

PERSONAL AND SOCIAL ADJUSTMENT OF COLLEGE
HOME ECONOMICS FRESHMEN AS MEASURED
BY THE MINNESOTA PERSONALITY SCALE

By

THELMA EUNICE BENNETT

Bachelor of Science

Northeastern State College

Tahlequah, Oklahoma

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Thesis Approved:

James Hatter
Thesis Adviser

Josephine Voller
Faculty Representative

Lela O'Toole
Faculty Representative

Virginia M. Stapley
Head of Department

D.C. Mcintosh
Dean of the Graduate School

PREFACE

Having had considerable experience with youth and adults, the writer became interested in human behavior, its causes and the possibilities for its modification; and the extent to which intangibles involved in personality structure can be measured, the validity of personality tests, their possible uses, and interpretation.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Review of the Literature	2
Purpose of the Study	4
II. PROCEDURE	6
Description of the Two Educational Programs	9
Construction and Description of the Minnesota Personality Scale	9
Reliability and Validity of the Scale	18
Administration of the Scale	20
III. RESULTS	23
IV. INTERPRETATION	32
BIBLIOGRAPHY	38
APPENDIX	40

LIST OF TABLES

Table	Page
1. Occupational Classification of Parents of Group A	7
2. Occupational Classification of Parents of Group B	8
3. Comparison of Mean Scores of Groups A and B at the Beginning and at the End of the Educational Programs	24
4. Comparison of Average Gains of the Eight ACE Classes of Groups A and B	27

LIST OF ILLUSTRATIONS

Figure	Page
1. Comparison of Median Scores of College Women on the Minnesota Personality Scale	30

CHAPTER I

INTRODUCTION

In recent years considerable interest has been expressed in the emotional re-education of young people in an attempt to insure a more stable citizenry. The main purpose of such education in human development is to help young people free themselves of feelings of inadequacy and insecurity in order to live happier, more productive lives.

One of the assumptions behind the course in human development at Oklahoma Agricultural and Mechanical College is that individuals who have the opportunity to get together to discuss some of the problems pertaining to their own personal and social adjustment may receive some therapeutical value from the intimate interpersonal relationships stimulated through the use of such techniques as "Phillips 66", psychodrama, role playing, et cetera. It is understood that these techniques in themselves may be important factors in facilitating a better adjustment. In this study it is impossible to differentiate the effects of the subject matter from the methodology. It must be recognized that the influence of these two variables on each other may produce an effect which could not be achieved by either singly. The warm emotional climate in the classroom attempts to create an atmosphere where the feeling

of belonging may more readily be established than in the traditional academic setting.

Interest has been expressed in educational programs designed to increase understanding in human behavior. Research by Bate, Morgan, etc. (1,6,8,9,10,11, and 12) indicates that educational programs concerned with the analysis of human behavior tend to modify behavior and attitudes at different age levels in controlled environments and help to develop an analytical approach in the interpretation of behavior. An analytical approach specifically refers to ". . . an understanding of human behavior to the extent of realizing the many explanations that may underlie a given form of behavior, methods of determining which of the many causes are operating, and how to meet a situation when one has only an approximate estimation of the real motives." (11).

Review of the Literature

Stiles (12) showed that fourth, fifth, and sixth grade children could appreciate and understand behavior common to their experience. They were able to apply the analytical approach to behavior problems confronting them when children voted secretly on motions regarding changed behavior in a room council situation. The child was asked to write on his ballot why he thought the way he voted was the correct way to vote. The ballots were scored for the extent to which insight was given to behavior.

McDonald (8) prepared, administered, and tested reading materials designed to encourage the development of an analytical attitude toward behavior incorporated in a seventh,

eighth, and ninth grade social science course.

McDonald's subjects, with a mean I.Q. of 110.8 (Otis) and a mean age of 13.8, demonstrated at the termination of the educational program that they could better understand the basic principles of human behavior.

As shown by scores on knowledge tests, Nugent (10) found that after ninth grade students discussed behavior problems they could be incited to analyze behavior of preschool children with significantly greater understanding.

McNeil (9) found that high school students could better understand causes of selected behavior problems after they were specifically discussed in class but they could not generalize their knowledge to apply to other behavior.

Morgan (11), working with college and out-of-school youth demonstrated that their conflict scores as measured by the Luria test were reduced following participation in an educational program relating to problems in inter-family relationships, dating, marriage relationships, attitude toward work, money, vocations, and a personal philosophy of life.

Bate (1) designed and administered an educational program in the area of human growth and development on the tenth grade level in which the classroom discussion method predominated.

Bate's study demonstrated that students could "be stimulated to increase their ability to apply their knowledge in the area of human growth and development to certain behavior situations, to reduce their personal conflicts, . . . to make

justifiable inferences from observed behavior, infer . . . justifiable reasons for that behavior and consider the probability factor in making statements."

Bate was further able to show that an educational program designed for parents stimulated them to behave differently toward their children which in turn influenced their children's behavior.

Grant (5) designed an educational program for parents of preschool children. After the administration of the educational program, considerable evidence indicated changed behavior on the parental level.

Further evidence, however, is needed to ascertain specifically how these kinds of educational programs, which have as their general objective the development of an analytical approach in the interpretation of human behavior, contribute to the development of certain attitudes which are favorable to personal and social adjustment.

Purpose of the Study

The purposes of this study are:

1. To note the personal and social change in two groups of freshmen home economics students during their first semester in college with respect to morale, social adjustment, family relations, and emotionality as measured by the Minnesota Personality Scale.
2. To compare the differences in the proportion of change between two groups with respect to morale, social

adjustment, family relations, and emotionality of freshmen enrolled in the Home Economics 124 course (Group A) which includes instruction in foods and nutrition and instruction directly relating to the development of an understanding of human behavior, with the freshmen enrolled in Home Economics 114 course (Group B) which includes instruction in clothing, textiles, and consumer education.

3. To compare the differences in the proportion of change in the students when they are divided into eight classifications according to intellectual achievement as measured by the American Council on Education Psychological Examination.

4. To ascertain the median scores of Oklahoma Agricultural and Mechanical College freshmen home economics women with respect to morale, social adjustment, family relations, and emotionality as measured by the Minnesota Personality Scale, and to compare them with median scores obtained by other selected groups of college freshmen women.

CHAPTER II

PROCEDURE

In the first phase of the investigation the subjects were divided into two groups, Groups A and B, for the purpose of testing the effectiveness of two different kinds of instruction in terms of contributing to their personal and social adjustment.

At the beginning of the semester Group A consisted of 103 freshmen women enrolled in the required Basic Home Economics 124 course, and Group B consisted of 98 freshmen women students enrolled in the required Basic Home Economics 114 course. At the end of the semester Group A consisted of 96 subjects and Group B consisted of 89 subjects. In analyzing the data it was necessary to exclude the scales of students who did not report for the second testing.

At the beginning of the study the ages of the members of Group A were as follows: one member was 16; 36 were 17; 55 were 18; 3 members 19; and one member was 20 years of age. The ages of the members of Group B were as follows: 33 members were 17; 49 were 18; 6 members 19; and one member was 20 years of age. The combined total of students in Groups A and B represented over 90 per cent of the total freshmen home economics students enrolled at the time the first test was given.

The manner in which the basic courses are designed permits a freshman student to complete only one of the Basic Home Economics courses within a given semester. Half of the Home Economics 124 course (Group A) is devoted to the study of personal and social relationships, and the other half to the study of household science. Group B consists of students who were taking the course in household arts and home economics education. Though the members of Group B eventually will have the instruction in personal and social relationships, none had had the benefits of the instruction.

The occupational levels of the parents of the members of Group A, classified according to the modified version of the Minnesota Occupational Scale, appear in Table 1.

TABLE 1
OCCUPATIONAL CLASSIFICATION OF PARENTS OF GROUP A

Class	Description	Number (N=96)	Per Cent
I	Professional	14	14.583
II	Semi-professional and managerial	19	19.791
III	Clerical, skilled trade and retail business	25	26.041
IV	Farmer	28	29.166
V	Semi-skilled occupations, minor clerical positions, and minor businesses	4	4.166
VI	Slightly skilled trades and occupations requiring little training or ability	4	4.166
VII	Day laborers of all classes	0	
VIII	Retired, disabled, deceased	2	2.083

The occupational levels of the parents of the members of Group B, classified according to the modified version of the Minnesota Occupational Scale, are presented in Table 2.

TABLE 2
OCCUPATIONAL CLASSIFICATION OF PARENTS OF GROUP B

Class	Description	Number (N=89)	Per Cent
I	Professional	13	14.606
II	Semi-professional and managerial	17	19.111
III	Clerical, skilled trade and retail business	25	28.088
IV	Farmer	24	26.966
V	Semi-skilled occupations minor clerical positions, and minor businesses	3	3.370
VI	Slightly skilled trades and occupations requiring little training or ability	0	
VII	Day laborers of all classes	3	3.370
VIII	Retired, disabled, deceased	4	4.494

In the second phase of the study the subjects were grouped into eight classes on the basis of the scores obtained on the American Psychological Examination. Class I consists of students who obtained scores 120 and above; Class II, 110-119; Class III, 100-109; Class IV, 90-99; Class V, 80-89; Class VI, 70-79; Class VII 60-69; and Class VIII, 59 and below.

Ten cases were excluded from Group A in this analysis and eleven cases in Group B because they had not taken the ACE examination at the time of the analysis.

Description of the Two Educational Programs

The area objectives outlined by the Basic Home Economics Committee for Groups A and B are presented on pages 10, 11, 12, and 13.

It is impossible to give a day-by-day account of the educational programs of Group A and B which would reflect an accurate representation of what occurred in all the classes since there were slight differences due to the unique needs of the students in the various classes and due to the differences in the various instructors' presentation of the content of the courses.

However, a detailed outline of subject matter, text books, references, and procedures used in the educational programs of Groups A and B may be found in the appendix of this report.

Construction and Description of the Minnesota Personality Scale

All of the students completed the Minnesota Personality Scale twice, at the beginning and at the end of the educational programs.

The Minnesota Personality Scale is a paper and pencil group test. The four sections of the test designed to assess (1) morale, (2) social relationships, (3) family relationships, and (4) emotionality were utilized in the present study. The fifth section, devoted to the assessment of attitudes relating to economic conservatism was not used since the

AREA OBJECTIVES FOR GROUP A

UNDERSTANDING AND KNOWLEDGE

ABILITIES AND SKILLS

ATTITUDES AND APPRECIATIONS

I. Personality Development and Human Relationships

1. To gain some understandings which help in interpreting behavior of self and others.

2. To gain some understanding of what is involved in creative adjustment as well as what constitutes unhealthy adjustment to life situations.

3. To understand the interaction of external and internal forces affecting personality formation and growth.

4. To know what maturity entails; to understand what constitutes immaturity and maturity at her present age.

1. To gain skills in evaluating self and own motivation.

2. To gain ability in making creative adjustments; in planning direct and indirect approaches, in relieving tensions, in surmounting obstacles, and in solving problems.

3. To gain some ability to overcome handicaps; to make the best of unfavorable circumstances; as well as to make full use of her opportunities.

4. To gain the ability to make progress toward maturity in (a) independent action, (b) self-direction, and (c) heterosexual adjustment.

1. To accept self and be tolerant of, or appreciative of others.

2. To appreciate the need for continuous adjustment as experienced with self and others.

3. To appreciate the effects on personality of a civilized culture and a wholesome family experience.

4. a. To appreciate the satisfactions derived from growing up as being greater than those of immaturity.

b. To gain a more wholesome attitude toward boy-girl relations and mate selection as they function in progress toward maturity.

AREA OBJECTIVES FOR GROUP A (CONTINUED)

UNDERSTANDING AND KNOWLEDGE

ABILITIES AND SKILLS

ATTITUDES AND APPRECIATIONS

II. Foods and Nutrition for the College Woman

1. To secure and maintain positive health based to a large extent upon a knowledge and application of the fundamental principles of nutrition.

2. To obtain a working knowledge and the application of some of the basic principles of food preparation if the individual is to obtain the most from nutrients from food served.

3. To develop an awareness of and an ability to apply some of the managerial principles to individual and group problems involved in the preparation of food.

1. To analyze own food habits and make a practical use of the discoveries. To build menus for the family group considering various age levels.

2. To prepare certain recipes to obtain usable products. To recognize "good purchases". To conserve food through wise planning.

3. To develop and execute intelligently, individual and group plans for the preparation of food. To organize groups to work, use and care for equipment efficiently.

1. To acquire an experimental attitude toward personal habits, appearance and health. To appreciate the importance of food in relation to the development of the family in the world today.

2. To appreciate well-prepared food. To develop an inquiring mental attitude or a determination to know "why" certain procedures are considered better than others.

3. To recognize the efficient use of time and energy.

AREA OBJECTIVES FOR GROUP B

UNDERSTANDING AND KNOWLEDGE

ABILITIES AND SKILLS

ATTITUDES AND APPRECIATIONS

I. Clothing Selection and Care for the College Woman

1. To know the importance of good grooming and graceful carriage.

2. To understand the color, design, and texture principles as applied to clothing and appearance.

3. To recognize the relation of color, design, and texture to the human figure.

4. To know the various fabrics, weaves and finishes.

5. To know the importance of proper care of clothing

6. To know the meaning of terms used in clothing construction.

7. To understand types of clothing construction suitable to various fabrics and designs.

1. To know how to attain a pleasing appearance.

2. To develop ability in the selection of more becoming and suitable fabrics and cosmetics.

3. To be able to recognize how the various fabrics, weaves and finishes lend themselves to dress design.

4. To develop ability in planning color, design and texture principles in wardrobe planning.

5. To develop abilities in clothing construction.

1. To accept the fact that physical differences should determine the choice of dress.

2. To appreciate the value of wise selection and care of clothing.

3. To select a pleasing design for class construction.

4. To appreciate high standards of clothing construction.

AREA OBJECTIVES FOR GROUP B (CONTINUED)

UNDERSTANDING AND KNOWLEDGE

ABILITIES AND SKILLS

ATTITUDES AND APPRECIATIONS

II. The College Woman as a Successful Consumer

1. To understand the meaning of the terms "consumer" and "successful consumption".

2. To understand the privileges and responsibilities of the U.S. Consumer.

3. To understand better how personal production and consumption affect individual, community and national affairs.

4. To understand the need for good consumer-retailer relations.

5. To understand how some government and non-government agencies serve to protect the consumer.

6. To recognize the close relationship between an individual's philosophy of life and his consumer practices.

1. To gain increasing ability to manage time, energy, and money effectively.

2. To grow in skill as a consumer buyer.

3. To practice judgment in the use of consumer aids.

4. To obtain help from reliable sources.

5. To be ethical in consumer practices.

6. To use and care for goods, both personal and public, wisely.

7. To discriminate progressively between facts and fallacies.

1. To appreciate the high standard of living, privileges, and available services to the U.S. Consumer.

2. To develop a desire to be an informed and conscientious consumer.

3. To have increasing concern for the general welfare of all.

4. To recognize that consumer privileges demand corresponding responsibilities.

measures of reliability obtained on this section of the test do not warrant its inclusion.

French (2) noted in his evaluation of the scale that:

Economic conservatism was not closely associated with any personality tests and thus should be omitted. Consistently low correlations between economic conservatism and other parts of the test as compared with correlations of other parts with each other is a further indication that economic conservatism does not belong in this group.

According to McNamara and Darley (4):

The scale is the result of four years of work on problems of personality measurement in a clinical personnel program. In 1935-36 personality tests were used on a test retest basis in the personnel program of the General College at University of Minnesota. They were: The Minnesota Scale for the Survey of Opinions, The Bell Adjustment Inventory, and the two Minnesota Inventories of Social Attitudes.

French (2) writes:

This is a commendable approach for two reasons:

- (a) Many existing personality inventories by themselves cover only a part of the personality.
- (b) There are a great many personality inventories whose good items should be salvaged from their present mixture of useless items. The tests are subjected to a factor analysis which shows that certain attitude items may properly be used in a personality test.

Another noteworthy feature of the test is that the authors reduced the ambiguity of the items by permitting five alternative answers to each question rather than the usual yes-no variety. Thus, a person is less likely to be forced into an artificial dichotomy when he is asked to answer such a question as 'Do you cross the street to avoid meeting people you know?'.

Eisenberg (2) writes:

An unusual amount of work was put into the construction and standardization of this scale. Originally four questionnaires consisting of 368 items and yielding 13 different scores were used. Factor analysis demonstrated that the 13 scores should be reduced to 5. Items which did not differentiate between high and low scoring individuals were weeded out. The use of factor analysis and items differentiation resulted in a high degree of internal consistency; the odd-even reliabilities

for the various parts of the test are with only one exception above 90.

McNamara and Darley (4) add:

The thirteen separate scores from the original scales were: Morale, feelings of inferiority, family attitudes, attitudes toward the legal system, economic conservatism, attitudes toward education, general adjustment, home adjustment, health adjustment, social adjustment, emotional adjustment, social preferences, and social behavior.

Analysis of test-retest correlations revealed a reasonable degree of stability among these measures, with self-estimates of personal adjustments showing the least change, and self-estimates of social preferences and skills showing the greatest change over an average interval of 9.2 months.

. . . factor analyses were made of test-retest performance of men and women separately. These analyses indicated that the thirteen separate scores in the battery could be accounted for by five psychologically meaningful factors, and that these factors are sufficiently stable from test to retest to represent significant aspects of personality. To test the interrelations of these five factors, raw scores for each student on the original tests were converted to sigma scores. Sigma scores for the thirteen tests as they were regrouped into five parts then were added to give five factor or part scores.

The thirteen tests were grouped as follows:

Part I--morale, attitudes toward the legal system, attitudes toward education, general adjustment.
 Part II--feelings of inferiority, social adjustment, social preferences, social behavior.
 Part III--family attitudes, home adjustment.
 Part IV--health adjustment, emotional adjustment.
 Part V--economic conservatism.

The scale is self administering on either a group or individual basis. There is no time limit but the average length of time needed is about 45 minutes.

The inventory can be used in the last two years of high school, with college students, and in some adult cases. It consists of two booklets, one for men and one for women, and a special answer sheet usable with either form. Since no writing is done in the booklets they may be reused. All answers are marked on the special answer sheets, which may be scored by hand or the International Test Scoring Machine.

The subject is given five possible choices for an answer for each item. Items of Parts I and V may be marked SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), and SD (Strongly Disagree). Answers to the questions in Parts II, III, and IV may be any one of the following responses: AA (Almost Always), F (Frequently), O (Occasionally), R (Rarely) and AN (Almost Never).

The women's form of the scale was used in the present study.

As was mentioned above, the scale purports to measure five aspects of individual adjustment. The four sections of the test used in the present investigation are here described more fully:

Part I--Morale: (44 items) High scores are indicative of belief in society's institutions and future possibilities. Low scores usually indicate cynicism or lack of hope in the future. A very high score may represent naivete and uncritical acceptance of society as the best of all possible worlds. (3).

