY DEAR
By Frances Jones

- Objective: To help student improve self-image and develop a positive self-esteem.
- a. Developing potential abilities so that each student may contribute to group action.
 - b. Learning to communicate freely with the peer group.
 - c. Learning how to contribute something of oneself to a friendship.

Characters: Mother, a housewife.
Janet, the daughter, aged 13.
Dust mop for mother, books for Janet.
Living room -- chair and couch.

Narrator: Janet is a shy, self-conscious thirteen year old girl who has potentialities of being attractive. She has been slightly overweight since early childhood, and cannot wear many of the latest fashions for young people. Janet's family lives in a small town where her father works as a carpenter and her mother sews for people to supplement the family income. There is a brother, fifteen, and a sister, nine.

Mother: (Looks up from dusting the floor as she hears the back door close) Janet, is that you?

Janet: Yes, Mother. (coming into the living room)

Mother: I thought you were staying after school to work on decorations for the class party.

Janet: I decided to come right home, Mother. I really need to work on my social studies assignment.

Mother: (with puzzled expression) Didn't you say that the social studies paper isn't due for three more weeks?

Janet: (almost in tears) Yes, I know that, but I just don't feel like making decorations today.

Mother: Is something wrong, dear?

Janet: Oh! Mother! What's the matter with me? Nobody likes me. (She throws herself on the couch and cries.)

Mother: (put mop aside and comes to sit in chair near couch) Why, Janet, I'm sure that isn't true. Did someone say something to hurt your feelings?

Janet: (trying to control her tears, she sits up and dries her eyes) Well, not exactly--but when I got to school this morning Kay was sitting in home room with Mary and Linda. They were talking and laughing together and I'm sure they were talking about me.

Mother: What makes you think that, dear?

Janet: They didn't ask me to join them; they just went right on with their fun and didn't say one word to me. Besides, Kay is my friend, and she is supposed to sit with me in home room.

Mother: Well, I suppose Linda and Mary are Kay's friends too.

Janet: But Mother, if Kay is their friend that doesn't leave anyone to be my best friend.

Mother: I know you need someone to be your special friend, but maybe for now you can be more friendly to all the girls. One of them may be lonely too. You might try to make those girls feel more comfortable by being friendly first.

Janet: I do try, Mother, but Kay is my best friend and now she doesn't want me around. Today at noon she didn't ask me to sit with them for lunch either.

Mother: Maybe they were nearly finished when you got there.

Janet: I don't think so; and anyway, when Kay is with Linda and Mary, they talk a lot about boys and just ignore me. I know I'm not pretty and can't dance or do a lot of other things that they can do, but I do the best I can.

Mother: Don't let this upset you so much, dear. Daddy and I think you are the best ever, and other people who really know you appreciate you for what you are. Why don't you get freshened up while I make something cold to drink. Maybe it will make you feel better. (gets up and moves toward the kitchen)

Janet: All right, Mother. (gets up to go)

QUESTIONS FOR DISCUSSION:

1. As Janet, how do you feel about yourself?
2. Does Mother feel that Janet lacks self-worth or self-esteem?

3. Can you imagine how Kay really feels about Janet?
4. How do Mary and Linda feel about Janet?
5. If you were Janet, what would you do about yourself?
6. Where can Janet get help in improving her feeling about herself?
7. How might Janet's feelings about herself improve after she has worked on herself?

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll, instructor.

PERSONALITY INVENTORY

Please answer each statement by placing an X in one of the three spaces provided for you on the right-hand side.

	<u>OFTEN</u>	<u>NEVER</u>	<u>SOMETIMES</u>
1. You find it very difficult to say, "I'm sorry," when you have quarreled and found that you are partially wrong.	_____	_____	_____
2. You feel that you want to get away from an unpleasant situation that concerns you.	_____	_____	_____
3. You feel very angry and sorry for yourself when your parents say "no" to your request for a much wanted party dress.	_____	_____	_____
4. You thoroughly dislike boys.	_____	_____	_____
5. You often find yourself complaining.	_____	_____	_____
6. You feel that most things are satisfactory to you, e.g., your lessons, your social life, your friends.	_____	_____	_____
7. You are full of resentment or irritation.	_____	_____	_____
8. You feel hurt or angry when your friends make plans without consulting you.	_____	_____	_____
9. You make an effort to make people like you.	_____	_____	_____
10. Your loyalty can be banked on by your family and friends.	_____	_____	_____
11. You carry your share or maybe a little more than your share of a job.	_____	_____	_____
12. You are interested in other people's hobbies.	_____	_____	_____