Five items from Part I of the scale follow:

1. Life is just a series of disappointments.
2. Education helps a person to use his leisure time to a better advantage.
3. It does not take long to get over feeling gloomy.
4. The future looks very black.
5. The law protects property rights at the expense of human rights.

Part II--Social Adjustment: (53 items) High scores tend to be characteristic of the gregarious, socially mature individual in relations with other people. Low scores are characteristic of the socially inept or under-socialized individual. A very high score may represent excessive over-socialization or extreme extrovertism. (3).

Typical items illustrative of Part II are:

1. Are you eager to make new friends?
2. Do you enjoy entertaining people?
3. Do you feel self-conscious with strangers?
4. Do you find it easy to make friendly contacts with members of the opposite sex?

5. Are you nervous and ill at ease with most people?

Part III--Family Relations: (36 items) High scores usually signify friendly and hearty parent-child relations. Low scores suggest conflicts or maladjustments in parent-child relations. A very high score may represent unrecognized over-dependence on the family at an age when some independence might be expected. (3).

Representative questions from Part III are:

1. Is it hard for you to keep a pleasant disposition at home?
2. Do you feel most contented at home?
3. Have the actions of either parent aroused great fear in you?
4. Do you fear you owe your greatest obligation to your family?
5. Do you love your mother more than your father?

Part IV--Emotionality: (44 items) High scores are representative of emotionally stable and self-possessed individuals. Low scores may result from anxiety states or over-reactive tendencies. A very low score may represent manic or hyperactive tendencies. (3).

Illustrative items from Part IV follow:

1. Are your feelings easily hurt?
2. Do you feel self-conscious because of your personal appearance?
3. Do you day dream?

4. Do you have difficulty getting to sleep even when there is no noise to disturb you?

5. Do you feel that your parents are disappointed in you?

National norms are presented in the appendix of this report (see Appendix, page 98). It must be noted that norms vary slightly depending upon the specific population studied.

Reliability and Validity of the Scale

A detailed description regarding the reliability and validity of the test is presented in a published work by McNamara and Darley (4). A summary of their experimental work appears in the Manual of Directions (see Appendix, pages 96,97). In a sample of 100 men and 100 women, corrected odd-even reliability coefficients for the final form of the scale were as follows:

Scale	Men	Women
Part I --Morale	.84	.91
Part II --Social Adjust- ment	.97	.95
Part III--Family Relations	.95	.95
Part IV --Emotionality	.94	.93

As evidence of the validity of the scale a series of group difference studies in which factor analysis and item analysis techniques were employed yielded groupings of greater homogeneity.

In a description of methodology utilized in the standardization process, French (2) writes:

For item analysis, 25 high scoring men and women were selected on the basis of their scores on each of the five parts of the test. Critical ratios showing the ability of each item to discriminate between superior and inferior groups were computed. In two successive experiments with different groups of subjects, the items with low critical ratios were eliminated until only very few were left that did not have critical ratios of at least 3.0 for the men and for the women. This standard of internal consistency is high for tests of this type.

Two other characteristics of the test were selected on the basis of experimental evidence. (a). Five choices instead of the usual three were used because reliability was shown to be appreciably higher. (b). The items were written in second person instead of third person because second person was preferred by 80 per cent of the subjects and yields the same reliability, although it also yields a somewhat more favorable mean score than was obtained by using items in the third person.

Eisenberg (2) writes:

Counselors have found the scale useful in a college personal adjustment program, and there is some evidence that the test can differentiate between students with adjustment problems and those with no such problems.

It must be noted, however, inasmuch as any carefully prepared list of questions is likely to be of aid to a sensitive counselor, this latter claim is of lesser consequence in terms of proof of the validity of the scale. The scale does not purport to yield a penetrating analysis of personality. Admittedly, it deals with factors at the conscious level and can be altered by individuals who wish their protocols to present a somewhat favorable or unfavorable picture. The writer assumes, however, that the subjects would be motivated little to alter their responses since they knew their instructors were not permitted to observe individual protocols.

Administration of the Scale

The writer, together with the instructors, administered the scale to ten sections of the Basic Home Economics classes. The tests were given during regular fifty-minute class periods.

The first testing was completed over a period of four days from October first through October fourth of the regular fall semester, 1951. The scale was administered two weeks after school began on the assumption that the measurements obtained after the students had become somewhat oriented to the new academic situation would reflect a more accurate picture of the student's actual feelings.

Following the completion of the educational programs, which extended over a thirteen-week period, the same scale was administered under circumstances as nearly like the original circumstances as possible.

After the investigator distributed the test booklets, the answer sheets, and special machine scoring pencils, the following directions were read to the students:

Write your name, age, the date, your father's occupation, and your class (whether freshman, sophomore, etc.), in the proper places on the answer sheet.

Use only this pencil in marking your answers on the answer sheet because the test will be scored by machine and no other pencil marks will count. Be careful to make all marks solid and black by going over each one two or three times, pressing firmly on your special pencil. If you change your mind, erase your first mark completely. Make no unnecessary marks on or around the dotted lines. Keep this sheet on a hard surface while marking your answers. (3).

Do not make any mark in the booklet; do all your writing on the answer sheet. Read the material on the first page while I read it aloud. (3).

The following pages contain a number of statements about which there is no general agreement. People differ in the way they feel about the statements, and there are no right or wrong answers. We are trying to study certain aspects of personality that are important in your adjustment to school and to life. You can help us by answering each question honestly and thoughtfully. Happiness and satisfying achievement are definitely related to your personal adjustments; therefore, any effort to study this aspect of your life is worth your cooperation. (3).

Your instructor will not see your individual answer sheet or scores; however, they may see how your class as a whole answers the questions. Your answer will in no way affect your grade. The test will not be scored by any of the instructors.

Read each statement carefully and on the special answer sheet mark the one alternative which best expresses your feeling about the statement. Whenever possible, let your own experience determine your answer. Do not spend too much time on any item. If in doubt, select the one phrase which seems most nearly to express your present feeling about the statement. Put your answers on the answer sheet by blackening the space between the pair of dotted lines under the letter which represents your answer. Try the samples below and put your answers on the answer sheet in the box marked SAMPLES. (3).

SAMPLES: Some statements are like the following:
 (a) City streets should permit one way traffic only.
 You are to choose one of the following alternatives to indicate your answer; (SA) Strongly Agree (A) Agree (U) Undecided (D) Disagree (SD) Strongly Disagree. (3).
 Above the pair of dotted lines on the answer sheet are the initial letters of the above alternatives to help you mark your answer in the correct place. Now try sample (b), and mark your answer in the same way. (3).

(b) Local and national elections should not be held at the same time.

Some statements are like the following:

(c) Do you study for examinations with a group of fellow students?

Your answer to these questions is to be chosen from one of these alternatives.

(AA) Almost Always (F) Frequently (O) Occasionally
(R) Rarely (AN) Almost Never.

(d) Do you go to the school's important football games?

On the answer sheet, the Part of the Scale will have the alternative answers in full at the top of the columns. The initial letters of the alternatives will appear above the pairs of dotted lines to help you locate the pair of dotted lines in which to mark your answer for each item. (3).

Be sure the Item Number on the Answer Sheet corresponds with the Item Number in the Booklet. (3).

Turn to page 2 and begin. There is no time limit, but work rapidly. (3).

The tests were scored mechanically at the Testing Bureau at the Oklahoma Agricultural and Mechanical College on the International Business Machine instrument.

CHAPTER III

RESULTS

Originally, in an effort to create homogeneous groupings for the purpose of more refined statistical analysis, the students in Groups A and B were divided into subgroups and were matched on the basis of the scores obtained on the scale administered at the beginning of the semester. The subgroups in Group A and Group B were matched with respect to whether the subjects' scores were above or below the fiftieth percentile as determined by norms developed on Oklahoma Agricultural and Mechanical College freshmen women on the following factors: (1) morale, (2) social adjustment, (3) family relations, and (4) emotionality. The technique of matching students into subgroups on the basis of scores obtained has been fully explained elsewhere by Johnson and Neyman (7). It was believed that an analysis of this kind would be of benefit in differentiating between the amount of change noted in the two groups. The utilization of this particular methodology did not, however, result in homogeneous groupings in the sample studied, so it was not used in the final analysis of the data.

The mean scores made by the home economics freshmen women in Groups A and B at the beginning and at the end of the two educational programs are presented in Table 3.

TABLE 3

COMPARISON OF MEAN SCORES OF GROUPS A AND B AT THE BEGINNING
AND AT THE END OF THE EDUCATIONAL PROGRAMS

Items	Group A (N=96)				Group B (N=89)			
	Mean Scores				Mean Scores			
	Begin- ning	End	Differ- ence	Level of Confidence	Begin- ning	End	Differ- ence	Level of Confidence
Morale	180.17	182.77	2.60	5%	182.71	182.52	-.19	not sig- nificant
Social Adjustment	228.53	233.34	4.81	not sig- nificant	231.08	236.97	5.89	not sig- nificant
Family Relations	148.35	151.34	2.99	5%	154.45	158.46	4.01	5%
Emotionality	136.64	169.23	32.59	.1%	140.95	175.55	34.60	.1%

The following results may be noted in Table 3.

1. Group A evidenced a significant increase in mean score on the morale factor when scores at the beginning and at the end of the educational program were compared. Group B did not change significantly. The difference between the mean scores of Groups A and B at the end of the educational programs is significant at the five per cent level of confidence. However, it must be noted that the difference is barely significant, and is significant only because of extremely marked increases in a few individual scores. An examination of the major portion of the scores leads one to believe that the significance of the differences is a spurious one.

2. With respect to social adjustment, there are no significant differences in mean scores of either Group A or B when the scores at the beginning and at the end of the educational programs are compared; nor is there a significant difference between the mean scores obtained by the two groups at the end of the educational programs.

3. Both Groups A and B evidence a significant gain at the five per cent level of confidence in mean scores on the family relations factor when the scores at the beginning and at the end of the educational programs are compared. The difference between the mean scores of the two groups at the end of the educational programs is not statistically significant.

4. Both groups evidence an increase in mean scores on the emotionality factor when the scores at the beginning and

at the end of the educational programs are compared. The difference is significant at the one-tenth of one per cent level of confidence; however, the difference between the amount of increase made by groups A and B is not significant.

A comparison of average changes of Groups A and B when each of the two groups were divided into eight classes on the basis of scores obtained on the American Council of Education Psychological Examination is presented in Table 4.

On not one of the four subtests of the Minnesota Personality Scale did the evidence reveal a significant difference between the gains made by the two groups when compared with ACE scores. There is no definite trend which indicates that students with superior or inferior intellectual achievement score higher or lower in terms of personal and social development in the kind of educational programs presented to Groups A and B.

Comparison With Other College Freshmen

Horne and McCall (6) administered the Minnesota Personality Scale to 385 freshmen men and women students enrolled in the University of South Carolina in September, 1941. When South Carolina students' scores were compared with those of the Minnesota students, on which the test was standardized, it was found that:

1. South Carolina freshmen, both men and women's, scores indicated significantly better adjustment than Minnesota students in the areas of Morale and Family Relations.

TABLE 4
COMPARISON OF AVERAGE GAINS OF THE EIGHT
AGE CLASSES OF GROUPS A AND B

Class	Group A Av. Gain	Group B Av. Gain	Wts.	Diff. in Av. Gain A-B (Weighted Avs.)
<u>Morale</u>				
I	-0.22	1.00	3.937	-1.22
II	-0.67	0.50	2.857	-7.17
III	6.00	0.33	4.105	5.67
IV	-4.00	-3.33	8.470	7.77
V	2.56	-0.07	8.242	2.63
VI	3.93	-3.50	5.217	7.43
VII	3.43	-3.67	3.232	7.10
VIII	-2.40	4.86	2.916	-7.26
Total weighted average difference				3.672
<u>Social Adjustment</u>				
I	2.33	-0.71	3.937	3.04
II	3.50	2.70	2.857	0.80
III	1.92	0.17	4.105	1.75
IV	7.00	2.78	8.470	4.22
V	-4.82	3.81	8.242	-8.63
VI	5.87	3.25	5.217	2.62
VII	32.57	13.17	3.232	19.40
VIII	-11.40	-4.71	2.916	-6.69
Total weighted average difference				5.482
<u>Family Relations</u>				
I	4.78	-4.43	3.937	9.21
II	0.50	3.20	2.857	-2.70
III	3.62	3.80	4.105	-0.21
IV	3.19	4.11	8.470	-0.92
V	1.71	7.38	8.242	-5.47
VI	1.53	3.38	5.217	-1.85
VII	19.86	-0.67	3.232	20.53
VIII	4.00	3.86	2.916	-7.86
Total weighted average difference				0.22

TABLE 4--CONTINUED.

Class	Group A Av. Gain	Group B Av. Gain	Wts.	Diff. in Av. Gain A-B (Weighted Avs.)
<u>Emotionality</u>				
I	34.66	49.71	3.937	-15.05
II	24.50	36.50	2.857	-12.00
III	36.61	36.83	4.105	-00.22
IV	36.06	37.05	8.470	-00.99
V	34.35	33.93	8.246	-00.42
VI	25.40	30.37	5.217	- 4.97
VII	56.57	27.50	3.232	29.07
VIII	29.80	33.28	2.916	- 3.48
Total weighted average difference				1.242

Concerning morale, the South Carolina students' scores indicated that they had significantly more faith in society and its institutions and in their own future than Minnesota students.

The investigators suggest that South Carolina students may be more naive in their acquaintance with the strengths and weaknesses of American social institutions and, therefore, more blindly acceptant.

2. There was some indication that South Carolina students were "superior in social adjustment but this conclusion was not clearly substantiated".

3. Horn and McCall hypothesize that towns of medium size are more conducive to the development of social maturity and extrovertive social relationships than the city or small community.

The South Carolina investigators suggest that medium-sized towns offer opportunity for better family relationships than large cities or small rural areas. The young person's efforts to attain social and personal independence are more subject to parental restraint in large cities due to the "temptations" of city life. Independence is probably more difficult to achieve in the small town and rural area because of "moral conservatism" frequently ascribed to parents of these areas.

For the purpose of comparing the development of Oklahoma Agricultural and Mechanical College home economics freshmen with college women in selected areas, the median score on each section of the Minnesota Personality Scale was ascertained and is presented below.

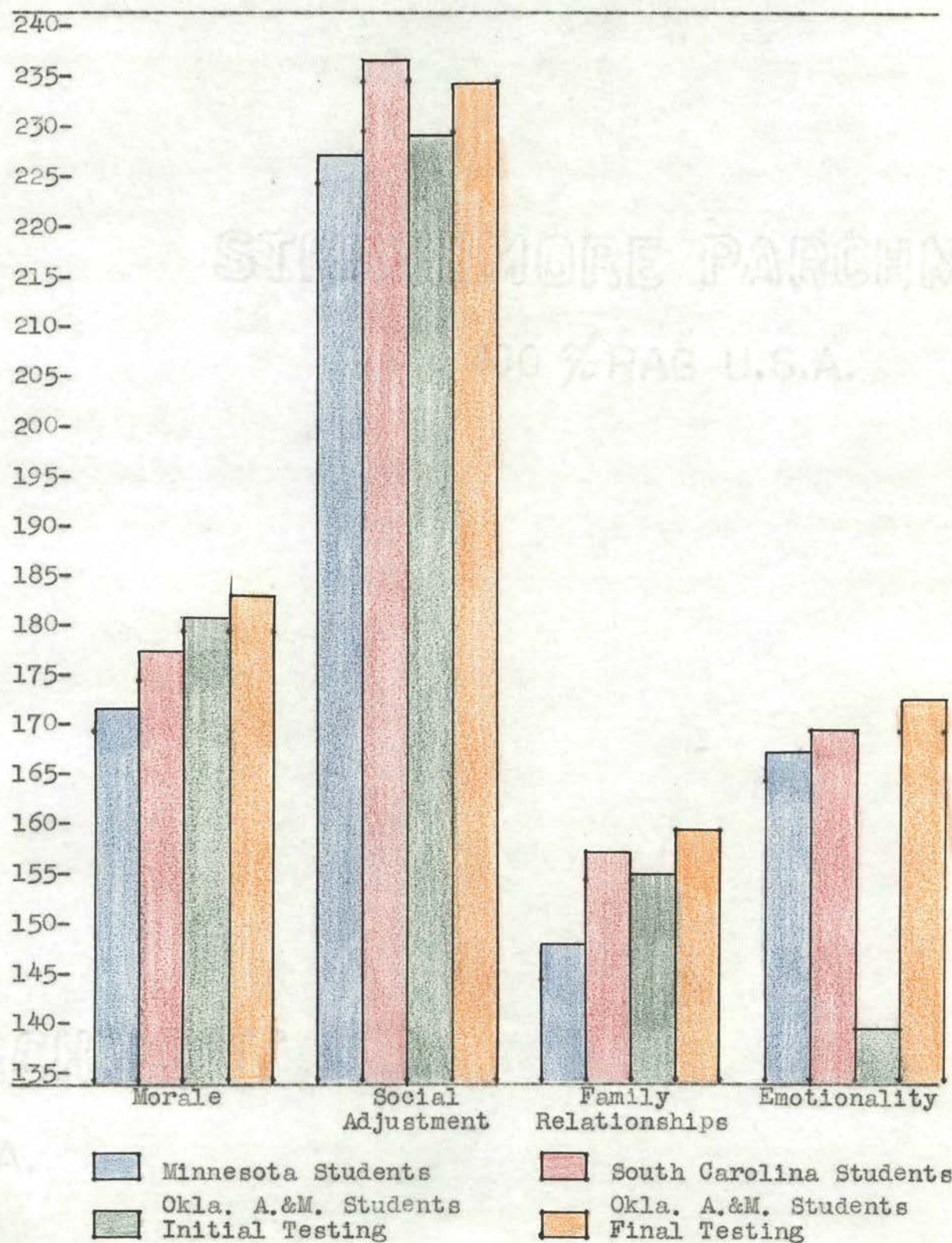
	First Test	Second Test
Morale	182	184
Social Adjustment	230	235
Family Relations	156	160
Emotionality	140	174

Figure 1 presents a comparison of median scores of Minnesota freshmen women, South Carolina freshmen women, and Oklahoma Agricultural and Mechanical College freshmen home economics women on the initial and final tests.

The following comparisons are shown in Figure 1.

1. It will be noted that in the area of morale, South Carolina students scored higher than Minnesota students, and

FIGURE 1

COMPARISON OF MEDIAN SCORES OF COLLEGE WOMEN ON THE
MINNESOTA PERSONALITY SCALE

that Oklahoma Agricultural and Mechanical College students (on both initial and final tests) scored higher than South Carolina students. The Minnesota median score was 173; the South Carolina median score, 178; and Oklahoma Agricultural and Mechanical College median score of initial test, 182; and final test, 184.

2. On the factor of social adjustment, the South Carolina students scored higher than the Minnesota or Oklahoma Agricultural and Mechanical College students. The median scores were as follows: South Carolina, 237; Oklahoma Agricultural and Mechanical College initial test, 230; Oklahoma Agricultural and Mechanical College final test, 235; and Minnesota, 228.

3. Concerning family relations, Oklahoma Agricultural and Mechanical College students made the highest median score on the final test. The median scores were: Oklahoma Agricultural and Mechanical College final test, 160; South Carolina, 158; Oklahoma Agricultural and Mechanical College initial test, 156; and Minnesota, 149.

4. In the area of emotionality, Oklahoma Agricultural and Mechanical College students scored highest on the final test and lowest on the initial test in comparison with South Carolina and Minnesota students. Median scores on emotionality were: Oklahoma Agricultural and Mechanical College final test, 174; South Carolina, 170; Minnesota, 168; and Oklahoma Agricultural and Mechanical College initial test, 140.

CHAPTER IV

INTERPRETATION

In interpreting the results of this study there are several factors which need to be kept in mind. Groups A and B were not purposely matched in the beginning of the study because it was the purpose of this study to note the differences in proportion of change in each group rather than to test the effectiveness of a given educational program. It is impossible to test the effectiveness of a given program in the present study inasmuch as the group which might have served as the control group (Group B) had a course of study which Group A did not have. In a sense, there were two experimental groups. It would be unsound to assume, of course, that the change in the two groups is a result only of the education provided in the two courses, Home Economics 114 and Home Economics 124. On the other hand, it would be equally unsound to assume that the two educational programs had no affect on the students' scores.

The groups were, however, very similar in terms of age, sex, intelligence, and scores obtained at the beginning of the semester on the Minnesota Personality Scale; although, they were not purposely matched because it was deemed expedient to utilize the responses of all the students rather than

to bias the sample by excluding certain subjects.

Since the two groups were very similar, one might interpret differences in the two groups at the end of the semester to be due to the varying effects of the two educational programs. In this particular study there were no great differences in proportion of change, however, thus it is unnecessary to interpret such differences.

If it had been the purpose of this study to ascertain the effectiveness of a particular educational program, it would have been necessary to have set up a traditional experiment in which all of the factors were controlled except one single variable. Because of the design of the academic program in the Division of Home Economics, such an experiment at the present time was impossible.

On the other hand we need more evidence to ascertain how the total environment is affecting the attitudes of freshmen college students. In this particular study either Group A or Group B could have been analyzed by itself. It was felt, however, that by analyzing the modifications of responses made in both groups, a more adequate understanding of the progress of freshmen home economics college students could be ascertained.

From a functional standpoint it is interesting to ask the question: Did the home economics freshmen change significantly their first semester in college?

In terms of an increased belief in society's institutions and future possibilities (Morale) the answer is no.

While some gain was noted in both groups, the difference is statistically significant only in Group A, and then only barely so. A few scores which revealed marked changes among a few students made this difference, and one may doubt the validity of the gain in Group A.

In terms of a significant increase in the development of gregarious, socially mature individuals (Social Adjustment), the answer is no; there was an increase in both groups but not a statistically significant one.

In terms of an increase in friendly and hearty parent-child relations (Family Relations), the answer is yes. In both groups the difference is statistically significant.

In terms of an increase in emotional stability (Emotionality), the answer is definitely in the affirmative for both groups, the difference being highly statistically significant.

In examining the scores of the home economics freshmen obtained on the Minnesota Personality Scale, one is tremendously impressed by the great heterogeneity of the group. In the analysis of individual scores, it is evident that on the average the changes are not great, yet in a sizable number of cases significant gains as well as losses are apparent. It seems unlikely that the random answering of questions as might have occurred in selected instances would account for all of the marked changes which appeared. If it can be assumed that some of the extremely marked changes are not spurious, it can be said with considerable confidence that the experiences which home economics freshmen have during

their first semester of college are as traumatic for some as they are helpful for others.

It is difficult to ascertain whether the differences found in selected cases are due to the situations which the individual meets or due to the attitudes which the individual takes toward those situations. For example, it is conceivable that a young girl coming from a small community in which she has won an important place for herself in the local high school may gain new insights into her abilities when placed in a large college where competition is relatively keen. Her new insights into her behavior may result in feelings of inadequacy or inferiority at least for a period of time. That is to say that the experiences which a young woman has in college may change her values so that she views herself in relation to others with new perspective, and in terms of her emotional health, possibly to her own disadvantage.

However, the over-all results reveal favorable progress, although the progress is not as dramatic, on the whole, as might be desired. It is conceivable that more marked desirable changes would have occurred had the educational programs extended over a longer period of time. It is also recognized that the task of modifying human behavior is oftentimes a slow one.

One must also be cognizant of the fact that while it may not be difficult to aid students whose adjustment scores are low but not extreme, it is quite a different matter to stimulate a better adjustment among students whose scores are

comparatively high.

Had the students not had the advantages of the kinds of instruction provided in the Basic Home Economics courses, it would have not been surprising if lower scores on the second test would have been noted; especially when one considers the tremendous adjustment required of college freshmen.

From information gathered in this study, it is encouraging to know that students are improving by their present college experiences, but more information is needed concerning the students who dropped out of college because of inadequate personal and social adjustment.

Although there was no significant correlation between low scores on the American Council in Education Psychological Scale, it is true that a number of students who obtained very low scores on the Minnesota Personality Scale at the beginning of the semester dropped out of college before the termination of the semester, and their scores were not counted in the final analysis.

It must be recognized that individuals who are not well adjusted in terms of personal and social development may need to expend more energy in order to achieve equal academic performance with individuals who are well adjusted.

Perhaps intensive individual counseling with poorly adjusted freshmen entering a college situation in which competition is relatively keen would be of great value in helping more of them to achieve an adequate adjustment.

Because of the heterogeneity of the groups, educators need to be keenly aware of the tremendous individual differences and provide academic instruction to meet the unique needs of the individual rather than the group. For this kind of instruction to be most effective, considerable time needs to be set aside for personal student-instructor conferences. Too, it is conceivable that group therapy might benefit some of the students with low adjustment scores.

Probably not all teachers are either by training or personal attributes suited to work in this highly specialized area. Of necessity the task requires someone with a great amount of sympathy, insight, and understanding of the problems of young people in their particular phase of development. Since this is a period of academic transition, the teaching techniques utilized need to be different from the traditional academic techniques if the best results are to be obtained.

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APPENDIX

APPENDIX

TABLE OF CONTENTS

	Pages
Selected Materials for the Basic Home Economics Courses	
GROUP A	
I. Personality Development and Human Relationships as Related to the College Woman	
Course Content, Goals, Methods, and Teaching Aids	43
Course Content, Unit Outline	45
References, Unit I, How Personality Grows	46
References, Unit II, The College Girl Lives Harmoniously with Others	48
References, Unit III, The College Girl Lives in a Family and Prepares for Future Living	50
Supplementary Materials	
Unit I	
Influences in the Development of Mary Thomas .	52
Case History of Mary Thomas	53
Changing Behavior	61
A Pattern for Problem Solving	61
Emotional Satisfaction Desired by Human Beings	62
What Happens to Urges in the Face of Cultural Impacts	64
Class Exercise, Identifying Emotional Needs .	65
The Case History of a College Girl	66
Suggestions for the Attainment of Maturity . .	69
Unit II	
Affectional Maturity Questionnaire	70
Unit III	
Case History of Jo Ann	71
How Self-reliant and Independent Are You? (A Questionnaire)	76
II. Food and Nutrition for the College Woman	
Course Content Outline	77
Textbooks and References	83

APPENDIX

TABLE OF CONTENTS, CONTINUED

	Pages
GROUP B	
I. Clothing Selection and Care for the College Woman	
Course Content Outline	84
Textbooks and References	87
II. The College Woman as a Successful Consumer	
Course Content Outline	89
Textbooks and References	92
Personality Test Materials	
Minnesota Personality Scale, Manual of Directions	95
Minnesota Personality Scale, For Women	99

H. L. Basic 124

COURSE CONTENTPERSONALITY DEVELOPMENT AND HUMAN RELATIONSHIPS AS RELATED TO THE
COLLEGE WOMAN

1. Goals for the course are based on human needs common to the period of late adolescence.
 - A. To provide a basis for growth in understandings relative to personal and family living:
 1. In personal adjustment.
 2. In friendship and dating relations.
 3. In past family experiences, and in future family adjustment.
 4. As found in the offerings of the Home Life department.
 - B. To provide experiences for students that are conducive to growth in the relationships aspects of living.
 1. To encourage self expression.
 2. To promote group activities that involve interaction.
 3. To encourage learning of the skills involved in group living through actual experience.
 4. To encourage group planning, problem-solving, follow-through and evaluation.
 5. To further the formation of concepts, opinions, attitudes, and a philosophy of life through exchange of ideas with the group, reflection of concensus of opinion, and clarification of individual goals and values.
 6. To build insight into family experience through study of cases, stories, and the writing of an autobiography.
 7. By means of sociodrama to give experience in interpretation of relationships and skills in developing new interaction patterns.

II. The course makes use of student motives in accomplishing its goals.

A. Student motivation arises from:

1. The students' felt need to make the transition from young adolescence to independence as a mature adult.
2. Her desire to appreciate parents as people.
3. Her wish to work toward creative adjustment.
4. Her need to live harmoniously with others.
5. Her desire to accomplish satisfactory relations with the opposite sex and to prepare herself for marriage and family living.
6. Her wish to become acquainted with opportunities for possible careers.

III. Methods used to accomplish these goals:

- A. The functional approach to learning is used in-so-far as possible.
- B. Much of the teaching involves experiences since it is believed that such learning is as meaningful as subject matter learning.
- C. Teaching is student-centered in so far as the sequence allows.
(1) Not enough teacher-pupil planning takes place, however (2) The frame-work is rigid because of the film schedule and the desire for some conformity among the sections. There is variability within the framework, however, and sections vary with students and teachers.
- D. Emphasis is placed on student development.
- E. Specific tools, methods, and experiences used are:
 1. Circle formation for circular response
 2. Discussion method.
 3. Group method--including class organization for shifts in leadership and responsibility, "buzz" sessions, role playing, evaluation, etc.
 4. Visual aids and records
 5. Panels, including a dating panel with boys
 6. Skits and sociodrama
 7. Question box
 8. Questionnaires
 9. Evaluation of experiences and current readings
 10. Writing an autobiography
 11. Conferences with instructors and others
 12. Field trips to observe nursery school, home management house, infant laboratory.
 13. Reference reading
 14. Group and individual reports.
 15. Case studies

Home Life Area

UNIT I. The College Girl Understands Herself

- A. How personality grows
 - 1. Contributing factors in the development of personality
 - a. What you are born with
 - b. What influences personality development (family, peer group, community, culture, etc.)
 - c. What happens to you and how you take it
 - d. What you make of what you have
- B. How to understand and achieve life adjustment
 - 1. Factors affecting, and process in achieving, creative adjustment
 - a. Personality needs, physical and emotional
 - b. Healthy ways of meeting needs
 - c. Adjustment to unmet needs (sublimation, redirection, and the defense mechanisms)
- C. What it means to grow up; to be mature
 - 1. Kinds and degrees of maturity (chronological, physical, emotional, social, and intellectual)
 - 2. Evaluation of maturity in terms of
 - a. Your present adjustment to life
 - b. Your goals for the future
 - c. Your life philosophy

UNIT II. The College Girl Lives Harmoniously with Others.

- A. Furthering one's relationship with others
 - 1. What makes you likable
 - 2. Developing dating skills
 - a. Stages of love as related to dating
 - b. Stages of courtship
 - c. Parent attitude toward dating
 - 3. Choosing a mate
 - 4. Looking forward to marriage
(Developed to meet the individual needs of class members)

UNIT III. The College Girl Lives in a Family and Prepares for Future Family Living

- A. Satisfactions and conflicts in family living
 - 1. Being family members
 - a. What parents expect of young people
 - b. What young people expect of parents
 - c. When parents and young people disagree
- B. Changes that have affected personal and family life
- C. What the Home Life Department offers in preparation for family living.

H. I. Basic 124
Unit I
UNDERSTANDING YOURSELF

HOW PERSONALITY GROWS

McKinney, Fred: Psychology of Personal Adjustment, Ch. 6
"How Personality Grows"

Groves, G. H.: Marriage and Family Living, Ch. 19
"Personality Inherited and Acquired"

Keliher: Life and Growth, Ch. 5, "Heredity and Human Progress"

Chave: Personality Development in Children, Ch. 1,
"How Personality Grows"

" Personality Development in Children, Ch. 2,
"The Part Heredity Plays"

Travis and Baruch: Personal Problems in Everyday Living,
"The Curtain Rises"

Foster, Robert: Marriage and Family Relationships, Ch. 1,
"Understanding Yourself and Others"

Ellenwood: It Runs in the Family, Ch. 2, "It Runs in the Family"

HOW TO UNDERSTAND AND ACHIEVE LIFE ADJUSTMENT

McKinney, pp. 8-20, "Nature of Adjustment"

McKinney, Ch. 5, "Understanding Ourselves"

Travis and Baruch: Ch. IV, "What We are After," also ch. V and ch. XIII

Strecker and Appel, Discovering Ourselves, especially ch. XXIV, "

McKinney, Ch. 7, "Creative Adjustment"

McKinney, Ch. 14, "Emotional Stability"

Warters, Achieving Maturity, Ch. 9 & 10, "Adjustment" (by attack and
escape)

McKinney, Ch. 15, "Self Confidence"

McKinney, Ch. 16, "The Adjusted Personality"

ILMS: "Emotional Health"

Feeling of Hostility"

ENNINGER RECORDS: "The Defense Mechanisms"

ASE STUDIES: "Mary Thomas" and others

WHAT IT MEANS TO GROW UP; TO BE MATURE

Alsop & McBride: She's Off to Marriage
Ch. 20, 256-266, "Maturity"

*Bennett: College and Life
Ch. 23, 335-350, "Achieving Maturity"

Fisher and Gruenberg, Our Children
Ch. 15, 155-169, "The Meaning of Maturity"

Bowman: Marriage for Moderns
Ch. 5, 81-136, "Age for Marriage"

Geisel: Personal Problems and Morale
Unit V, "Becoming an Adult"

Gruenberg: The Parents
Ch. 11, 251-267, "Toward Adulthood"

*Hogue: Bringing Up Ourselves
Ch. 7, 81-96, "Psychologically Prepared for Group Responsibility"
Ch. 8, 96-109, "Psychologically Prepared for Work"
Ch. 9, 109-126, "Psychologically Prepared for Marriage"

McKinney: The Psychology of Personal Adjustment
Ch. 8, 99-111, "Goals for the Future"
Ch. 14, 559-592, "Emotional Maturity"
Ch. 16, 675-680, "The Emotionally Mature Personality"
Preston: The Substance of Mental Health
Ch. 8, 99-111, "We Learn to be an Adult"

Shacter: Understanding Ourselves
Ch. 17, 109-168, "The Game of Living"

Travis and Baruch: Personal Problems of Everyday Life
Ch. 8, "Adolescent Days"

Warters: Achieving Maturity
Ch. 5, "Accepting Reality, Becoming Independent,
Assuming Responsibility"

(UNIT II) The College Student Lives Harmoniously With Others

1. Furthering one's Relationship with Others
 - a. What makes you likable

References:

Foster: Marriage and Family Relationship,
Chapter 3 pp 240-61
"The evaluation of Friendliness Pattern
in Relation to Marriage"

Merrill: Courtship and Marriage, Chapter 1,
"Courtship as a Social Relationship"

McKinney: Psychology of Personal Adjustment,
Chapters 10 and 11, pp. 332-87
"Social Conventions and Affection"

- II. Developing Dating Skills
 - a. Nature of Dating

McKinney: Psychology of Personal Adjustment
Chapter 12, pp. 471-526
"Affections and Conventions"

Duvall: Facts of Life and Love, Chapters
of Interest.

Duvall and Hill: When you Marry, Chapter 3,
"Dating-Practice Makes Perfect."
"Stages of Love," pp 49

Fedder: A Girl Grows Up, Chapter 7,
"Associating Happily with Boys"

Harper: Marriage, Chapter 5, "Dating and
Courtship."

Kirkendall, Dating Days, Life Adjustment
Pamphlet

Merrill: Courtship and Marriage, Chapter 4,
"Dating and Courtship"

Skidmore and Cannon: Building your Marriage,
Chapter 4, "Friendship and Dating."

- b. Stages of Love as Related to Dating

References:

Christensen: Marriage Analysis, Chapter 7,
"Learning to Love"

Landis and Landis: Successful Marriage,
Chapter 3, "Why People Marry or Do Not
Marry." Stages of Love, pp. 39.

Skidmore and Cannon: Building Your Marriage,
Chapter 3, "What is Love."

III. The Courtship Period

- a. The function of Courtship
 - 1. Stages of Courtship

References:

Duvall: Facts of Life and Love, Chapters
of Interest

Duvall & Hill: When You Marry, Chapter 4,
"The Courtship Process."

Merrill, Courtship and Marriage, Chapter 5,
"The Courtship Process."

Skidmore, and Cannon: Building Your Marriage,
Chapter 5, "Courtship and the Growth of Love"

IV. Choosing a Mate

References:

Christensen: Marriage Analysis, Chapter 8,
"Choosing a Mate."

Duvall & Hill: Before You Marry, Chapter 6,
"Who Gets Married to Whom."

Harper: Marriage, Chapter 3, "Mate Selection.
Cause and Effects."

Skidmore and Cannon: Building Your Marriage,
Chapter 6, "Wisely Choosing a Mate."

V. Looking Forward to Marriage

References:

Duvall & Hill: Before You Marry, Chapter 7,
"Marriage and the Facts of Life."

Merrill: Courtship and Marriage, Chapter 7,
"Marriage as a Social Relationship."

Film: "It Takes all Kinds".

UNIT III
The College Student Lives in a Family

A. Satisfaction and conflicts in family living

1. Getting along with parents.

Film: Preface to a Life

References:

Clippings in folders: "Why I Like My Parents"
"Why I Can't Like My
Parents"
(Ask for these at
reserve desk)

Tyler: Learning to Live, ch. IX
"Living with your parents"
(Many copies in room 333, Unit II)

Baruch: Parents Can Be People, ch. I,
"Making parenthood easier"

Ellenwood: It Runs in the Family, Ch. 9 and 10
"Youth looks over his parents."

Tyler: Do Adolescents Need Parents? (Use
copies in Room 333)
ch. 2 Enemies or Friends?
ch. 4 Understanding.
ch. 5 Affection with freedom.