	<u>OFTEN</u>	<u>NEVER</u>	<u>SOMETIMES</u>
13. You are the first to say "hello" when you meet someone.	_____	_____	_____
14. You take the lead in trying to be helpful to others.	_____	_____	_____
15. You constantly work at improving friendships or you assume that your friends know that you like them.	_____	_____	_____
16. You feel comfortable inside yourself with your friends, school and work.	_____	_____	_____
17. You feel insecure about your standing in your class.	_____	_____	_____
18. You sometimes worry and wonder if the boss was cross because perhaps he doesn't like you.	_____	_____	_____
19. You feel uncomfortable with your family.	_____	_____	_____
20. You would like to help others rather than have them help you.	_____	_____	_____
21. Do you ever have doubts as to whether school is worthwhile?	_____	_____	_____
22. Do you miss school a lot because of physical complaints for which the doctor can't find a physical cause.	_____	_____	_____
23. Do you worry about every little thing that concerns yourself or your friends?	_____	_____	_____
24. Do you have trouble concentrating?	_____	_____	_____
25. Do you feel lonesome and discouraged?	_____	_____	_____
26. Do you have a feeling that people don't like you?	_____	_____	_____
27. Do you have friction with your parents?	_____	_____	_____

OFTENNEVERSOMETIMES

28. You are usually afraid of something.

Hawaii State Guide

PROGRESS TOWARD BECOMING MY BEST SELF
By Mary Sledge

Directions: This exercise will help you to decide if you are on the way to becoming your best-self. Please complete each statement with honest introspection.

I believe that some of the strengths and weaknesses of my personality can be traced to

A look at my inner self makes me feel

When I consider myself as a person I

I want most of all to improve

When I think of how I spend my leisure time I

When I think of the kind of thing that makes me angry I

The way I feel about values is

When I think how my personality compares with others I

When I think of spending my allowance I

When I think of my grades in school I

When I think of good grooming I think

When I think of the future I am

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll, instructor.

SEX DIFFERENCES IN DEVELOPMENT*

AGE	BOY	GIRL
11	Shows self-consciousness at touching boys, except under conventional conditions.
12	Shows self-consciousness at touching girls, except under conventional conditions.	Begins incessant whispering with friends.
13	Feels shy in a group of boys.
13½	Will not admit that any boy could be attractive to her, but from her behavior one knows she is interested.
14	Sex modesty appears.	Sex modesty appears.
14½	Will not admit that any girl could be attractive to him, but from his behavior one knows he is interested. More careful of his appearance and self-conscious about the attention of girls, but he is not interested in dancing until a year later.	Beginning the heterosexual phase by primping, being enthusiastic about dancing, admiring the clothes of women, and seeming interest in the attention of boys.
15	Loses interest in adult affection.	Interested in boys but not in a particular boy. Classifies work on sex lines. Definite and open seeking after the other sex.
15½	Interested in girls, but not in a particular girl. Shows an enjoyment of the physical contact of dancing. Classifies work on sex lines.	Assumes the external manners of an adult.
16	Assumes the external manners of an adult.	Shows an enjoyment of the physical contact of dancing.

* Adapted from Elise Hatt Campbell, "The Social-sex Development of Children," Genetic Psychology Monograph, 21 (No. 4); 527-528 (1939).

THE CASE OF JANE WHO HAS FEW FRIENDS

By Dorothea Danel

- Objectives:
1. To help the students to see how one develops his self-concept. To help them recognize some of the factors which help to form the self-concept.
 2. To improve students' empathic ability.

Jane is a High School sophomore. She is an attractive girl with average ability. She has the habit of not studying. She seems pleased to just "get by".

She has only one or two friends in school and even they are not loyal to her. She seems lonely and even though she jokes and acts "the clown" she does not look or act happy.

Jane has attended this school all of her school life and knows everyone well, yet does not seem close to anyone.

Jane lives with her mother and sisters. Her father and mother are separated, though not divorced, and have been since she was a small child. Her father lives in California and sends money to the family regularly.

The children are allowed to go where they please and come in when they please. There are three children at home younger than Jane. An older brother and sister are living away from home.

Jane dresses as well as the rest of the girls. She often has more cash to spend than the others in her class. She is not unattractive. Her physical appearance is pleasing.

Jane flirts with the boys but they make fun of her or ignore her. She tries to be friendly with everyone but has no close friends.

She is seen alone often.

Questions:

List reasons she may have personality problems.

1. How do you think Jane views herself? What is her self-image?
 2. By using the information given, list some of the factors that you think have caused her to have this self-image.
 3. How could she improve her sense of self-worth?
 4. What might be some reasons why Jane is friendless?
 5. Can you help Jane to have more friends? If so, how? If you were Jane, would you want help? What kind?
-

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll, instructor.

MY CONCEPT OF SELF

By Julia Holmberg

LIKE ME	UNLIKE ME
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Read each statement. If it is like you, put a check in the "LIKE ME" column. If the statement is not like you, put a check in the "UNLIKE ME" column.

LIKE ME	UNLIKE ME
	1. I am uncomfortable when conversation turns to sex.
	2. I am a poor student.
	3. I think I will be successful in life.
	4. I should love my parents more than I do.
	5. I never lie.
	6. I ought to go to church more.
	7. I have a healthy body.
	8. Sex is relatively unimportant to me.
	9. I am fairly intelligent.
	10. I really don't like being a girl.
	11. Ordinarily I like to be with others rather than alone.
	12. I never get angry.
	13. I live my religion in my everyday life as well as on Sundays.
	14. I'm not as nice looking as most people.
	15. I get along well with boys.
	16. I have a good sense of humor.
	17. I'm often bothered with the feeling that people are watching me.
	18. I feel friendly with most people.
	19. I never gossip.
	20. I do not use unfair methods to get ahead.
	21. I often don't feel very well.
	22. Boys find me a bore.
	23. I am afraid someone will make fun of me.
	24. Things don't usually bother me.
	25. When I meet people I am afraid they will not like me.
	26. I am never cranky.
	27. I often despise myself.
	28. I am neither too fat nor too thin.
	29. Sex is on my mind a lot.
	30. I'm afraid I am a coward.
	31. If I have something to say, I usually say it.
	32. I avoid "close" relationships.
	33. I dislike some people I know.
	34. I feel I am making a failure in life.
	35. I like to look nice and neat all the time.
	36. I don't have trouble getting dates.
	37. I have an even disposition.
	38. Most girls are better liked than I am.
	39. My parents expect too much of me.