Wolf: The Parents Manual, ch. 10, "Problem
Parents"

Wood: Living Together in the Family.

Lawton: How to Be Happy Though Young:
pp. 69-71 (Divorced Parents)
pp. 75-79 "Can a child dislike his
parents?"
pp. 82-92 "Parents as friends."

Play: "High Pressure Area."

2. Getting along with brothers and sisters.

References:

Lawton: How to Be Happy Though Young, pp. 5 6-68

Benard: American Family Behavior, ch. 13

Davis and Havighurst: Father of the Man
ch. V "How brothers learn to be different"
ch. XIII, "The first child against the
second"

Mead: Keep Your Powder Dry, ch. 7
"Brothers and sisters"

B. Changes that are affecting personal and family living

1. What is going on in the world today and how is it affecting family living?

References:

Duvall: Family Living, Unit IV, "Our Modern American Families"

Duvall and Hill: When You Marry, pp. 393-398
"War and Family Living".

Foster: Marriage and Family Relationships, ch. 18,
"Family in Wartime"

Harper: Marriage, ch. 15 "Family Unity"

Nimkoff: Marriage and the Family, ch. 11, pp. 337-361
(General)

2. Our relation to our world neighbors
(Separate bibliography on culture to be supplied
by instructor.)

C. What the Home Life Department offers in preparation for family living.

Visit to nursery schools, infant laboratory,
family service rooms, home management house, etc.

Interpretation of the Home Life program.

INFLUENCES IN THE DEVELOPMENT OF THE PERSONALITY
OF MARY THOMAS

Reference, McKinney: Psychology of Personal Adjustment
Chapter 6

Directions: Read the case of Mary Thomas and use these questions as a guide in understanding how she came to be as she is.

1. What factors related to physical appearance and physical development affected Mary's personal adjustment? Explain.
2. What were the things that happened to her as a small child that may have influenced her feeling of security and belongingness?
 - (a) In relation to her father?
 - (b) In relation to her mother?
 - (c) In relation to the family life they created for her?
3. What combination of factors in her "teens" influenced her relations to friends both boys and girls? Why, at 23, does she feel ill-at-ease in dating?
4. What influence did the foster-parents have on her relations, datings and friendships? Explain.
5. Mary wanted to improve her personal adjustment and become a happier person. How might she help herself?
6. Think about the factors that have influenced your personality, both physical and environmentally. See if you can determine, in some ways, why you are as you are.

7-11-51 #79

CASE HISTORY OF MARY THOMAS

Name: Mary Thomas

Address: No Town, Oklahoma

Age: 23

Date of Birth: October 7, 1927

Race: White

Marital Status: Single

Educational Status: B. S. Degree

I. Q.: Not known

PRESENT PROBLEM:

To become increasingly more independent of her parents in order to live her own life as she would like. Mary is terribly conscious of her mother's ideas and standards as they conflict with a new way of life that has evolved since Mary's college days. The mother pressures her to get married and yet feels that it is not right for her daughter to develop certain social skills in order for her to compete for masculine attention. Mary is also aware of the mother's religious reason in disapproving of dancing, smoking, and card playing. This in turn adds more conflict in Mary's feelings toward her mother.

FAMILY HISTORY:

Mary was adopted when she was seven years old. She also has one younger sister that was adopted. Both children were adopted by the same people.

Real Father

Mary's real father was married when he was near thirty years of age and during his bachelor days was

IN 300, Case History of Mary Thomas Page 2 1-21 #17
54

considered a "playboy" type of person; however, after his marriage to Mary's mother he settled down for a few months and then started drinking, gambling, and going with other women. He was a pipe fitter for an oil company and made enough money to live comfortably until the depression. During and after the depression he turned to drinking and became alcoholic. He and his wife were never divorced but lived together intermittently. He would leave his wife and go on a binge. While living in this state of marital conflict two girls were born. The family continued to live in this fashion until the mother's death when Mary was seven years of age. One of Mary's vivid early remembrances of her real father was going to visit him while he was in jail. She said that she used to hate her father and would fight him physically when he was drunk. Her mother hid the children when she knew their father was drunk so he would not hurt them. The real father favored the younger sister which added to her hate of her father.

After the children were adopted by the foster parents, the real father came to live with them and Mary gradually grew to like him until he remarried; then she again disliked him because he married a woman she disliked. No clear cut reason was given for Mary's dislike for the woman. The climax to her hatred for her father came when he tried to trade cameras with her. She had a good camera that he wanted so he asked her to trade hers to him for box camera. She decided that he was not fair in dealing with her and her old hatred flaired. Mary and her sister

were then twelve and eleven years of age. The real father is now living in California.

Real Mother

Mary remembers her mother as looking "sad". Her real mother was partially deaf, slow in manner, quiet, sweet, and a perfectionist. Many of these things have been related to Mary, but Mary remembers her mother as being "crazy about us."

Immediately following the birth of Mary, she was quite ill and the father had to get help. He knew no persons he could turn to except an ice man and his wife in the little town in which they lived. This couple helped and later adopted Mary and her sister. The mother named Mary for the woman who helped her while she needed help so desperately. There was conflict between Mary's real father and mother because of the naming of Mary.

During the preschool years, the real mother and father lived together in considerable conflict; moreover, the real mother gradually became more ill until she became bedfast. She was bedfast one year preceding her death. During the preschool years the Thomas family dropped out of the picture; however, Mrs. Thomas always sent her namesake birthday cakes and gifts.

During the last year of the real mother's life, she recognized that she was terribly ill; consequently she contacted the Thomas family and they again became helpful. They took the children and the real mother and cared for them. During the preschool years at various times the real mother and her two children lived with a bachelor

uncle but in this situation the mother was aware that her children were not properly cared for but under the circumstances could do very little about it. The children were not properly nourished.

Foster Father

Mr. Thomas was nearing fifty years of age when he and his wife adopted Mary and her sister. He was very kind to the foster children.

Foster Mother

Mrs. Thomas was also nearing fifty years of age at the time of the adoption. Steadily during the years, the foster mother favored Mary, the cute one with curly hair and winsome ways; thus reversing the situation in the real parent situation where the younger sister was favored by the real father. Mary formed an attachment very early for her foster mother which continued to develop through the years. At the time of the adoption she hated all men so was somewhat slower in learning to like her foster father.

Sister

During the preschool years the relationship existing between the two children was not good because of the extreme favoritism shown the younger sister.

PAST HISTORY

Circumstances of Birth

No remembrances of having heard anyone relate any particular circumstances.

Developmental History Unknown

Medical History

Mary was not a good eater during her early childhood. Somewhere around the age of ten to twelve Mary had her tonsils and adenoids removed. She had flu every winter for ten or twelve years.

Educational History

Mary started to school late. She was competitive with a neighbor boy in her school work. She made high marks and was outgoing in manner. During her tenth or eleventh year she became self-conscious about her buck teeth. Her teeth attracted considerable attention. She started reading as an escape. As she remarked, "would grab a book and climb a tree." Mary started making better grades in school, competing harder with the neighbor boy on whom she had a crush. Mary was not a disciplinary problem at home or school. Mary did not get over the feeling that her buck teeth gave her. This feeling persisted throughout grade school and high school. She begged her foster parents to let her wear braces. After she started wearing braces, Mary still felt inferior to the other children.

Mary made C's and B's in high school with the exception of one year when she made the honor roll. She was then placed in a group where she was not accepted. In Mary's words, "People thought I was countrified, I rode the bus, brought my lunch, wore braids, and was not attractive."

At this point in Mary's life she was very close to her foster Mother. She was retiring at school. No one noticed her. During the lunch hour at high school, she

started calling her mother because she was lonely. Mary related, "I felt she was the only one that liked me."

(The foster mother reminds Mary now that she was the one who started calling her on the telephone as Mary rebels at calling her mother every day now since she feels no need for it. But the mother is now feeling lonely and dependent on Mary and feels terribly hurt when Mary does not call her. At one time she wanted Mary to call morning and night. Mary was living away from home at the time, working.)

Mary always wanted to go to college but she also wanted to get married. Her parents sent her to college because they wanted to give the children an education but when Mary's new life began to take her away from the mother, the foster mother did not feel that college work had accomplished what she had thought it would. It began to cause a rift in the emotional bond between Mary and her mother. Mary was finding new friends and had begun to date.

Mary's feeling in high school and college in relation to her school work was this, "If I dig and really work, my teachers will help me out." Mary did well in her Home Economics classes which influenced her decision to enter the school of Home Economics in College.

Emotional Development

Mary's early expressions of anger and hatred toward her real father were expressed in overt attempts of physical attack. Mary remembers all her emotions were

overtly expressed during the early part of her life. When she became self-conscious about her teeth she began to sulk and pout. This behavior was carried into college life. Finally when she was very hurt or angry, she would "blow up" and then cry, followed by backing down or giving in. During her childhood she was terrified of the dark. No reasons were given for this behavior.

Mary related she had numerous crushes on men during her high school days but did not date. When she was in college, she asked her mother if she could go with a particular boy whom she pointed out. This boy had asked her numerous times for a date on the week ends, and she always told him she had to go home to see her folks. When this boy walked her home, Mary was scared because he looked foreign. Mary said, "When I started dating, I realized my relationship with my mother was unusual. She always wanted me to stay close to her. If I wanted to go somewhere and she didn't want me to go she would say 'I don't want you to go but go on and have a good time.'" Mary consequently could never have a good time after she left thinking that her mother was unhappy. (This kind of relationship with her mother still persists but Mary now has other interests that she pursues but the anxiety is no less acute.)

Sex Life

The foster mother did not prepare Mary for the onset of menstruation and she was terrified. She said, "I thought I was killed, I was hysterical and cried for one solid day." Mary asked to read pamphlets that she

had seen concerning menstruation. Her mother ordered them and she increased and enlarged her knowledge in this manner. Her foster mother had not expected her to menstruate so soon. (She started at the age of ten.)

Social development - Early childhood, she was outgoing in manner later becoming retiring as she became increasing self-conscious about her teeth and about living in the country. She was not accepted by her peer group. She took refuge in reading and dependence on her mother to ease her loneliness.

Work History - Good until the conflict with her mother became so great at the time she held her first position after graduation from college. During this time she became unable to concentrate and was flighty and forgetful on her job. Mary is quite a productive person when the anxiety and tension is reduced.

Personal Habits - Clean in appearance and in her work. She will often not tell her mother the complete truth if leaving out some part will lessen the building up of tension. She does not deliberately lie but she leaves things unsaid in order that her mother will not know completely everything she does.

Attitudes Toward Self - Feelings of guilt because she does not confide completely in her mother. She finds satisfaction in others' company and in being away from home.

Changing Behavior

In order for us to make new habits or break undesirable old ones, we need to keep the following steps in mind:

1. Insight - understand present situation
 - (a) the alleged problem
 - (b) basis for it
 - (c) an earnest desire to want to change
2. Organization of the motive or drive behind situation
 - (a) Find an acceptable means for arriving at the goal
 - (b) Work slowly and expect only slight improvement at first and some failure
 - (c) Build personal morals
3. Be continually on lookout for new motivations and endeavor to remove the old blockings.
4. Remember that a discussion with a loyal friend allows emotional outlet and often changes one's attitude toward the problem.
5. Challenge yourself but remember there is much trial and error learning.
6. Assume a positive attitude.

A Pattern for Problem Solving

1. Face the problem.
2. Look at the causes.
3. Set your goals - what do you want?
4. Use your imagination, your knowledge and your friends - pool your resources.
5. Map out a plan of procedure.
6. Check your plan with your goals.
7. Remove all obstacles possible.
8. Give yourself time to arrive at results.
9. Continually check your progress against your goals.
10. Maintain all the zest and personal morale possible.
11. To yourself be tolerant, yet firm in your personal evaluation.

References: McKinney, The Psychology of Personal Adjustment, Chapter 3

U. S. Dept. of Agriculture Extension
Service Circular, 430

EMOTIONAL SATISFACTIONS DESIRED BY HUMAN BEINGS

Affectional, warm, security-giving satisfactions

Self-enlarging, ego-building, adequacy-giving satisfactions

<u>Affection</u>	<u>Response</u>	<u>"Belongingness"</u>	<u>Fundamental Sensory Gratifications</u>	<u>Achievement</u>	<u>Recognition</u>
For the infant they come mainly through: (*Being cuddled (Given physical close- ness, (fondling, (stc.	Being attended to when in pain or uncomfortable Being fussed over, talked to, given attention, etc.	*Being cuddled and given physical closeness	*Sucking *Cuddling General bodily comfort (*Hunger satisfied without a prolonged period of waiting)	*Gaining satisfying response by crying when in pain or when uncomfortable Progressively developing body activities	Being admired; having developments noted, etc.
For the young child they come mainly through: (Continuing cuddling, (etc.-- (as above (Verbal (as well (as actual (demonstrative- (ness	As above	*Acceptance by his mother (and closeness to her and later to father also) *Having a safe family unit to belong to (i.e., a unit wherein his parents are harmonious, so that his belongingness is not continuously threatened)	*Sucking *Pleasure and interest in elimination: messing *Masturbation General bodily comfort	Self-direction: maintaining independence in regulating own voluntary physiological activities, especially eating and defecation--exploring the environment with all sense modalities carrying through to immediate goals the impulses of the moment Learning to talk and communicate (progressive symbolization) Being able to accomplish comfortably what his parents demanded Physical efficiency	As above Having all accomplishments approved

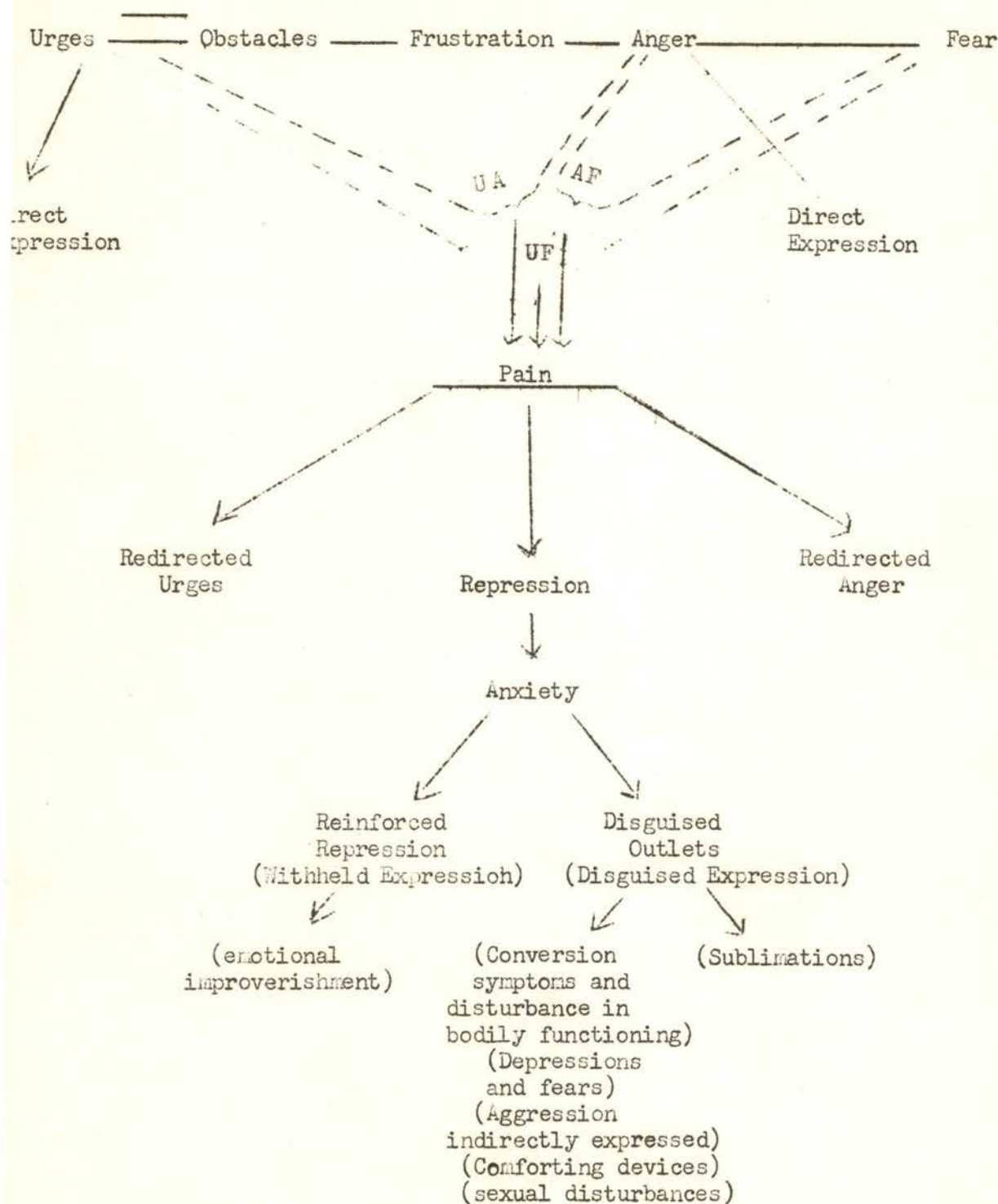
*Marks the items which are very frequently frustrated in our culture.

Self-enlarging, ego-building, adequacy-giving
satisfactionsAffectional, warm, security-giving satisfactions

<u>Affection</u>	<u>Response</u>	<u>"Belongingness"</u>	<u>Fundamental Sensory Gratifications</u>	<u>Achievement</u>	<u>Recognition</u>
For the adult they come mainly through:	(Tactual (demon- (strative- (ness (Verbal (demon- (strative- (ness (Being (loved	<p>*Being given support when in trouble or doubt (in such a way as to let him feel he still belongs no matter what)</p> <p>Having a place in society at large, i.e.: status (which involves likeness with others and differences)</p> <p>Having a place in a social group of friends and acquaintances</p> <p>Having a place in a close cohesive group (i.e., family)</p>	<p>Satisfying sexual experiences</p> <p>General bodily comfort</p>	<p>Vocational and/or avocational activities which can be successfully carried through to satisfying goals</p> <p>Self-direction: Being able to take responsibility and to make independent choices</p> <p>Developing an individuality which one can think well of in spite of a realistic facing of weak spots</p>	<p>Having what one does appreciated and thought well of, admired, followed, etc.</p>

Taken from: Travis & Baruch, PERSONAL PROBLEMS OF EVERYDAY LIFE, 1941, pp. 80-82, Appleton-Century-Crofts, Inc.

what happens to urges in the face of cultural impacts



taken from: Travis & Baruch, PERSONAL PROBLEMS OF EVERYDAY LIFE, 1941, p. 101
Appleton-Century-Crofts, Inc.

CLASS EXERCISE

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

1. A student who is not the favorite child, and whose step-father favors a son, falls in love with a sailor and runs away to get married. She is trying to satisfy a need for _____.
2. 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 _____.
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 _____ was being met.
4. Some girls became camp followers during the war because no one had ever paid any attention to them at home. The servicemen at least gave them some attention. They needed _____.
5. A teen-age boy joined the army and was sent to a remote camp where he seldom saw a girl. He collected pin-up girls, exchanged off-color stories, and masturbated more than usual. He was trying to meet a need for _____.
6. A married man, separated from his family, became lonely. He spent his evenings hanging around a bar where he could talk to men and women. He needed _____.
7. A student gets poor grades although she does her best. Her parents criticize her unjustly. She seeks solace from an aunt, who says, "Never mind. I love you no matter what anyone says." The aunt is giving her a sense of _____.
8. A student lives off campus and never feels "in" with any group. She wishes she could either live in the dormitory or join a sorority. She needs a sense of _____.
9. A grandfather is perfectly content with his pipe, a warm fire, a comfortable chair, and a good book. His need for _____ is being met.
10. A man who was disabled in the war has learned to drive a car, to use a typewriter, and to get himself up and down stairs. He can even dance a little. He has gained a feeling of self-esteem through overcoming his handicap. He has met his need for _____.
11. 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 _____.
12. A girl who goes to New York or Hollywood because she wants her name in lights may need a sense of _____ or more likely she needs _____.
13. A boy who is looking for a girl who "understands" him is seeking _____.
14. A man who must be a grand success so that he can give his wife and children everything, probably doesn't do it for affection but for his own sense of _____.
15. Adults in marriage enjoy being caressed and fondled by their mates. This shows a need for _____ similar to that found in children.
16. If adults do not find sexual satisfaction in their marriage, they may seek it elsewhere. This attests to the need for _____.

THE CASE HISTORY OF A COLLEGE GIRL*

Write a case history using the same form as that used in the "Case History of Mary Thomas" which was used earlier in the term. The purpose of this case study is to help you understand why you are as you are. The form to be used includes some or all of the following areas plus any new ones you feel would be of value in helping to achieve the purpose outlined above. Questions have been suggested in some of the areas in order to help direct your thinking. You may want to add other areas and undoubtedly, the answers to other questions of your own making. You may take liberties with this outline in order to develop your own special case. What you write will be held in confidence, and only your Home Life teacher will have access to it. Opportunity will be provided for you to have a personal conference with one of the Home Life teachers regarding your case, if you desire it.

A. Identifying Data

Name:	Education:
Age and Birth Date:	Religion:
Race:	Marital Status:

B. Past History

1. Circumstance of birth
2. Developmental History
 - a. What were the favorable influences in your early development? The unfavorable?
 - b. What has been told you of your progress in walking, talking, dentition, feeding, toileting?
 - c. What has been told you of your early development; incidents such as thumb sucking, breath holding spells, tantrums, bed-wetting, spasms, night terrors, idiosyncracies as to diet, fears, etc?
 - d. What is your health history, and how has good health or illness influenced your personality?
3. Family history: (How your family experience has influenced your personality or growth.)
 - a. Did you have any special attachment to your father or mother?
 - b. Did you have any timidity before or antagonism toward either parent? If so, when and why did this come about?
 - c. Along what lines do you still turn to the home for advice and decision?
 - d. What person, inside or outside the family had been the greatest influence in your life this far?
 - e. What is your general attitude toward your family now?

*Adopted from Thorne, F. C., Principles of Personality Counseling, page 146

4. Educational History: (Favorable and unfavorable influences on your personality growth.)
 - a. Did you have any difficulty in school attendance because of illness, unwillingness to attend, actual truancy, or other reasons?
 - b. Did you have any special educational disabilities such as inability to memorize, inability to use figures or to calculate, etc.?
 - c. What was your ability to mix? Were you an active member of the group? A leader or a follower, or did you entirely dislike and avoid group activity?
 - d. How were you regarded by the other children? Were you teased and belittled, or admired and looked up to?
 - e. What is your general attitude toward school now?
5. Work History: (An account of how you learned to work, your attitude toward work and your work influence.)

C. Present Adjustment: (How your personality and traits of temperament have developed into what you are now.)

1. Emotional Development: (How feelings have influenced your outlook on life.)
 - a. Are you naturally cheerful or inclined to depression or worry, or is this variable with you?
 - b. Are you irritable, impatient, fault finding? If so, what conditions any of these traits? Can you relate them to particular topics?
 - c. Have you any specific act, habits, or thoughts which are a source of worry, doubt, or remorse to you?
 - d. Have you any special fears, anxieties, or compulsive ideas or actions?
2. Social development: (How you react to people)
 - a. What is your reaction to authority? Do impolite or unkind remarks of people of minor official positions upset you?
 - b. Are you inclined to seek sympathy or to pity yourself?
 - c. Are you over-modest or over-confident?
3. Sex Life: (What your attitude is toward the place of sex in life.)
 - a. At what age and on what occasion, and from what sources have you acquired sex information?
 - b. Has much misinformation and misinterpretation been involved and what effect did it have on you, if any?
 - c. What do you recall about your reaction to the onset of puberty?
 - d. To what extent are you conscious of egoism or altruism in yourself?

4. Personal habits and characteristic appearance:
 - a. What impression do you give to those meeting you for the first time; to those who come to know you very well?
5. Attitudes toward self?
 - a. Do you feel uneasy about any of your habits or practices?
 - b. How do you feel about yourself? your personal worth?
- D. Adjustment Goals of the present and future:
 1. What if anything, bothers you?
 2. Are you aware of any complexes in your makeup?
 3. What are the positive goals you have set up for yourself and how do you plan to accomplish them?
- E. Summary
 1. What do you see as your present problem, if any?
 2. What are your greatest strengths?

1. Seek tactfully to get out of the clutches of possessive parents, by giving the parents other interests.
2. Go away to school or to camp, or visit out of town.
3. Earn money, or arrange an allowance and budget it.
4. Coaducation and dating help one to gain a heterosexual attitude.
5. Make your appearance fall somewhere within the pattern recognized by others of your own age.
6. Affiliate with and, if possible, live with groups, such as fraternities, clubs and hobbies; organizations which provide an opportunity to acquire the habits and attitudes of young adults.
7. Take the initiative in social events; help others.
8. Read case studies of others who are emotionally immature; see their traits and attempt to avoid them in your own behavior.
9. Watch others to learn techniques of self-protection--physical defense, repartee, noncommittal replies.
10. Practice the art of losing gracefully and recognizing superiority when justified.
11. Learn the skills valued by your group--boxing, dancing, dating.
12. Daydream of self in mature roles in which you deal with events in mature rather than in childish roles of support, flattery, or service by others.
13. Assume as much responsibility and self-expression as possible, such as choosing clothes and room recreation.
14. Think of yourself as one of millions of humans rather than as the axis of the universe.
15. Avoid immature attitudes of jealousy, humiliation, superficiality, escape indecision, superiority, and maudlin sentimentality.
16. Vow to make your own decisions and fight your own battles; refrain from asking special favors.
17. Make a chart on which each evidence of self-control is recorded.
18. Be willing to work for future goals rather than to demand present satisfaction.
19. Develop tolerance for alien customs and attitudes by associating with persons outside your social group.
20. Plan a philosophy of life including the discovery of dominant ideals.
21. Think through your attitudes and standards.
22. Make an effort to acquire mature interests. Read better magazines and books and discuss matters that more scholarly persons enjoy.
23. Avoid emphasizing too greatly such externalities as a bigger house, a finer car, the latest styles, and so on.

Reference: McKinney - Psychology of Personal Adjustment
pp. 502-503.

9/18/50

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE
Division of Home Economics
Department of Home Life
H. E. 124

Ingersoll

70

1. Present age _____. Age when you had your first "crush"? Was it on a girl? boy? man? woman? _____.
2. Are you a girl who has many girl friends? _____ a few select girl friends? _____, just one special friend? _____, or none at all? _____.
3. Do you prefer to have several boy friends at the same time? _____, a few special ones? _____, one steady one? _____, or none at all? _____.
4. About how many boys are you dating now? _____.
5. Do you consider yourself a man's girl? _____, a girl's girl? _____ or an all around good mixer? _____.
6. Have you ever "gone steady"? _____, dated around? _____, been engaged? _____, married? _____, or have you dated very little to date? _____.
7. What are your social skills, such as dancing? _____, playing card games? _____, conversing well? _____, etc. _____.
8. Are you usually at ease with friends your own age? _____, with older people? _____.
9. What sports and hobbies do you enjoy? List: _____.
10. To how many groups do you belong? _____. Do you go and take part in these group activities? Some? _____, a great deal? _____, a little? _____.
11. Do you rate yourself as a good follower? _____, a good leader? _____, an individualist who goes her own way? _____.
12. Do you consider yourself popular with young people? _____. Are you eager to improve your popularity? _____, or are you satisfied with yourself as you are? _____.

HI:jk

CASE HISTORY OF JO ANN

Jo Ann Vance, Big City, Oklahoma, was born August 17, 1931, in Pawhuska, Oklahoma. She is of the white race, 1/16 Delaware Indian, single and a junior in college.

Her family consists of her mother age 47, born in Pawhuska; her father, a druggist, and her sister, five and one-half years Jo Ann's senior. Both parents completed a high school education. At present they are in the upper middle socio-economic group.

Jo Ann recalls no mental disorder in her family except her sister who is very nervous. "She can't stand too much strain"--while in college the sister had a near nervous break-down and when her baby was born, she got hysterical.

Jo Ann was born after a full term pregnancy. She was an "unwanted" child born during the depression. Her mother had used a contraceptive but had conceived in spite of precaution. The birth was normal.

Jo Ann learned to sit alone early, walked well at 9 months and talked at 15 months. She felt that her mother was "very lenient and level headed" about her toilet training.

Her disease history consisted of chicken pox (7 yrs.), measles (7 yrs.) mumps (5 yrs.), scarlet fever (7 yrs.). She had a head injury at 4 which required seven stitches across her forehead.

Jo Ann was always small for her age. She was nearly refused entrance into the first grade because her feet wouldn't touch the floor. Generally she thinks she has pretty good health.

Her college major is art. When questioned why she chose that field she said, "I was always interested in things using my hands." She wants to teach art, but would also enjoy doing commercial art. Her favorite is abstract oil paintings.

She has few moods, but wants to be left alone when she paints, or when she is thinking things through. She would rather help people than do things for herself. When small she played by herself and every day she prayed for a blonde hair blue eyed fairy for a play mate. She believed then that fairies could do anything. She believed in Santa Claus until she was in the fourth grade.

Jo Ann recalls two dreams that she had as a child. "I dreamed the entire German War before it happened. That made me feel psychic. My first dream was that our home had been bombed and it was on fire. Troops were marching down the hill and I wanted to run and save my dolly, but I never could." When asked if her parents or sister were involved in the dream, she couldn't recall.

Jo Ann recalls and relates the second dream as follows: "It seems I was always in some water along with my mother, father, and sister, and a huge dinosaur was in there, too. The dinosaur kept starting after one of them, and just before he got to them, I'd pull them away and save their lives. I was saving first one and then

the other all night. I'd finally wake up screaming and sometimes I'd wet the bed. Daddy always came in my room then--I can remember these things so clearly, I wish I could forget them! I quit having those dreams after I started to school."

Except during adolescence, she felt she never had the desire to run away from home. When this urge came, it wasn't because she was angry with her parents. It was just because she wanted to get away and start all over again. But she ended this by saying, "Once when I was three, I got lost when I went to see about a fire. I was lost for an hour--I wish I could forget some of these things."

Jo Ann started menstruating when she was 14 years and 8 months. She is regular every 28 days. During her period she never has menstrual cramps.

She started dating at the age of twelve--went most of the time with only one boy.

Her favorite sports are dancing, swimming, bowling, horseback riding, picnics, and skating.

She despises "mealey-mouthed characters who can't stand up for what they want, or have no ambition in life, also those who think they can get anything in life by cheating and "social climbers."

The only jobs Jo Ann has held are: in high school she was a part time soda-jerker in her dad's drug store; in college, she worked as a model for figure drawing in the art department; and she has taught handicrafts regularly in the Bible school in the Christian church at home.

When excited she often stutters and gets phrases turned around. Her family has always had very irregular meals, and sleep, due to her father's business. She drinks intoxicants moderately (likes to forget her troubles by getting drunk), and is an habitual smoker. She loves to gamble. While in high school she saved her money for two years to buy a rodeo racing horse, but the owner refused the \$275.00 she offered him, because he didn't want the horse raced.

When younger, she had an inferiority complex over the hair on her arms, legs, and face. She felt that boys didn't like dark-complexioned girls.

Comments: Jo Ann is a small, dark-complexioned, attractive girl. She has nice clothes, and she is a very neat dresser. She has a soft voice, and rarely speaks of her problems. She has brown eyes and black, long hair. She has many friends, and is liked by all who know her.

Problems: One evening not long ago, Jo Ann came into my room, stating that she was in a nasty mood. I invited her in and jokingly asked her to tell me her trouble. She seemed relieved to know that someone cared to listen.

It seems that the whole thing centers around the boy she is pinned to, James. She feels she doesn't love him, doesn't even want to write to him at ROTC camp, but she has gone with him so long and everyone expects them to get married some day. He wants to this August. But she doesn't really know if she loves him or not.

Jo Ann met Jim when she was 16 and he 17. After four dates, they started going steady. She was attracted to him because he was the head cheerleader, and he had a car of his own and enough money to take her swimming, skating, or anywhere she wished. He was a good dancer, and a real party boy. Another attractive feature was the fact that she took him away from one of her girl friends.

The following summer after Jim's graduation from high school he went away on a three-month vacation. She sat at home every night for two months, being true to him. After the two months she made a trip to C_____ to see her sister, and while there, met and dated Sam. She enjoyed Sam's company, but yet wanted to be true to Jim, so she never told Jim about him.

During her senior year, she and Jim quit going steady because he was in school at A & M and she was in Big City. However, she never made any weekend dates until she heard from Jim so consequently seldom dated any other boys.

During this time she and Sam were corresponding and she saw him two or three times. The following summer she felt she had Sam out of her system for two months when suddenly he dropped in to see her. She felt she wanted to go with him, but he seemed too good, too unreal to let herself go.

Jo Ann started to college at A & M the following fall. She and Jim didn't go steady, because being with Sam made her "want to be free again"--but somehow, Jim called so often she rarely had time to go with anyone else. She hated to refuse dates with Jim, because they had gone together so long, and he and his family had been so nice to her. He showered her with expensive gifts, and was so hurt when she refused a date, she had guilt feelings.

She occasionally dated an architecture student, Jack. She liked to go with him because they were both interested in art and had many other common interests. In October, she quit going with Jim completely, and started going with Jack steady, except for her frequent visits to see Sam, who was in school at O. U. This lasted until Christmas when they broke up "because he wanted to go steady and sleep with me and because of Sam."

During this time, Jo Ann had frequent phone calls and visits from Jim's fraternity brothers begging her to go with Jim again. He was cutting classes, drank constantly and was down on the world, all because of her. She started feeling sorry for him, and guilty about her actions, so they started going steady again in February. She kept up her friendship with Sam, however, seeing him often, and corresponding regularly, and when Jim was out of town, she dated boys on the campus.

The following summer Jo Ann felt pretty sure Jim wasn't "the one", so she tried to break up with him. Any attempts on her part ended in tearful promise and begging from him. He decided then to change his major to art so they could be together more in labs and classes, and would have more common interests. They continued going steady.

Case of Jo Ann--page 4
HI:jk

74

She was still seeing Sam and corresponding with him. Often she went away on the pretense of seeing her sister but solely for the purpose of getting away from Jim and seeing Sam.

On one of her visits, she was in a car wreck with Sam and three other boys. The boys had been drinking so no one would let them in their houses to call help or pick them up as hitch hikers, so they stayed in the car from 11:30 until 4:30. It was during these hours that Sam expressed his love for her and asked her to marry him. She knew that was what she really wanted, but there was Jim to think about and besides hearing these words from Sam seemed too good to be true, so she made a joke of it and laughed at him.

The following October, Jo Ann accepted Jim's fraternity pin. She says, "I didn't take it for the thrill of being pinned or because I loved Jim because I certainly didn't--I guess I just took it to make Jim happy. The minute I got in the dorm, I wanted to take the damn thing off and throw it away or hide it."

Through the grapevine, Sam got the news of her being pinned the same night and he called her that night. "She felt like a heel", she knew she didn't love Jim, but what could she do now--the whole world knew she was pinned to Jim, and she couldn't get out of it now. Maybe she could wait till Christmas. Sam asked her that night if she loved Jim, and she told him, "No."

Sam continued writing and calling throughout the year, and Jo and Jim continued going steady, despite the numerous times she tried to break it off. Each time she attempted it ended up in the same manner--Jim would cry, beg her to take and keep the pin, and each time she would have guilt feelings over her actions. She started having indigestion, for which she doctored throughout the winter. Finding no organic cause for the disturbance, the doctor told her she would get over her indigestion when and only when she solved her problems. She also had and is still bothered with a recurring dream--in it she and Jim had gotten married, and after the wedding she was having these terrifying thoughts of "What have I done? I don't love him, but now I've got to live with him."

A week before Easter, Sam called to say he had to see her. He wanted to come to Stillwater, but to prevent hurting Jim, she made Oklahoma City the meeting place. Sam's uncle was seriously ill, and he promised to meet her at a designated place, providing the uncle didn't die. Jo Ann was eager to see him, for she felt that if she saw Sam, she'd know for sure if she was still in love with him or not, and maybe it would help her to make up her mind about Jim. The morning before she was to leave for the city, she heard from an outside source that Sam's uncle had died, so she wired him that she wouldn't be in the city to meet him. She had tried to call, but could not get in touch with him. In the wire she gave no reason for her decision not to see him.

When she arrived back to school from her Easter vacation some of the girls in the dorm told her that Sam had gone to T_____ over the vacation to see another girl and had never intended to meet her in the city. She believed it then (she now thinks it was a lie) and promptly wrote a "nasty" letter to him. She has never seen nor heard from him since, although she wrote him a letter of apology early in June.

Jim is in R. O. T. C. Camp this summer, so Jo Ann has had a great many chances to meet other boys. "This is the first time in my life that I've been able to date out and not feel guilty. I hope the army keeps Jim," she has often said.

Jim has been writing and calling often since he has been in camp. She has only written him a few times. He feels that something is wrong and wants her to write and tell him the facts. If she doesn't love him, he says, he'll try harder to make her, and he thinks if they can just stick it out until next fall, when they can be in school together, she will, no doubt, see that she really loves him. In these letters, he writes a dramatic review of the hard and tough training he is having to go through and how he sometimes has to cry when he doesn't get a letter from her at mail-call.