LIKE	UNLIKE
ME	ME

- | | |
|--|--|
| | 40. I'm always happy. |
| | 41. Usually I am satisfied with my moral behavior. |
| | 42. I am a poor sleeper. |
| | 43. I am easy to get along with. |
| | 44. I'm a lot of fun to be with. |
| | 45. I have a vague fear of the future. |
| | 46. Other kids pick on me quite often. |
| | 47. I always do the right thing. |
| | 48. I have a good relationship with God. |
| | 49. I am an attractive person. |
| | 50. I do not feel at ease with boys. |
| | 51. I'm easily discouraged. |
| | 52. I am a carefree person. |
| | 53. I have many real friends. |
| | 54. I never worry about anything. |
| | 55. I cannot solve my moral problems. |
| | 56. I'd change many things about my appearance if I could. |
| | 57. I think I will have a happy marriage. |
| | 58. I think I understand myself fairly well. |
| | 59. I am a sympathetic person. |
| | 60. I think I am respected by people in general. |
| | 61. Sometimes I think of things too bad to talk about. |
| | 62. I do the right thing almost always. |
| | 63. I am neither too short nor too tall. |
| | 64. I am a very nervous person. |
| | 65. I feel that most people cannot be trusted. |
| | 66. I do not have much self-confidence. |
| | 67. I make it hard for people to be friendly with me. |
| | 68. I have fewer friends than most girls. |
| | 69. I would rather win than lose in a game. |
| | 70. I think of myself as a "good citizen." |
| | 71. I feel well most of the time. |
| | 72. I am usually a leader in organizations I belong to. |
| | 73. I hold up very well in a crisis. |
| | 74. My parents and I have a lot of fun together. |
| | 75. I am not the person I should be morally. |
| | 76. I often act like I am "all thumbs." |
| | 77. I get my feelings hurt easily. |
| | 78. I like to impress others with my abilities. |
| | 79. I do not let on, but I often carry grudges. |
| | 80. I make a bad impression on people. |
| | 81. I usually feel at home wherever I am. |
| | 82. My life is very interesting. |
| | 83. I usually am in on family decisions. |
| | 84. I do poorly in sports and games. |
| | 85. I cannot do many things well. |
| | 86. I like to direct the actions of other people. |

LIKE	UNLIKE
ME	ME

		87. I find it hard to take criticism.
		88. I usually look as well as most of my friends.
		89. I am generally quite lucky.
		90. My parents usually consider my feelings.
		91. I should have more sex appeal.
		92. I often feel that things that happen are not real.
		93. My family is not a happy one.
		94. I follow sensible health rules carefully.
		95. I am a cheerful person.
		96. My appearance is often sloppy.
		97. People probably often think I am queer.
		98. I think most people can be trusted.
		99. I get along well with boys, but not with girls.
		100. I get along well with girls, but not with boys.

(Answers on following page)

	LIKE ME	UNLIKE ME		LIKE ME	UNLIKE ME		LIKE ME	UNLIKE ME
1.		X	34.		X	67.		X
2.		X	35.	X		68.		X
3.	X		36.	X		69.	X(lie)	
4.		X	37.	X		70.	X	
5.		X (lie)	38.		X	71.	X	
6.		X	39.		X	72.	X	
7.	X		40.		X (lie)	73.	X	
8.	X		41.	X		74.	X	
9.	X		42.		X	75.		X
10.		X	43.	X		76.		X
11.	X		44.	X		77.		X
12.		X (lie)	45.		X	78.		X
13.	X		46.		X	79.		X
14.		X	47.		X (lie)	80.		X
15.	X		48.	X		81.	X	
16.	X		49.	X		82.	X	
17.		X	50.		X	83.	X	
18.	X		51.		X	84.		X
19.		X (lie)	52.	X		85.		X
20.	X		53.	X		86.		X
21.		X	54.		X (lie)	87.		X
22.		X	55.		X	88.	X	
23.		X	56.		X	89.	X	
24.	X		57.	X		90.	X	
25.		X	58.	X		91.		X
26.		X (lie)	59.	X		92.		X
27.		X	60.	X		93.		X
28.	X		61.		X	94.	X	
29.		X	62.	X		95.	X	
30.		X	63.	X		96.		X
31.	X		64.		X	97.		X
32.		X	65.		X	98.	X	
33.	X (lie)		66.		X	99.	X	
						100.		X

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll,
instructor.