Jo Ann has been dating one boy in particular, for whom she feels she is falling. He is a handsome party-boy, with a low-paying job. She had felt that he was "the one" until recently he told her that he had been married twice before. She feels that she shouldn't even let him meet her folks--for if anyone in her home town found out about his past, she would be the victim of real scandal.

Jo Ann feels that she wants to call it quits with Jim, but she doesn't want to hurt him. If she wrote him a letter now, he'd call her the minute he received it and beg her to wait until he got home, and when he does get home, he'll cry, get drunk, and beg her to wait until school starts.

She feels that she is greatly indebted to him for the lovely gifts he has given her and the money he's spent trying to please her. His parents have taken it for granted that they will get married this August, and are making plans to send them both on through school.

What can she do?

1. What fact in Jo Ann's early childhood history might account for her dating behavior? Explain.
2. How does her dating experiences compare with those suggested by George Fredrick--"The Seven Stages of Courtship?"
3. What impression did you get of Jim? Evaluate Jim as a mate for marriage.
4. Based on class discussion and information you have read on dating and choice of mate, what would you suggest for Jo Ann? Why?

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OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE
Division of Home Economics
Department of Home Life
H. E. 124

Ingersoll
76

HOW SELF-RELIANT AND INDEPENDENT ARE YOU?

1. Do you select your own clothes? always? _____, usually? _____, sometimes? _____, never? _____.
2. Do you make your own spending money? all? _____, some? _____, none? _____.
3. Have you ever had a job? _____ for several years? _____, for a short time? _____, never worked? _____.
4. Do you have an allowance or a checking account that you manage entirely? _____, usually? _____, or do you ask for money as you need it? _____.
5. Can your parents rely upon you to keep reasonable hours? _____, or do they keep a check on you? _____. Do you let your parents know where you are and with whom? _____. Do you call them if your plans are changed? _____.
6. Can you be relied upon to get your work done without constant reminder? _____.
7. Do you work out for yourself a plan for getting your school work done? _____, or are you always behind? _____. Are you the kind of a person who works best under pressure, that is, you wait until the deadline before getting at an assignment? _____, or do you start on it far enough ahead to avoid the last minute rush? _____.
8. Do your parents try to choose your friends? girl friends? _____, boy friends? _____. sometimes? _____, always? _____, never? _____.
9. Who decided (a) that you should come to Oklahoma A. & M. College to school? _____. (b) that you should take Home Economics? _____, that you should join or not join a sorority? _____, that you should live at home or away? _____.
10. Do you feel your parents are trying to help you run your life? _____, leaving you to work it out for yourself? _____, or trying to run it for you? _____. Would you like more, or less, freedom on this score? _____.
11. Do your parents embarrass you by their constant supervision? _____, or do you accept their advice as wise? _____.
12. Do you respect and like your parents as people? _____.

Unit I. Foods and Nutrition for the College Woman

Lecture Discussion (2-hr. period) Laboratory (3-hr. period)

- | | |
|--|--|
| <p>I. A. Introduction</p> <p>B. Discuss foods and nutrition for the college woman as related to:</p> <ol style="list-style-type: none"> 1. Being a successful consumer. 2. Attaining positive health. 3. Developing good personality and human relationships. <p>C. List experiences and previous training of students.</p> <p>D. Assign textbook and laboratory manual.</p> <p>E. Discuss: Bogart, Ch. 1, Food and Foodstuffs, Ch. 17--The body as a whole in its relation to food.</p> <p>F. Assign: Bogart, Ch. 8. Need of the Body For Energy and Use of Food for Fuel.</p> | <p>I.A. Demonstrate measuring techniques.</p> <p>B. Discuss use and care of laboratory equipment.</p> <p>C. Explain laboratory rules and regulations.</p> <p>D. Discuss group organizations, plans of work and making of market orders.</p> <p>E. Assign: Food preparation Manual.</p> <p>pp. 25-35. Beverages</p> <p>pp. 41-52. Batters and Doughs.</p> <p>pp. 1-9. Use and care of laboratory equipment and laboratory procedures.</p> <p>pp. 18. Measuring and temperature chart.</p> |
| <p>II. A. Discuss energy needs of the college woman.</p> <p>B. Assign: Tabulation of each student's activities and food intake for one day.</p> <p>C. Discuss principles involved in preparation of beverages and quick breads.</p> <p>D. Assign: Bogart, Ch. 13, General Information about Vitamins. Bogart, Ch. 14--Absorbic Acid</p> | <p>II.A. Explain charting of nutritive value of foods prepared.</p> <p>B. Explain methods used to display foods prepared and techniques of tasting.</p> <p>C. Each two students prepare a quick bread.</p> <p>D. Each group of four students prepare a beverage.</p> <p>E. Assign: Food Preparation Manual, pp. 145-158--Salads</p> |

Movie: "For Health and Happiness"
 1941 USDA 16 mm color
 \$1.00 fee--11 minutes
 Visual Instruction Service
 Iowa State College

- III. A. Discuss principles of salad making.
- B. Contribution to the diet and use in menu planning.
- C. Discuss general information concerning vitamins.
- D. Discuss Ascorbic acid--functions, properties, requirements, sources, and how to meet the needs of college women.
- E. Assign: Bogart, Ch. 15, B Complex Vitamins.
Bogart, Ch. 16--Fat Soluble Vitamins
- III. A. Each student prepare an individual salad; one half class prepare fruit salad and one half prepare vegetable salad.
- B. Chart nutritive values.
- C. Each group of four or five students plan a vegetable plate lunch. Each plate should include:
- Starchy vegetable
 - Green vegetable
 - Strong flavor
 - Vegetable with sauce
- D. Assign: Food Preparation Manual--
pp. 125-144 Vegetables
pp. 165-170 Sauces
- IV. A. Discuss place of vegetables in the diet.
- Methods of cooking fresh vegetables to conserve nutritive value and eliminate waste.
 - Uses of vegetables in menu making (fresh, canned, frozen, and dried)
- B. Discuss B Complex vitamins
- Functions, properties, requirements, sources, and how to meet the needs of the college woman.
- C. Discuss fat soluble vitamins
- Functions, properties, requirements, sources, and how to meet the need of the college woman.
- D. Assign: Bogart, Ch. 12, Five Important Mineral Elements.
- A. Prepare vegetable plate luncheons.
- B. Chart nutritive value of vegetable plate.
- C. Discuss vegetable plates as to nutritive values, food preparation and menu planning.
- D. Plan breakfast and dinner menus to accompany the vegetable plate. Emphasize milk, egg, cheese cookery.
- E. Plan time schedule and market order for the breakfast.
- F. Assign: Food Preparation Manual. pp. 81-91--Egg Cookery; pp. 92-95--Cheese

- V. A. Discuss principles involved in preparation of milk, egg, and cheese dishes.
- B. Discuss minerals
1. Functions, properties, requirements, sources, and how to meet the needs of the college woman.
- C. Assign: Bogart, Ch. 10--The Protein Requirement
- VI. A. Discuss methods of meat cookery emphasizing less tender cuts and meat extenders.
- B. Discuss protein.
1. Functions, properties, requirements, sources, and how to meet the needs of the college woman.
- C. Assign: Bogart, Ch. 21--How to Build Menus for a Day
- VII. A. Evaluate day's menu.
- B. Students begin to compute the nutritive value of a day's menu, meeting their own nutritive needs.
- VIII. A. Develop a plan for displaying and emphasizing the study of the two dietaries.
- B. Assign: Bogart, Ch. 25, Recent Trends in American Dietary Habits.
- V. A. Each group of four or five prepare breakfast to meet the needs of the college woman.
- B. Chart nutritive value of the meal.
- C. Plan dinner menu emphasizing inexpensive main dishes.
- D. Plan time schedule and market order for the dinner.
- E. Assign: Food Preparation Manual: pp. 105-118--Meat Cookery.
- VI. A. Each group of four or five students prepare dinner to meet the needs of the college woman.
- B. Chart nutritive value of the dinner.
- C. Discuss menu planning.
- D. Assign: Bring in a day's menu to meet the needs of the college woman.
- VII. A. Continue work on individual day's dietary.
- B. Choose from class one dietary low in calories and one high in calories.
- C. Make out plan of work and market order for the two dietaries.
- VIII. A. Prepare the two selected dietaries for the college woman.
- B. Set up and discuss the menus prepared.
- C. Assign: Food Preparation Manual--pp. 58-64--Cakes

- IX. A. Discuss foods and nutrition for the family as related to:
1. Being a successful consumer.
 2. Developing sound family relationships.
- B. Discuss recent trends in American dietaries and their influences upon the family.
1. Present food costs in relation to the family budget.
 2. Effects of processing and marketing on nutritive value, quality, and cost of food.
 - a. Fresh, frozen, canned, dried, packaged and ready mixes.
 3. Home production versus commercially prepared products.
- C. Discuss principles of making cakes with fat.
- D. Assign: Bogart, Ch. 23-- Food Economics and Influences of Cooking.
- IX. A. Each two students prepare one of the following cakes:
1. standard butter cake--conventional method.
 2. standard butter cake--quick method.
 3. red devil's food--conventional
 4. red devil's food (quick mix)
- B. Figure cost and nutritive value of cakes.
- C. Score Cakes Food Preparation Manual--page 60.
- D. Assign: Foods by Justin Rust and Vail, 3rd edition, pp. 478-487-- How Shall Canned Goods be Purchased. Consumer Reports 15: 117-119, Peaches, March 1950.
- X. A. Discuss labeling and grading of canned foods.
- B. Discuss food economics.
1. Ways of lowering food expenditures and maintaining optimum nutrition.
 - a. Planning meals ahead.
 - b. Economical buying.
 - c. Eliminating waste.
- X. A. Cutting laboratory: grade canned fruit using score card
- B. Each two students plan a marketing problem to show comparison of costs, nutritive value and standards.
1. Select problems
 2. Plan ways to present problem.

- C. Class suggestion on present day marketing problems.
 - D. Assign: Bring to class three marketing problems to show comparison of cost, nutritive value and standards.
- XI.A. Discuss methods of developing nutritional exhibits.
- B. Work on Marketing Problem.
- C. Assign: Bogart, Ch. 24, Food Fads and Fancies. Food Preparation Manual, pp. 52-57, Yeast Breads and Rolls.
- XII.A. Give test on marketing.
- B. Discuss principles of making yeast bread and rolls.
- C. Discuss food fads and fancies
- D. Assign: Food Preparation Manual, pp. 100. Meat Cookery.
- XIII.A. Discuss meat cookery.
- B. Discuss nutritional needs of adult men and women.
- C. In groups of four, plan a day's menu for a man and a woman.
- D. Plan time schedule and market order for dinner menu.
- E. Assign: Bogart, Ch. 26, Diet for Children. Make modification in day's menu for man and woman to meet the needs of
1. preschool child
 2. school child
 3. adolescent boy.
- C. Work out three test questions on each problem.
- XI. A. Set up and present marketing problem with nutritive value and cost charts.
- XII. A. Each two students prepare one recipe of basic yeast dough.
- B. Demonstrate shaping loaf of bread and rolls.
- C. Students shape dough into:
1. loaf of bread
 2. rolls
- XIII. A. In groups of four, students prepare dinner menu for men and women emphasizing meat cookery.
- B. Evaluate each menu.
- C. Assign: Mousch and Harper, pp. 165-192, 285-295. Spock, Baby and Child Care, pp. 52-76, 80-86, 102-105, 158, 169.

- XIV. A. Discuss nutritional needs and diet for:
1. infants
 2. preschool children
 3. school children
 4. adolescents

B. Select menu and make market order and time schedules for infants and children's days diet. (Stress fruit and cereal cookery.)

- C. Assign term problem. Plan a day's dietary for a family of four for:
1. moderately active mother.
 2. moderately active father.
 3. preschool child.

- XV. A. Supervise class work on family dietary.

- XVI. A. Summarize problems involved in feeding the family.
1. Marketing.
 2. Dietary modifications.
 3. Food Preparations.

- XIV. A. Set up diet for
1. Infant
 - (a) prepare formula
 - (b) food added during first year.
 2. Preschool child (3 yrs.)
 3. School child (8 yrs.)
 4. Adolescent boy (15 yrs.)
- B. Discuss modifications and evaluate dietaries.

- XV. A. Complete work on family dietary.
- B. Select one dietary from class.
- C. Plan market order and time schedule.

- XVI. A. Prepare and set up family dietary.
- B. Discuss nutritive value, modifications for family members, size of servings, table setting and food preparation.
- C. Summarize experiences from the three other areas as related to foods and nutrition and further opportunities in the field of foods and nutrition.

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Division of Home Economics

H. E. Basic 114

COURSE CONTENT

CLOTHING SELECTION AND CARE FOR THE COLLEGE WOMAN

Clothing Selection.

A. Personality

1. Personality types.
2. Relation of personal grooming to personality.
3. Value of accepting physical differences in both personality development and dress selection.

B. Line and the Individual.

1. Basic elements of design and how they apply to dress.
2. Vertical and horizontal line movement in dress.
3. Effect of varying line movement in costume.
4. Figure difficulties and their correction.
5. Current styles and the figure.
6. Line movement best for the individual.
7. Individual costumes carrying out the principles of design.
8. Make-up and cosmetics for types of faces and coloring.

C. Color and Texture.

1. Trends in line, color and textures.
2. Introduction of color harmonies.
3. Effect of varying color textures on types of individuals.
4. Choice of suitable colors for use with a basic dress.
5. Application of color in accessories.
6. Select suitable color and textures to give line movement.
7. Try colors of fabrics on individuals.
8. Selection of best colors for personal coloring.

I. Textile Selection.

A. Introduction.

1. Meaning of textiles and reasons for study.
2. Classification of textile fibers.
 - a. natural
 - b. synthetic

B. Natural Vegetable Fibers.

1. Production of vegetable fibers.
2. Kinds and qualities of fabrics and their finishes.
3. Care of fabric.
 - a. washing
 - b. ironing
 - c. shrinkage

4. Practical tests for buying vegetable fabrics.
5. How fabrics lend themselves to dress design.

C. Natural Animal Fibers.

1. Production of animal fibers and fabrics.
2. Kinds and qualities of fabrics and finishes.
3. Care of fabrics.
 - a. washing
 - b. ironing
 - c. shrinkage
4. Practical tests for buying animal fabrics
5. How fabrics lend themselves to dress design.
6. Storage.

- D. Man-made Fabrics--Rayon and Acetate.
 - 1. Production of rayon.
 - 2. Kinds and qualities of finishes.
 - 3. Care of fabrics.
 - a. washing
 - b. ironing
 - c. shrinkage
 - 4. Practical tests for buying rayon.
 - 5. Displays of fabrics.
 - 6. How fabrics lend themselves to dress design.
 - 7. Storage.
 - E. Other man-made Fabrics.
 - 1. Various synthetics.
 - 2. Production.
 - 3. Kind and quality.
 - 4. Finishes.
 - 5. Care.
 - 6. Buying tests to use.
 - 7. Terms.
 - 8. Display of fabrics.
 - 9. How fabrics lend themselves to dress design.
 - 10. Care and storage.
 - F. Construction of fabrics.
 - 1. Felt.
 - 2. Knit.
 - 3. Weaves.
 - 4. Extrusion, etc.
 - 5. Netting.
 - 6. Braiding.
 - G. Methods for obtaining variety in fabrics.
 - 1. Structural.
 - 2. Surface.
 - H. Finishes.
 - 1. Staple and special finishes.
 - 2. Examination of fabrics with various finishes.
 - 3. Care of fabrics to maintain finish.
 - 4. How fabric finishes lend themselves to dress design.
 - 5. Labels in the selection of textiles.
 - 6. Recognition of the value of advertised fabrics.
- II. Wardrobe
- A. Clothing Inventory Charts.
 - B. Planning a Wardrobe and Clothing Expenditures.
 - C. Effect of Clothing on Human Behavior.
 - D. Effect of the College Girl's Clothing on the Family Budget.
 - E. Plan Class Project.
 - 1. Apply information from H.E.E. in planning a costume.
 - 2. Relate color, line and texture suitable for the individual, suitable designs for cotton and linen garments.
 - 3. Consider the individual's previous experiences in construction.
 - 4. Types of accessories suitable for each garment.
 - 5. Apply information gained in the study of labels in selecting fabrics for garments.
 - 6. Select pattern, fabric and equipment for construction of class project.

V. Garment Construction.

A. Time and Energy.

1. Use of time and energy.
2. Correlation of time and energy with clothing construction problem.
3. Steps of procedure to follow in garment construction.

B. Fabric Preparation.

1. Preparation of fabric.
2. Pattern alteration.
3. Placing Pattern on material.
4. Cut.

C. Marking

1. Pattern markings.
2. Grain line.

D. First Fitting.

1. Types of basting and seams for garments.
2. Handling of darts, tucks, gathers, etc.
3. Problems to consider.
4. Pressing.

E. Buttonholes.

1. Placement of buttonholes.
2. Method of presentation.
3. Construction of buttonholes.

F. Collars.

1. Method of presentation.
2. Collar application.

G. Sleeves.

1. Application of sleeve to armseye.
2. Finish of sleeve.

H. Blouse to skirt.

1. Length of blouse.
2. Matching of darts and seams.
3. Attaching waist to skirt.

I. Plackets.

1. Types of plackets and zipper application.
2. Belt carriers.

J. Fasteners.

1. Final check.
2. Finishing details.

K. Hem.

1. Methods used for fabric types.
2. Press.
3. Possibilities for accessories.

L. Evaluation.

1. Model garments with accessories.
2. Summary of construction, time and energy.
3. Cost of garment.
4. Learning experiences.
5. Total course.

CLOTHING SELECTION AND CARE FOR THE COLLEGE WOMAN

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He. Ed. Basic 114

COURSE CONTENT

THE COLLEGE WOMAN AS A SUCCESSFUL CONSUMER

- . Education in the Understanding of the Economic Process.
 - A. Distribution of income.
 - 1. Effect of taxes on income left for consumption.
 - 2. Effect on level of living of consumer services provided by the government.
 - 3. Effect on level of living of home production.
 - 4. Meaning of real income.
 - B. How families and individuals spend their incomes at different income levels.
 - 1. Effect of changes in income on expenditures.
 - 2. Effect of changes in price on expenditures.
 - C. Public policy affecting use of certain goods and services.
 - 1. As shown by regulation of use.
 - 2. As shown by taxation.
 - D. Public policies affecting supply, distribution, and price of certain services.
 - E. Protection of the consumer in the market by federal, state and local governmental appraisal.
 - 1. Requirements for weights and measures.
 - 2. Requirements for food, drugs, and cosmetics.
 - 3. Requirements for hygienic conditions.
 - 4. Requirements for advertising.
 - F. Protection of the consumer by business and professional groups; appraisal.
 - 1. Through business ethics.
 - 2. Through policing the market.
 - G. Methods of getting information about consumer goods to the consumer.
 - 1. Standardation of terms to describe consumer goods.
 - 2. Labeling of consumer goods.
 - 3. Advertising of consumer goods.
 - H. Research for improving consumption by government, by business and by individuals.
 - 1. For newer knowledge of standards of choice and use.
 - 2. For new products and for improvement of old ones.
 - 3. For technical improvements to reduce costs of producing consumer goods.
 - I. The interrelationships of the welfare of all economic groups.
 - J. The key position of the consumer in the economic system.
 - K. Responsibilities of each consumer as a member of society.
 - L. Some way to meet these responsibilities as an individual and as a member of a group.
- I. Education in the Understanding of Basic Choice Making.
 - A. Goals and interests determine use of money, time and energy.
 - 1. Main types of interests involved in choice making.
 - a. Health and physical welfare.
 - b. Fun and recreation by oneself and with others.
 - c. Aesthetic interests--satisfaction of one's own sense of beauty.
 - d. Intellectual interests.

- e. Religious and community interests.
- f. Interest in economic security.
- g. Interest in social status.
- 2. Evaluating interests and individual expressions of interests to get increasing satisfaction.
- 3. Influences tending to make people conformists.
 - a. Group customs
 - b. Desire to keep up with or to get ahead of the "Joneses".
 - c. Advertising.

III. Management of Resources.

- A. Time and energy.
 - 1. Demands on ones time and energy.
 - 2. Evaluation of one's use of time and energy.
 - 3. Tools to help one have better use of time and energy.
- B. Money.
 - 1. Problems in managing money income.
 - 2. Evaluation of one's use of money in terms of the things that it would be worthwhile having or doing.
 - 3. Alternative use of time and energy in place of money-- how to evaluate each in deciding whether to make, buy, or do for one's self.
 - 4. Alternate use of community (free) goods and services in place of money.
 - 5. Tools to help one have better control over use of money income.
 - 6. Application of tools to different situations.
 - a. Budgeting a regular or irregular income.
 - b. Accounts of fixed expenditures or adjustable expenditures.
 - 7. Use of credit.
 - a. Sources.
 - b. Charge accounts.
 - c. Installment purchases, etc.
 - d. Costs of credit, payment plans.
 - e. How to decide when to use credit and which source to use.
 - 8. Investment and insurance.
 - a. Investment opportunities.
 - b. Insurance for different purposes.
 - 9. Relation of one's own money management to that of ones family; sharing in family planning.
 - 10. Principles of family money management and comparison with individual money management.
 - a. Establishing a family.
 - b. Joint management of funds.
 - 11. Relation of individual and family money management to general consumer welfare.
- C. Durable or semi-durable goods used; management of these resources involves proper use and care; good taste, good habits, information and techniques.

THE COLLEGE WOMAN AS A SUCCESSFUL CONSUMER, CONT'D.

1. Kinds of goods: house and grounds, clothing, furniture, household equipment, automobile, public property, etc.
 2. Good taste and good habits to cultivate in managing these resources.
 3. Sources of information and care--evaluation of sources.
 4. Possibilities for training in techniques.
- IV. A. What to buy.
1. Factors which influence decision.
 2. Facts to know before making decision.
 3. Sources of information.
 - a. Evaluation of sources in terms of reliability, completeness and usefulness of information given.
- B. Where to buy.
1. Types of outlets.
 2. Comparison of services.
 3. Which stores to patronize.
- C. When to buy.
1. Questions of seasonal buying of certain items for greater choice.
 2. Questions of time of day or week for less crowded buying.
- D. The buyers responsibilities.
- E. The sellers responsibilities.
- F. Some general rules for more satisfactory buying.
1. What one needs to know before starting out to buy.
 2. What one needs to observe in the stores.
 3. How to behave in the store.
- G. Selection of services in the market--health services, personal grooming services, etc.
1. Range of choices and how to evaluate them.
 2. Sources of information and how to evaluate it.

This incorporates discussion and presentation of personal and group problems as selected by individual members--for example: buying of housing, household furnishing and equipment, textiles, clothing, foods and cosmetics.

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2. Money Management for the Family.
3. The Food Dollar.
4. The Health Dollar.
5. The Shelter Dollar.
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- | | |
|--------|-------------------------------------|
| Number | |
| 2. | Use and Care of Household Textiles. |
| 12. | Use and Care of Cosmetics. |
| 7. | Use and Care of Kitchen Utensils. |
| 18. | Use and Care of Dinnerware. |
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may see how your class as a whole answers the questions. Your answers in no way affect your grade. The test will not be scored by any of the instructors.

by JOHN G. DARLEY
University of Minnesota 95
WALTER J. McNAMARA
International Business
Machines Corporation

MINNESOTA PERSONALITY SCALE

The Psychological Corporation
New York City

EFFECTS OF PERSONALITY MEASURED BY THE SCALE

The Minnesota Personality Scale provides five separate measures of individual adjustment:

I—Morale: High scores are indicative of belief in one's institutions and future possibilities. Low scores indicate cynicism or lack of hope in the future.

II—Social Adjustment: High scores tend to be characteristic of the gregarious, socially mature individual in relations with other people. Low scores are characteristic of socially inept or undersocialized individual.

III—Family Relations: High scores usually signify family and healthy parent-child relations. Low scores suggest conflicts or maladjustments in parent-child relations.

IV—Emotionality: High scores are representative of emotionally stable and self-possessed individuals. Low scores result from anxiety states or over-reactive tendencies.

V—Economic Conservatism: High scores indicate conservative economic attitudes. Low scores reveal a tendency toward liberal or radical points of view on current economic industrial problems.

It is to be noted that excessively high scores may have significance from the adjustment standpoint, depending on other case data. Thus a very high score on Part I represent naivete and uncritical acceptance of society as best of all possible worlds. A very high score on Part II represent excessive oversocialization or extreme "extroversion." A very high score on Part III may represent recognized overdependence on the family at an age when independence might be expected. A very high score on Part IV may represent manic or hyperactive tendencies. A very high score on Part V may represent reactionary viewpoints which exclude the absorption of new material in new sciences.

ADMINISTRATION OF THE SCALE

The scale is self-administering on either a group or individual test basis. There is no time limit, but the average time needed to fill it out is about 45 minutes.

The inventory can be used in the last two years of high school, with college students, and in some adult cases. It consists of two booklets, one for men and one for women, and a special answer sheet, usable with either form. Since marking is done in the booklets they may be reused. All answers are marked on the special answer sheets, which may be marked either by hand or by the International Test Scoring machine.

Distribute the answer sheets and read the following directions to the students. "Write your name, age, the name of this school, and your class in the proper spaces on the answer sheet. Be sure to indicate your sex, since different scoring keys are used for men and for women."

Scoring is to be done by machine, pass out the special answer sheet and say, "Use only this pencil in marking your answers on the answer sheet because the test will be scored by machine and no other pencil marks will be counted. Be sure to make all marks solid and black by going over one two or three times, pressing firmly on your special pencil. If you change your mind, erase your first mark completely. Make no unnecessary marks on or around the dotted lines. Keep this sheet on a hard surface while marking your answers."

Now distribute the test booklets. If the group is made up of both men and women, be careful to give each person the proper booklet. Read the following instructions to the students.

"At the top of the booklet appear the words **For Men** or **For Women**. Be sure that you have the correct booklet. Do not make any mark in the booklet; do all your writing on the answer sheet. Read the material on the first page of the booklet while I read it aloud.

"Explanation: The following pages contain a number of statements about which there is no general agreement. People differ in the way they feel about the statements, and there are no right or wrong answers. We are trying to study certain aspects of personality that are important in your adjustment to school and to life. You can help us by answering each question honestly and thoughtfully. Happiness and satisfying achievement are definitely related to your personal adjustments; therefore, any effort to study this aspect of your life is worth your cooperation. * (above)

"Directions: Read each statement carefully and on the **Special Answer Sheet** mark the one alternative which best expresses your feeling about the statement. Whenever possible, let your own personal experience determine your answer. Do not spend too much time on any item. If in doubt, select the one phrase which seems most nearly to express your present feeling about the statement. Put your answers on the answer sheet by blackening the space between the pair of dotted lines under the letter which represents your answer. Try the samples below and put your answers on the answer sheet in the box marked **SAMPLES**. (Indicate this box.)

"Samples: Some statements are like the following:

- (a) City streets should permit one way traffic only.
You are to choose one of the following alternatives to indicate your answer:
(SA) Strongly Agree (A) Agree (U) Undecided (D) Disagree (SD) Strongly Disagree
Above the pairs of dotted lines on the answer sheet are the initial letters of the above alternatives to help you mark your answer in the correct space. Now try sample (b) and mark your answer in the same way.

- (b) Local and national elections should not be held at the same time.

"Some statements are like the following:

- (c) Do you study for examinations with a group of fellow students?

Your answer to these questions is to be chosen from one of these alternatives.

(AA) Almost Always (F) Frequently (O) Occasionally (R) Rarely (AN) Almost Never

- (d) Do you go to the school's important football games?

"On the answer sheet, each Part of the Scale will have the alternative answers printed in full at the top of the columns. The initial letters of the alternatives will appear above the pairs of dotted lines to help you locate the pair of dotted lines in which to mark your answer for each item.

"Be sure the Item Number on the Answer Sheet Corresponds with the Item Number in the Booklet.

"Turn to Page 2 and begin. There is no time limit, but work rapidly."

CONSTRUCTION OF THE SCALE

First Source of Data: The Scale is the result of four years of work on problems of personality measurement in a clinical personnel program. In 1935-36 personality tests were used on a test-retest basis in the personnel program of the General College at the University of Minnesota (7). These were: The Minnesota Scale for the Survey of Opinions (10), the Bell Adjustment Inventory (1), and the two Minnesota Inventories of Social Attitudes (12). These four tests gave thirteen separate scores for each individual: morale; feelings of inferiority; family attitudes; attitudes toward the legal system; economic conservatism; attitudes toward education; general adjustment (10); home adjustment; health adjustment; social adjustment; emotional adjustment (1); social preferences; and social behavior (13).

Analysis of test-retest correlations revealed a reasonable degree of stability among these measures, with self-estimates of personal adjustments showing the least change, and self-estimates of social preferences and skills showing the greatest change over an average interval of 9.2 months (2).

The relation of personality test score to scholastic achievement was studied to ascertain the effect of extreme scores on predicted grades (3). A study of the problem of measured maladjustment vs. clinically diagnosed maladjustment indicated that personality tests can identify a substantial proportion of adjustment problems in a large-scale student personnel program (4).

Finally, factor analyses were made of test-retest performances of men and women separately (5, 8). These analyses indicated that the thirteen separate scores in the battery could be accounted for by five psychologically meaningful factors, and that these factors were sufficiently stable from test to retest to represent significant aspects of personality. To test the inter-relations of these five factors, raw scores for each student on the original tests were converted to sigma scores. Sigma scores for the thirteen tests as they were regrouped into five parts were then added to give five factor or part scores. These new part scores were inter-correlated, with the results shown in Table I.

TABLE I

Intercorrelations of Five New Part Scores Derived from Regrouping and Adding Sigma Scores for Original Thirteen Personality Tests

	100 Men		100 Women	
	Original Test	Retest	Original Test	Retest
Part I vs. II	.29	.39	.30	.32
Part I vs. III	.39	.37	.45	.39
Part I vs. IV	.19	.10	.18	.18
Part I vs. V	.27	.28	.39	.20
Part II vs. III	.32	.28	.29	.32
Part II vs. IV	.33	.41	.31	.34
Part II vs. V	.23	.11	.22	.09
Part III vs. IV	.40	.38	.41	.50
Part III vs. V	-.05	.04	.16	.18
Part IV vs. V	.13	-.01	.05	-.14

It is necessary to remember at this point that no attempt had been made to analyze separate test items for greater homogeneity. These intercorrelations simply represent the result of grouping all thirteen tests around five new psychologically meaningful factors by adding sigma scores. The thirteen tests were grouped as follows:

- Part I—morale, attitudes toward the legal system, attitudes toward education, general adjustment.
- Part II—feelings of inferiority, social adjustment, social preferences, social behavior.
- Part III—family attitudes, home adjustment.
- Part IV—health adjustment, emotional adjustment.
- Part V—economic conservatism.

Selection of Items for the Inventory: To derive scores the thirteen personality measures originally used, it was necessary to score 368 items and to use 13 separate scoring keys in the process. To introduce scoring economy attempt was next made to reduce the 368 items to smaller and more homogeneous groups for the practical test situation.

Consequently, for each of the five parts, the 25 cases with highest summed sigma scores and the 25 cases with lowest summed sigma scores were identified. Critical ratios for mean differences between these extreme cases were worked out for every item in any other of the original 13 tests which had substantial loadings of the Factor under consideration, even though these loadings had not been high enough to warrant the test's inclusion in the summed sigma score for the Part.

For example, sigma scores on the tests of morale, attitudes toward the legal system, attitudes toward education and general adjustment were summed to give the new Part I score. Every item in these four measures was analyzed for its differential power between the highest 25 and lowest 25 cases in the Part I distribution. In addition, the tests of inferiority feelings, family attitudes, and legal attitudes showed an apparently high loading of Factor I, so all items in these scales were studied to determine their differential power between the high and low scoring groups on the Part I test.

At the end of this process, the differential items from original 368 were grouped as follows:

TABLE II

Number of Items of Specified Differential Power in Both Test and Retest Situations in Each Factor

	Critical Ratios at or above 3.0			Critical Ratios Between 2.0 and 2.9		
	Both Sexes	Men Only	Women Only	Both Sexes	Men Only	Women Only
Part I	16	13	13	5	1	1
Part II	43	31	17	9	7	
Part III	17	3	14	4	5	
Part IV	14	7	18	6	2	
Part V	12	4	1	1	2	
	102	58	63	25	17	3
TOTAL: At or above 3.0—223			Between 2.0 and 2.9—79			

It is interesting to note at this point that less than half of the original 368 items were carrying the major load of differentiation.

In the first experimental edition of the test, the items listed in Table II were considered for use. Elimination of duplicating items, elimination of unnecessary items below critical ratio of 3.0 in Part II, and other editorial changes resulted in a five-part test which could be scored for each sex on separate items or both sexes on all items. Both sexes were to respond to all items to permit a further study of sex differences in the differential power of the items. The test showed the following distribution of items: Part I—

; Part II—74 items; Part III—45 items; Part IV—55 items; Part V—21 items, plus 21 additional items adapted from an attitude study by Pace (9). The total was 290

A new test was given to samples of 100 men and 100 women in the freshman and sophomore years by personnel workers at Rochester Junior College, Carleton College, and the University of Minnesota Testing Bureau. Both sexes were added to all items, even though sex differences in difficulty had been noticed earlier. The intercorrelations among the five scores of this test are given in Table III. These are substantially the same as the intercorrelations given in Table I.

TABLE III

Intercorrelations of the Five Parts among New Samples of 100 College Men and 100 College Women in the First Experimental Edition

	Men	Women
I vs. II	.48	.56
I vs. III	.43	.50
I vs. IV	.26	.53
I vs. V	.13	.21
II vs. III	.29	.24
II vs. IV	.37	.50
II vs. V	.03	.07
III vs. IV	.42	.41
III vs. V	.22	.14
IV vs. V	.10	.09

On these new samples of men and women, another item analysis was made for the further elimination of non-differentiating items. Items with critical ratios below 3.0 in the sample and with critical ratios below 3.0 in the earlier test on both test and retest for both sexes or either sex first eliminated from this experimental edition. Then items with critical ratios below 3.0 in the earlier sample of all College students and above 3.0 in the present sample were eliminated on the assumption that low critical ratios for a test and retest situation among a large heterogeneous sample of students were more indicative of poor differential value than one high critical ratio for a homogeneous population seeking counseling help. A third basis for elimination of a few items was found in those items with critical ratios below 3.0 for both sexes in the new samples, where the test or retest critical ratio for either sex had been below 3.0 in the General College samples.

TABLE IV

Intercorrelations of Final Revision among Two Samples of College Men and Women

	College Students Tested by Personnel Workers		S.L.A. Entering Freshmen	
	100 Men	100 Women	577 Men	557 Women
I vs. II	.43	.53	.41	.36
I vs. III	.44	.50	.26	.34
I vs. IV	.41	.53	.38	.38
I vs. V	.14	.28	.21	.18
II vs. III	.37	.22	.25	.26
II vs. IV	.56	.47	.53	.48
II vs. V	.05	.12	.17	.13
III vs. IV	.55	.42	.52	.54
III vs. V	.15	.18	.24	.16
IV vs. V	.08	.10	.21	.15

Intercorrelations and Reliabilities: After all the item eliminations and readjustments had been made in this first experimental edition, the tests for the samples of 100 college men and 100 college women were rescored and intercorrelated. Table IV summarizes these intercorrelations, together with the same statistics on new test scores for 577 men and 557 women who had been tested at the time of entrance to the College of Science, Literature and the Arts in the University of Minnesota, which enrolls approximately 1500 new freshmen each fall.

The intercorrelations for the standardizing samples and for the new samples are substantially alike. The relatively close relation between social adjustment and emotionality and between emotionality and family relations in the larger samples is not surprising from the clinical standpoint, where experience already substantiates the interaction of these aspects in the individual case. Furthermore, the decrease in size of the correlations between Part I and Parts II, III, and IV in the larger samples is somewhat better evidence that in more heterogeneous populations Part I will not have such wide-spread effects.

The last step involved the determination of the odd-even reliabilities of the new tests for each of the five parts. These data are summarized in Table V.

TABLE V

Corrected Odd-Even Reliability Coefficients and Numbers of Items in Five Scales (Final Revision)

Scale	Number of Items		Corrected Coefficients	
	Men	Women	Men	Women
Part I—Morale	40	44	.84	.91
Part II—Social Adjustment	61	53	.97	.95
Part III—Family Relations	30	36	.95	.95
Part IV—Emotionality	35	44	.94	.93
Part V—Economic Conservatism	33	32	.92	.92
Number of cases	100	100	—	—

The procedures here outlined have resulted in: a smaller number of tests for the counselor to interpret in diagnosing five important aspects of personality; a smaller and more homogeneous number of items in each of these tests than in the groupings of tests from which the items were derived; and a higher set of reliability coefficients than was characteristic of the original scales.

Validity of the Personal Inventory: In addition to the evidence already cited regarding group differences in experimental programs, and counselors' reactions to the test in use, a further comment on validity is necessary. Theoretically, the use of factor analysis and item analysis techniques on the original thirteen tests should yield smaller groupings of items of greater homogeneity, and therefore greater reliability. This was actually the case. Since the standardization of the original tests included a comprehensive series of group difference studies as evidence of validity, similar studies have not been repeated in the standardization of the present test.

SCORING THE SCALE

The scale can be scored by hand or on the International Test Scoring Machine. Each item is weighted from one to five corresponding to the alternates. The scoring requires that the number of answers receiving each weight be determined. Two tables of norms are provided, one for each method of scoring.