TEN ROLES ON DEVELOPMENTAL TASKS
(Reproduced as prepared for class use.)

Case to show maturity

I. (Capable of delaying responses in favor of long term goal.)

Betty lives with her mother in a small house at the edge of town. Her father died about ten years ago and her mother gets a small monthly insurance check. To help with the expenses, mother works as a salesclerk in the department store.

Show Betty's childish behavior toward her mother when there isn't enough money to buy a new dress for the Christmas dance.

Show Betty with more mature actions in meeting her problem of a new dress. What are some of the things Betty could do to get the new dress? What should Betty do to get the new dress to show that she is grownup enough to accept disappointment?

II. (Keeps physically fit.)

Jerry and her friends belong to a riding club where they ride their bicycles every Saturday afternoon on quite an extensive trip. It takes them almost 3 or 4 hours riding time. Jerry complained of having trouble breathing and when she visited the doctor she found a serious heart condition. Jerry can no longer ride for such a long time. Act as Jerry would when she is childish in her reaction to the doctor.

Show Jerry in a more grown-up reaction with her telling the girls she can't continue her weekly trips with them. What might she do to make up for this weekly trip? What might she do as other recreation?

III. (Grows up emotionally - learns to love.)

Jane is fairly nice looking and has had several boy friends. She has just begun going steady with Bill. Bill gives her many small compliments and always asks Jane's choice of entertainment before leaving on a date. Bill doesn't care for movies much but would rather go swimming, play tennis, badmitton, croquet, miniature golf, or ride go-carts. Every date for the last three weeks Jane has wanted to go to the movies.

Show Jane's childish reaction when Bill refuses to go to the movie for their date.

Show how Jane would have acted if she were more grownup emotionally. What might have been Bill's feelings toward Jane's actions?

- IV. (Show good balance between self-reliance and a normal sense of dependence.)

Mrs. Brown teaches math and is beginning on a new concept. She always tells students to feel free to come in for help when they don't understand what they are working on. They have worked four days on the new problems and many students have asked for additional help. Jan hasn't. They have had a quiz on the third day so everyone could see what they needed to work on. On the fourth day the papers are returned and Jan made 42.

Show Jan's childish reaction when her mother questions her about the low grade and for not asking for help.

Show how Jan could have met the new math concepts if she were more mature. Would she have been considered a teacher's pet or trying to "brownie" the teacher by asking for help.

- V. (Lives in the present.)

Fern is a senior and always wears a sad face. When she was a freshman and sophomore, she dated quite a lot and even went steady a couple of times with Tommy. He graduated two years ago and is in college in another state. They didn't go steady and haven't since he graduated. He dates several girls at college. Fern thinks she can wait on Tommy and thinks things will be the same as they were in the earlier days after she gets to college. She is planning on going to Tommy's college even though it will be hard for her parents to pay the extra money for out-of-state tuition. Her plans are for majoring in business and the business department in the college is very small.

Show Fern's childish reaction when Patty tries to talk her into double dating with this new boy that just came into town.

Show Fern's more grown-up reaction to the idea of a double date. What else might Fern do when she thinks more grownup about the entire college situation?

- VI. (Learns to face facts with courage, in control of his environment.)

Barbara's dad works in a paper mill but many of the men have

been laid off for lack of work since they put in automatic machines. Her dad still works but works less hours and gets paid less. There is no chance for him at the present time to increase his income. Barbara has been accustomed to a large clothing allowance and two dollars spending money each week.

Show Barbara's childish reaction when her dad tells her she can't have the new hat and heels for Easter.

Show Barbara's more more mature reaction to her dad's situation. What might she think of besides herself? How do you suppose dad feels about the situation? How might she and other family members help out in these hard times?

- VII. (Develops self-mastery through controlled self-expression. Avoid strains beyond which one cannot come.)

Tonight is the final night of the county play-off in basketball and Chandler is playing. The game is at Stround and Julie cannot go but wants to very much.

Show childish behavior directed toward her parents when she can't go.

Show then, how Julie could have acted if she were more mature emotionally. How do you handle some of these disappointments? How can a person compensate for them? What else could she do in place of going to the game?

- VIII. (Appreciate the attitudes and behavior of others: free from prejudices.)

There is a new family that just moved into town and they are Mexican. Most of the people in the town do not like the family or any other Mexicans. The family work for the government and have been transferred here. Marie is in class with one of the Mexican girls her age and has been put on the same committee to plan the entertainment for a class banquet. Consita dances the Spanish dances with grace and beauty.

Show childish reactions to the Mexican girl's ideas at the committee meeting.

Then show how Marie might have reacted to the Mexican girl's ideas if she were more mature acting. What might Marie have done to help others understand more about Consita and accentuate her assets? Would there have been any dangers if Marie had been friendly to the Mexican girl? Are these dangers very important?

IX. (Directed by a working philosophy of life.)

In class there will be a test coming soon and the results will make up a big portion of the six weeks' grade. One girl acquired a card with hand signals sometimes used by deaf people in speaking with them. Glenda has been asked if she would like to learn the signs then they can all pass along answers to each other.

Show her childish reaction by accepting the invitation.