Hand Scoring: Hand scoring has been simplified by the use of specially prepared hand scoring stencils. Each form requires one set of four stencils. Two stencils are needed to score each side of the answer sheet. One stencil permits a count of the 1, 2 and 3 weights, and the other stencil a count of the 4 and 5 weights. To hand score, place the stencil marked Parts I and II, Weights 1, 2 and 3 over the front side of the answer sheet. For each part separately count the number of pencil marks which appear through the holes in the columns marked Weight 1. Record this number in the proper cell of the hand scoring box on the answer sheet. Do the same for the columns marked Weight 2 and Weight 3. Use the stencil marked Parts I and II, Weights 4 and 5 and obtain the counts in the same way for the columns marked

Weight 4 and Weight 5. Then turn the answer sheet over and perform the same operations with the two stencils marked Parts III, IV and V. The accuracy of the counting may be checked by comparing the sum of all the counts for each Part with the total number of items in each Part. These figures should agree. The total number of items in each part is shown in the Hand Scoring Box on the answer sheet. Below the cells in which the counts have been entered, the letters M and W refer to the Men's and Women's forms.

As indicated in the Hand Scoring Box each count is multiplied by its corresponding weight. The sum of these weighted counts for each Part is the Total score. These scores are interpreted by referring to the Percentile Norms below. The norms may be recorded in the proper cells on the answer sheet. These norms are based on Freshmen in the College of Science, Literature and Arts and in the General College of the University of Minnesota.

Machine Scoring: If the scale is to be scored by the International Test Scoring Machine, it is necessary to purchase the special stencils required. Complete instructions are furnished with each set of these stencils.

Hand Scoring Norms*

%ile	Men					Women				
	Parts									
	I	II	III	IV	V	I	II	III	IV	V
99	189	289	150	172	144	208	256	179	213	130
95	179	275	145	163	127	199	244	174	203	119
90	174	264	141	157	123	192	236	170	196	114
85	170	257	138	151	119	187	230	167	190	111
80	166	250	135	147	116	184	226	164	186	109
75	164	245	133	144	114	182	222	162	182	107
70	162	239	130	141	112	180	218	159	179	105
65	160	235	128	139	110	178	215	157	176	104
60	159	231	125	136	109	176	211	154	173	103
55	157	227	123	134	107	175	208	152	171	102
50	155	224	120	132	106	173	204	149	168	101
45	154	220	118	129	104	171	201	146	165	100
40	152	216	116	127	103	169	197	143	162	98
35	150	211	113	125	101	167	194	140	158	97
30	148	207	111	123	100	166	190	137	154	96
25	146	202	108	120	98	164	186	134	150	95
20	144	196	105	116	96	161	181	130	146	93
15	141	191	101	113	93	159	176	124	142	91
10	138	183	96	109	89	155	169	117	137	88
5	132	169	88	103	80	149	157	105	129	83
1	117	144	72	88	59	134	130	80	113	68

*Based on 1083 men and 888 women freshmen at the University of Minnesota.

Machine Scoring Norms*

%ile	Men					Women				
	Parts									
	I	II	III	IV	V	I	II	III	IV	
99	201	289	168	199	144	208	280	179	213	
95	191	275	163	190	127	199	268	174	203	
90	186	264	159	184	123	192	260	170	196	
85	182	257	156	178	119	187	254	167	190	
80	178	250	153	174	116	184	250	164	186	
75	176	245	151	171	114	182	246	162	182	
70	174	239	148	168	112	180	242	159	179	
65	172	235	146	166	110	178	239	157	176	
60	171	231	143	163	109	176	235	154	173	
55	169	227	141	161	107	175	232	152	171	
50	167	224	138	159	106	173	228	149	168	
45	166	220	136	156	104	171	225	146	165	
40	164	216	134	154	103	169	221	143	162	
35	162	211	131	152	101	167	218	140	158	
30	160	207	129	150	100	166	214	137	154	
25	158	202	126	147	98	164	210	134	150	
20	156	196	123	143	96	161	205	130	146	
15	153	191	119	140	93	159	200	124	142	
10	150	183	114	136	89	155	193	117	137	
5	144	169	106	130	80	149	181	105	129	
1	129	144	90	115	59	134	154	80	113	

*Based on 1083 men and 888 women freshmen at the University of Minnesota.

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DO NOT WRITE IN THIS BOOKLET
(Use special answer sheet for marking your answers)

MINNESOTA PERSONALITY SCALE
(For Women)

JOHN G. DARLEY
University of Minnesota

WALTER J. McNAMARA
International Business
Machines Corporation

Explanation: The following pages contain a number of statements about which there is no general agreement. People differ in the way they feel about the statements, and there are no right or wrong answers. We are trying to study certain aspects of personality that are important in your adjustment to school and to life. You can help us by answering each question honestly and thoughtfully. Happiness and satisfying achievement are definitely related to your personal adjustments; therefore, any effort to study this aspect of your life is worth your cooperation.

Directions: Read each statement carefully and on the Special Answer Sheet mark the one alternative which best expresses your feeling about the statement. Whenever possible, let your own personal experience determine your answer. Do not spend too much time on any item. If in doubt, select the one phrase which seems most nearly to express your present feeling about the statement. Put your answers on the answer sheet by blackening the space between the pair of dotted lines under the letter which represents your answer. Try the samples below and put your answers on the answer sheet in the box marked SAMPLES.

Samples: Some statements are like the following:

- a) City streets should permit one way traffic only.

You are to choose one of the following alternatives to indicate your answer:

(SA) Strongly Agree (A) Agree (U) Undecided (D) Disagree (SD) Strongly Disagree

Above the pairs of dotted lines on the answer sheet are the initial letters of the above alternatives to help you mark your answer in the correct space. Now try sample (b) and mark your answer in the same way.

- b) Local and national elections should not be held at the same time.

Some statements are like the following:

- c) Do you study for examinations with a group of fellow students?

Your answer to these questions is to be chosen from one of these alternatives.

(AA) Almost Always (F) Frequently (O) Occasionally (R) Rarely (AN) Almost Never

- d) Do you go to the school's important football games?

On the answer sheet, each Part of the Scale will have the alternative answers printed in full at the top of the columns. The initial letters of the alternatives will appear above the pairs of dotted lines to help you locate the pair of dotted lines in which to mark your answer for each item.

Be sure the Item Number on the Answer Sheet Corresponds with the Item Number in the Booklet.

PART I

Work rapidly. Be sure to answer every item by choosing one of the following alternatives.

- (SA) Strongly Agree
- (A) Agree
- (U) Undecided
- (D) Disagree
- (SD) Strongly Disagree

1. Almost anything can be fixed up in the courts if you have enough money.
2. The joys of family life are much overrated.
3. Life is just a series of disappointments.
4. No one cares much what happens to you.
5. On the whole, policemen are honest.
6. Education helps a person to use his leisure time to better advantage.
7. The young man of today can expect much of the future.
8. There is little chance for advancement in industry and business unless a man has an unfair pull.
9. A high school education is worth all the time and effort it requires.
10. The day is not long enough to do one's work well and have any time for fun.
11. It does not take long to get over feeling gloomy.
12. Education is of no help in getting a job today.
13. Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.
14. Public money spent on education during the past few years could have been used more wisely for other purposes.
15. School training is of little help in meeting the problems of real life.
16. Most people can be trusted.
17. The future looks very black.
18. Life is just one worry after another.
19. A man can learn more by working four years than by going to high school.
20. On the whole, lawyers are honest.
21. One's parents usually treat him fairly and sensibly.
22. Court decisions are almost always just.
23. It is difficult to think clearly these days.
24. On the whole, judges are honest.
25. The law protects property rights at the expense of human rights.
26. The sentences of judges in courts are determined by their prejudices.
27. Education only makes a person discontented.
28. These days one is inclined to give up hope of amounting to something.
29. There is really no point in living.
30. Education is more valuable than most people think.

Do not stop. Go on to the next page.

31. It is all right for a person to break the law if he doesn't get caught.
32. A man should tell the truth in court, regardless of the consequences.
33. A hungry man has a right to steal.
34. Most young people are getting too much education.
35. Only subjects like reading, writing and arithmetic should be taught at public expense.
36. A person is justified in giving false testimony to protect a friend on trial.
37. Success is more dependent on luck than on real ability.
38. It is great to be living in these exciting times.
39. Personal circumstances should never be considered an excuse for breaking the law.
40. Savings spent on education are wisely invested.
41. An educated man can advance more rapidly in business and industry.
42. High school courses are too impractical.
43. Real friends are as easy to find as ever.
44. Our schools encourage an individual to think for himself.

PART II

Work rapidly. Be sure to answer every item by choosing one of the following alternatives.

- (AA) Almost Always
- (F) Frequently
- (O) Occasionally
- (R) Rarely
- (AN) Almost Never

Begin with No. 45 on the answer sheet.

45. Are you eager to make new friends?
46. Do you enjoy entertaining people?
47. Do you find it easy to keep up your courage?
48. Do you have a fairly good time at parties?
49. Do you dislike social affairs?
50. Do you feel self-conscious with strangers?
51. Do you find it easy to make friendly contacts with members of the opposite sex?
52. Do you stay in the background at parties or social gatherings?
53. Are you able to recover quickly from social blunders?
54. Do you like to mix with people socially?
55. Do you like to meet new people?

Do not stop. Go on to the next page.

56. Do you participate easily in ordinary conversation?
57. Do you enjoy speaking before groups of people?
58. Do you feel self-conscious when volunteering to take part in games or other organized activities?
59. Do you take an active part in the entertainment at parties?
60. At an important dinner, would you do without something rather than ask to have it passed?
61. Do you cross the street to avoid meeting people you know?
62. Do you feel self-conscious when reciting in class?
63. Do you feel at ease with people?
64. Do you meet strangers easily?
65. Do you avoid people when it is possible?
66. Do you lose self-confidence easily?
67. Do you seek to meet the important person present at a reception or tea?
68. Are you embarrassed because of lack of experience in social situations?
69. Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?
70. Do you have difficulty in talking to most people?
71. Do you have the time of your life at social affairs?
72. Do you get along as well as the average person in social activities?
73. Are you well poised in social contacts?
74. If a party is dull, do you take the lead in enlivening it?
75. Do you find it easy to express your ideas?
76. Do you have difficulty saying the right thing at the right time?
77. Are you rather shy in contacts with people?
78. Do you become self-conscious readily?
79. Do you find it easy to act naturally at a party?
80. Are you indifferent to ordinary social contacts?
81. Do you have difficulty in starting a conversation with a person who has just been introduced?
82. Do you have much difficulty in thinking of an appropriate remark to make in group conversation?
83. Are you indifferent to people?
84. Do you find it easy to get along with people?
85. Are you embarrassed when meeting new people?
86. Do you feel that social affairs are not serious enough for you to enjoy?
87. After being caught in a mistake, do you find it hard to do good work for a while?
88. Can you keep people from taking advantage of you?
89. Are you the center of favorable attention at a party?
90. Are you nervous and ill at ease with most people?

Do not stop. Go on to the next page.

91. Do you prefer to limit your social contacts to a few friends?
92. Do you find it easy to get your own way in most situations?
93. Do you prefer to limit your social life to members of your own family?
94. Do you find it easy to have a good time at a party?
95. Are you annoyed by social activities?
96. Do you find that it is easy to be "the life of a party"?
97. Can you keep cool in important situations?

(Skip numbers 98 to 105 on the answer sheet)

PART III

Work rapidly. Be sure to answer every item by choosing one of the following alternatives.

- (AA) Almost Always
- (F) Frequently
- (O) Occasionally
- (R) Rarely
- (AN) Almost Never

Begin with No. 106 on the answer sheet.

106. Are the members of your family too curious about your personal affairs?
107. Is it hard for you to keep a pleasant disposition at home?
108. Do you become nervous at home?
109. Can you trust the people in your family?
110. Is your home a very pleasant place?
111. Do you and your parents live in different worlds, so far as ideas are concerned?
112. Do you feel most contented at home?
113. Do your parents too often expect you to obey them, now that you are grown up?
114. Would your parents keep faith in you even though you could not find work?
115. Does either of your parents criticize you unjustly?
116. Was your father your ideal of manhood?
117. Have you felt that either of your parents did not understand you?
118. Does either of your parents find fault with your conduct?
119. Is either of your parents easily irritated?
120. Have you had to keep quiet or leave the house to have peace at home?
121. Has either of your parents certain personal habits which irritate you?
122. Have you felt that your friends have had happier home lives than you?
123. Have the actions of either parent aroused great fear in you?
124. Have there been family quarrels among your near relatives?
125. Have you disagreed with your parents about your choice of a life work?

Do not stop. Go on to the next page.

126. Do your parents seem too old-fashioned in their ideas?
127. Do your parents expect too much from you?
128. Would you sacrifice everything for your family?
129. Do you discuss important plans with members of your family?
130. Do you feel you owe your greatest obligation to your family?
131. Do you find less understanding at home than elsewhere?
132. Have you disagreed with your parents about the way in which work around the home should be done?
133. Has lack of money tended to make home unhappy for you?
134. Does either of your parents get angry easily?
135. Do your parents fail to recognize that you are a mature person and treat you as if you were still a child?
136. Has there been a lack of real affection and love in your home?
137. Has either of your parents insisted on obedience regardless of whether or not the request was reasonable?
138. Do you love your mother more than your father?
139. Have you had a strong desire to run away from home?
140. Have your parents objected to the kind of companions you go around with?
141. Is either of your parents very nervous?

PART IV

Work rapidly. Be sure to answer every item by choosing one of the following alternatives.

- (AA) Almost Always
- (F) Frequently
- (O) Occasionally
- (R) Rarely
- (AN) Almost Never

Begin with No. 142 on the answer sheet.

142. Does criticism disturb you greatly?
143. Are your feelings easily hurt?
144. Do you get angry easily?
145. Were you ill much of the time during childhood?
146. Do things go wrong for you from no fault of your own?
147. Are you sorry for the things you do?
148. Do you feel just miserable?
149. Do ideas run through your head so that you can not sleep?
150. Do you feel self-conscious because of your personal appearance?

Do not stop. Go on to the next page.

151. Are your eyes very sensitive to light?
152. Do you have ups and downs in mood without apparent cause?
153. Do you get discouraged easily?
154. Are you bothered by the feeling that things are not real?
155. Do you consider yourself a rather nervous person?
156. Do you worry too long over humiliating experiences?
157. Do you feel fatigued when you get up in the morning?
158. Do you have spells of the "blues"?
159. Have you been depressed because of low marks in school?
160. Do you worry over possible misfortunes?
161. Do you daydream?
162. Do you feel very tired towards the end of the day?
163. Do you envy the happiness that others seem to enjoy?
164. Does it frighten you when you have to see a doctor about some illness?
165. Do you have conflicting moods of love and hate for members of your family?
166. Do you get upset easily?
167. Do you feel lonesome, even when you are with people?
168. Do you get excited easily?
169. Do you have difficulty getting to sleep even when there are no noises to disturb you?
170. Do you feel that your parents are disappointed in you?
171. Are you frightened by lightning?
172. Do you have difficulty in breathing through your nose?
173. Do you take cold rather easily from other people?
174. Do you have headaches?
175. Has it been necessary for you to have medical attention?
176. Do you find it necessary to watch your health carefully?
177. Do you feel tired most of the time?
178. Have you been ill during the last ten years?
179. Do you have difficulty in getting rid of a cold?
180. Do you suffer discomfort from gas in the stomach or intestines?
181. Do you have colds?
182. Are you subject to eye strain?
183. Have you been absent from school because of illness?
184. Does some particular useless thought keep coming into your mind to bother you?
185. Do you have shooting pains in the head?

Do not stop. Go on to the next page.

PART V

Work rapidly. Be sure to answer every item by choosing one of the following alternatives.

- (SA) Strongly Agree
- (A) Agree
- (U) Undecided
- (D) Disagree
- (SD) Strongly Disagree

Begin with No. 186 on the answer sheet.

186. If our economic system were just, there would be much less crime.
187. It is better to buy milk from private companies than from cooperatives.
188. Laborers in mass production industries should stay out of the C. I. O.
189. On the whole our economic system is just and wise.
190. Municipal power plants should be built to compete with private utilities.
191. The amount of profit which a business can make should be regulated by the government.
192. A man should be allowed to keep as large an income as he can get.
193. A man should strike in order to secure greater returns to labor.
194. Poverty is chiefly a result of injustice in the distribution of wealth.
195. Private ownership of property is necessary for economic progress.
196. Pickets arrested for blocking the entrance to a factory should be fined heavily.
197. School teachers who openly approve of labor unions and socialistic ideas should be dismissed.
198. It is more economical to buy gasoline from cooperatives than from the regular filling stations.
199. Large incomes should be taxed much more than they are now.
200. The philanthropy of rich men more than compensates for the irregular practices they may have used to acquire their wealth.
201. Private doctors should encourage trends towards socialized medicine.
202. Money should be taken from the rich and given to the poor during hard times.
203. Cooperative housing plans should be encouraged.
204. "Consumer's Union" and "Consumer's Research" are fair and reliable buying guides.
205. Big industries should be taxed more heavily.
206. Labor should have much more voice in deciding government policies.
207. The government ought to guarantee a living to those who can't find work.
208. The incomes of most people are a fair measure of their contribution to human welfare.
209. Sit-down strikes should not be tolerated.
210. Labor does not get its fair share of what it produces.
211. When a rich man dies, most of his property should go to the state.
212. The government should take over all large industries.
213. The government should not attempt to limit profits.
214. The growth of consumer cooperatives should be stopped.
215. Our economic system is criticized too much.
216. Income taxes in the higher income brackets should be raised.
217. Most great fortunes are made honestly.

(Omit number 218 on the answer sheet)

VITA

Thelma Eunice Bennett
candidate for the degree of
Master of Science

Thesis: PERSONAL AND SOCIAL ADJUSTMENT OF COLLEGE HOME
ECONOMICS FRESHMEN AS MEASURED BY THE MINNESOTA
PERSONALITY SCALE

Major: Home Life

Biographical and Other Items:

Born: September 6, 1909, at Arab, Missouri

Undergraduate Study:

Northeastern State College, 1928-1930

Graduate Study:

Oklahoma Agricultural and Mechanical College,
1951-1952

Experience:

Home Economics teacher, 1930-46

Home Demonstration Agent, 1946-51

Date of Final Examination: May 15, 1952

THESIS TITLE: PERSONAL AND SOCIAL ADJUSTMENT OF
COLLEGE HOME ECONOMICS FRESHMEN AS
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SCALE

AUTHOR: THELMA EUNICE BENNETT

THESIS ADVISER: PROFESSOR JAMES WALTERS

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TYPIST: FRANCES IRELAND STROMBERG