Then show Glenda's mature reaction when confronted by her friends. Should Glenda only refuse or should she do something else about her knowledge of the cheating? Discuss.

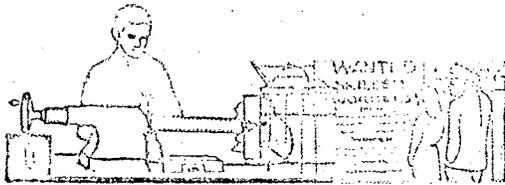
X. (Develops a sense of humor.)

Darlene always plays pranks on friends or classmates. She can think of many ways to trick or scare others. She doesn't like to have jokes pulled on her.

Show her childish reaction to a practical joke.

Then show how Darlene might react more grownup to a joke pulled on her.

THE NEEDS OF ADOLESCENTS



All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.



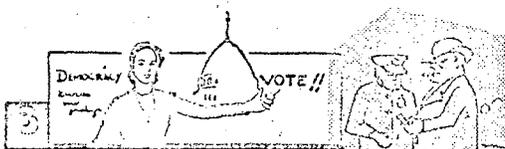
All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.



All youth need to develop and maintain good health and physical fitness.



All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.



All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.



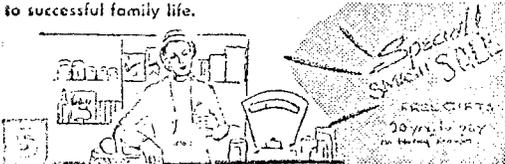
All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.



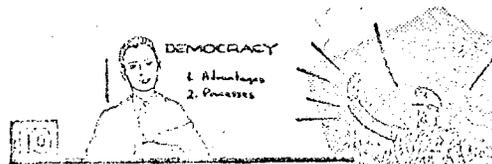
All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.



All youth need to develop respect for other persons; to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.



All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.



All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

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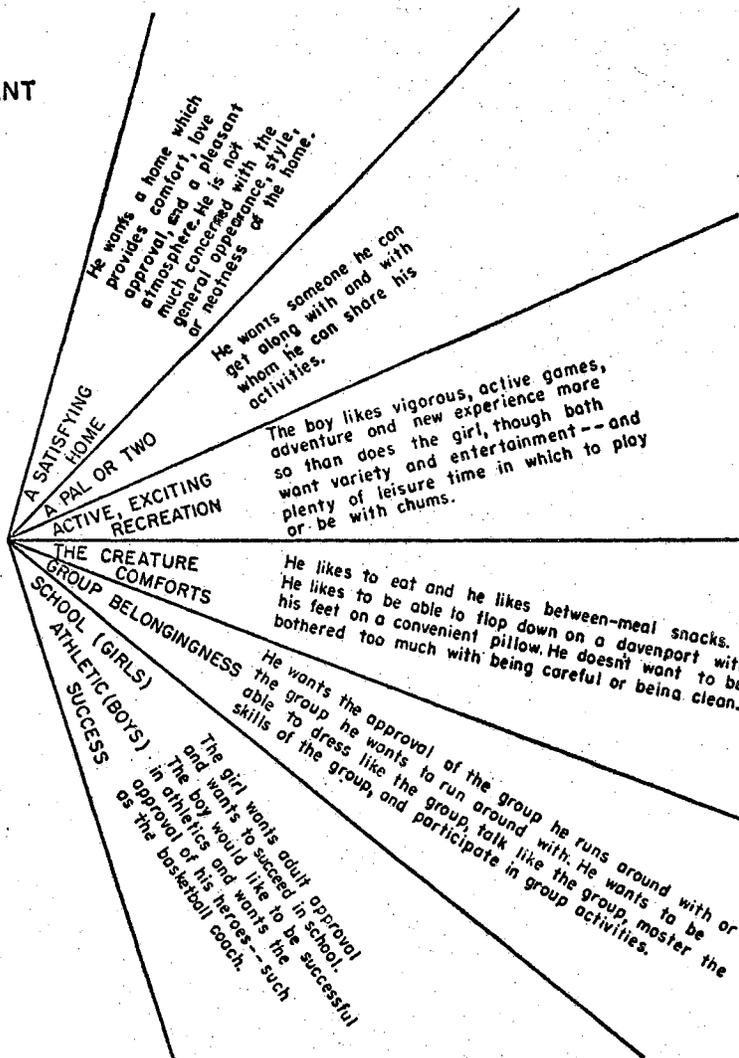
NEEDS EXERCISE

Read the following incidents and decide what need, met or unmet, may account for the person's behavior.

1. Three students work together on a social committee. The chairman assigns most of the work to the other two and she accepts the credit. The two others are resentful. They lack a feeling of (achievement).
2. A student lives out of town and never feels 'in' with any group. She wishes she could live in town. She needs a sense of (belonging).
3. An artist painted many good pictures, but his work went unrecognized. He gained great satisfaction from his work so he continued in spite of poverty. His need for (achievement) was being met.
4. Jane married Bill. One of the needs their relationship will probably fulfill is (love and affection).
5. A grandfather is perfectly content with his pipe, a warm fire, a comfortable chair, and a good book. His need for (security) is being met.
6. Bill forced himself to go places alone after dark. He was trying to fulfill the need of (freedom) from fear.
7. A girl wants to out-do every other girl in her crowd on the number and variety of her dates. She wants everyone to know how popular she is. She evidently needs (security-love).
8. The need for (sharing) is shown in John's desire to give an idea in class.
9. A boy who is looking for a girl who understands him is seeking (security).
10. Having faith in someone and letting them know you trust their abilities is a way of meeting the need for (love).
11. Membership in honor organizations satisfies student needs for (achievement).
12. Don knows he wants to be a dentist so is working hard in school for good grades. He is meeting his need for (goals-purposes).
13. Some students join many extra-curricular groups in order to have a long list of activities beside their pictures in The Lion. This may be prompted by a need for (achievement).

14. Even though Bob does not win in the speech tournament he knows his family will still accept him as before. This enhances his feeling of (security).
15. Room-mates who share their problems and joys with each other help meet needs for (sharing).
16. Knowing food will be on the table when Mary arrives at home after school gives her a feeling of (security).
17. Membership and participation in FHA helps one have a feeling of (achievement).
18. Ellen's friends were having a party. Their invitation to her was added strength to her fulfillment of the need for (belonging).
19. George lacks self-confidence in his baseball skills due to his poor pitching in the last game. He needs to be (freedom from fear).
20. The need involved when a mother hugs her child is that of (love-affection).
21. The Smith family places a great value on attending church services. This fulfills the need for (purposes).
22. Janet cheated on the nine weeks exam. She has been moody and quiet since that time. Her need to be (freedom from guilt) was not met.
23. Mary did not pay her fees so she could not get her grade card as her grades were poor. She did this because of (fear-guilt) of her family.
24. Linda thought of a new way to use the sewing machine. She was anxious to tell her friend. (Share) is the need involved.
25. The class suggested that they study careers. They had begun to think of their (purposes) in life.

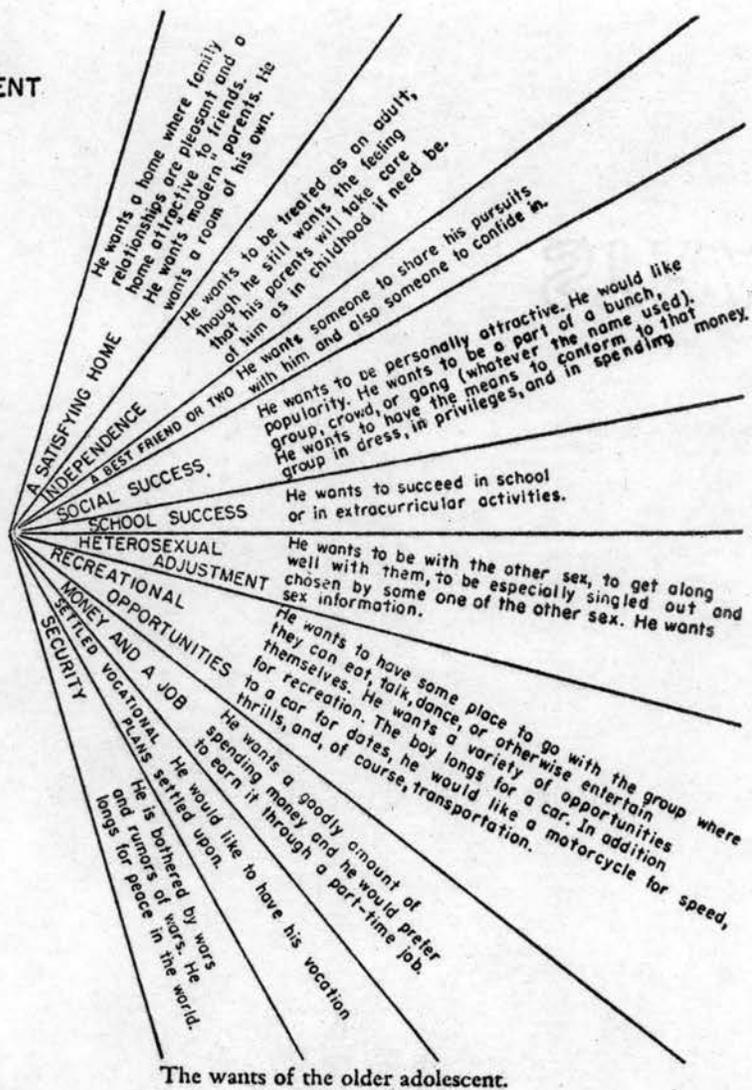
THE
YOUNGER
ADOLESCENT



The wants of the younger adolescent.

Adapted from Malm's Adolescence.

THE
OLDER
ADOLESCENT



The wants of the older adolescent.

Adapted from Malm's Adolescence.

OPEN END QUESTIONS ON YOUR FEELINGS

By DeAnn Pence

1. I feel good when
2. Hobbies can help me feel
3. I feel I would like to be
4. When I become discouraged, I feel
5. I feel impatient when
6. I feel embarrassed when
7. I get the "blues" when
8. I feel disgusted with myself when
9. I feel important when
10. I get angry when
11. When I think of the way I look, I feel
12. When others look at me, I think they feel that
13. I feel secure when
14. Tension makes me feel
15. When I am with a group of girls I feel
16. When I am with a boy, I feel
17. My feelings about being a girl are

Skit: WON'T YOU JOIN US?
By DeAnn Pence

OBJECTIVE: To help the students recognize an appreciative attitude toward warmth and social sensitivity so necessary for healthy relationships with others.

CAST: Sue, the teen that has poise and social "know how."
Gwen, the follower of the group.
Debbie, the negative member of the group.
Joyce, the new girl in town.

PROPS: School books, nickel, purse, comb.

SETTING: Drugstore table.

SCENE I: Sue, Gwen, and Debbie have just finished their day at school and are stopping at the drugstore for a few minutes before going on home.

Debbie: Let's sit here at the table so we can all see who comes in.
(All girls follow her to the table.)

Sue: Anyone heard the new spaghetti song?

Gwen: Just the very beginning. Mother was in a hurry and wouldn't let me finish it before I got out at school this morning.

Debbie: I haven't heard it yet. Is it on the juke box yet? This place is always the last.

Sue: I don't know but I'll go check while you get the cokes. Here's my nickel. (Sue goes over to play song.)

(Debbie and Gwen order cokes at counter and on their way back to table say:)

Debbie: Sue always hears the latest first; I wonder how she does it?

Gwen: She is very alert I guess.

(All girls sit at table.)

Sue: Thanks for ordering the coke. It should be playing now.

(All listen to song.)

Debbie: I really like this. I'll bet it makes the top twenty this week.

- Sue: Say, Debbie, what did you think of that "pop" we had in Hudson's class? Guess I should have expected it tho.
- Debbie: I thought it wasn't fair at all. He knew we were all at the tournament last night. Bet he had to stay up half the night because he was there too.
- Gwen: Daddy always had his tests made out way in advance. Bet that's what Mr. Hudson does too.
- Sue: You can usually tell he's going to give a quiz the next day if he says, "Better take note of this," or "Be sure to remember this." I thought about studying my notes when I got home, but after I washed and rolled my hair I was dead. Guess I'll have to cut this mess and get a permanent.
- Gwen: I wonder what that new girl thought of the quiz? I'll bet she wishes she had moved here earlier.
- Debbie: It's her own fault! Her dad has been here since Christmas.
- (Joyce enters and walks to corner table. Sits down alone.)
- Sue: Here she comes now, let's ask her over.
- Debbie: Wait 'til we see more of her; we might not want to run around with her.
- Gwen: What could asking her over hurt? She probably doesn't feel very welcome all by herself.
- Sue: Come on, let's ask her to sit with us.
- (Gwen and Sue go to corner table where Joyce is.)
- (Debbie takes comb out of purse and fixes her hair.)
- Sue: My name is Sue Jacobs and this is Gwen Thomas.
- Joyce: Hi, my name is Joyce Stanfill.
- Sue: Why don't you come sit with us?
- Gwen: There's an extra chair and we can help you move your things.
- Joyce: O.K.
- (All pick up books and take them to table.)
- Sue: Joyce, this is Debbie Snapp; she's in our class too. Debbie, this is Joyce Stanfill.

Joyce: Hi.

Debbie: Where did you go to school before you moved here?

Joyce: I went to school in Midwest City.

Gwen: I read in the paper shortly before Christmas that your dad was transferred here and that he had a daughter, a freshman. When you didn't come at the beginning of the semester I thought maybe you wouldn't come 'til after school was out.

Joyce: We thought Mother and I would get moved in time for the second semester but my grandmother was very ill and mother had to spend most all of her time with grandma and couldn't see about selling our house.

Sue: How is your grandmother now?

Joyce: She is still in the hospital but much better now. The doctor said maybe she could go home in another week.

Debbie: After one day in our school, how do you think you will like it? We are quite proud of our basketball team you know.

Joyce: Oh, I'll like it just fine after I meet more kids. I will miss my friends in Midwest City but I made up my mind I would like it here just fine.

Gwen: Where are you living here?

Joyce: In the green two story house on the corner of Manuel and Cherry.

Debbie: That's only a block from where I live.

Sue: Yikes! Look at the time. I've got to run.

Gwen: So do I.

Both: It was real nice meeting you, Joyce.

Joyce: I'm glad you asked me over.

Debbie: See you both at the game tonight about seven?

Sue: I'll have to check with Mom first. I've been gone too much lately. It might be later before I can make it.

Gwen: I have to do some algebra before I come.

Both to

Joyce: See you in English in the morning if we don't make it tonight.

Joyce: Fine.

(Both leave.)

Debbie: How did you like the greeting Hudson gave you with his "pop test" this morning?

Joyce: We have just finished the study on gerunds last week, but I hadn't had the infinitives yet.

Debbie: You won't have too much to do to catch up then will you? You probably know more about the gerunds than we do. Would you like to go to the basketball game tonight? Our boys are in the semi-finals of the county tournament and will play at 9. We could leave about 8:30 and get there in plenty of time for the game. Daddy will take us if you can go.

Joyce: I'll have to ask my folks but they probably won't mind since it's such an important game. Could I call you about six?

Debbie: Sure, here's my number. Are you walking home?

Joyce: Yes, are you?

Debbie: Mother works at the courthouse but doesn't get off 'til 5:30. I usually wait on her but I could get home earlier and study some before she gets there. Will you go with me to tell her I'm walking.

Joyce: Yes, then we can walk together.

Announcer: Scene II: The girls all attended the ball game and had a very enjoyable time. Sue and Debbie have gone to the drug-store after school and are waiting on Gwen and Joyce to come back from the dime store.

(Sue and Debbie are seated at the table.)

Sue: I sure was glad Hudson gave us a few minutes study period today. Guess he knew we all needed it.

Debbie: I didn't need it as bad today as I did yesterday. By not going to the game 'til later, I had time to do most all my studying.

Sue: I was glad to see you with Joyce when we came in last night.

Debbie: Thanks for making me see how to be friendly to strangers. She's a nice girl. I've always been afraid to speak up to strangers because they make me so nervous. I never know what to say, but you make everything seem so easy.

Sue: All you have to do is pretend you're in the other person's place and you know what you should do because you know what you would want them to do to you.

Debbie: I'll remember that. Look, here comes Gwen and Joyce now.

Some concepts or generalizations I can teach from this skit are:

1. Adolescents need to possess a feeling of empathy to readily show genuine respect and real affection to their peer group as well as in other relationships.
2. Our society values the genuine respect for the rights of other people.
3. The more mature a person the more confident they will be in cultivating new friends.
4. Considering only their own ideas and actions is one point in behavioral immaturity.
5. Planning one's time efficiently to accomplish the necessary tasks will leave more time for pleasure.
6. To judge a person before knowing them often gives you the wrong impression of that person.
7. Parents have a right in knowing their child's plans before the child plans on doing them.

Developed for FRCD 530, Oklahoma State University, Hazel Ingersoll, instructor.

Skit: MY EMOTIONS CONTROL ME
By DeAnn Pence

CAST: Betty, the teenager with poise and "know-how."
Jenny, the teenager with parent problems.
Mother, Jenny's mother who is very busy with outside activities.

PROPS: Bedroom furniture.

SETTING: Jenny's bedroom.

Scene I: Jenny has just gotten home from school and has washed her hair, Mother is getting ready to go out.

Jenny: Mother, where did you put my hair dryer?

Mother: It's in the box in your closet.

Jenny: Can I use your curlers?

Mother: You know I don't want you crushing my curlers by lying on them. Use your own.

Jenny: You never think of my feelings, mother. You always want your way.

Mother: Jenny, stop being a baby.

Jenny: Why don't parents ever understand?

Mother: I haven't got time to argue, Jenny. Do what you're told and leave my rollers alone.

(Jenny bursts into tears, leaves the room, and rushes to her bedroom to cry.)

(Betty knocks on door. Mother answers on way out.)

Mother: (Opening door.) Hello, Betty.

Betty: Hello, Mrs. Brown. Is Jenny home?

Mother: Yes, she is in her room crying. She can't keep a control of her emotions. I don't know how teenagers ever get grown. Oh well, I'm late now. Go on up to her room. I'm sure she will be glad to see you.

(Mother leaves and Betty knocks on Jenny's door.)

Jenny: Come in.

Betty: Hi, what's going on? You look as if you're about half drowned. Did you fall under the shower? Bet you're

getting all ready for the big date tonight?

Jenny: I'm trying to but everything is against me.

Betty: Want to tell me about it?

Jenny: Why don't parents ever understand?

Betty: Understand what?

Jenny: All I did was ask to use mother's rollers and she gave me the "lecture" on how she didn't want me to use them because she didn't want the brushes mashed by me sleeping on them.

Betty: Did you tell her you weren't going to sleep on them?

Jenny: Well no, but she should have known since I asked her where the hair dryer was.

Betty: But don't you usually lie down while you are drying your hair?

Jenny: Well I guess so.

Betty: Does your mother know you are going to the play with Bill?

Jenny: No, she is busy and doesn't want to know where I'm going.

Betty: I don't think you're being fair. You didn't consider your mother's idea of your sleeping on the curlers most of the time and you don't tell her when you have a date so how can she understand your point of view with nothing to go on?

Jenny: I guess you're really right. I don't think of others and when they don't understand me, I feel sorry for myself. Guess you might say I let my emotions control me instead of me controlling my emotions.

Betty: Understanding your feelings is a good beginning in controlling your emotions, but it doesn't end there. What will you do next to help control them?

Have class discussion over the methods Jenny may use in controlling her emotions.

Have the class discuss how Jenny can help others in understanding her feelings.

VITA

Edna DeAnn Bean Pence

Candidate for the Degree of

Master of Science

Thesis: GENERALIZATIONS IN PERSONAL AND SOCIAL ADJUSTMENT AND THEIR EFFECTIVENESS IN THE TEACHING OF ADOLESCENT GIRLS

Major Field: Family Relations and Child Development

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Professional Experience: Vocational Home Economics Teacher at Chandler High School 1962-1964.

Member of: American Home Economics Association, Oklahoma Home Economics Association, Oklahoma Education Association, National Education, Oklahoma Vocational Association, and American Vocational Association.