

SOCIAL RELATIONS PROBLEMS  
COMMON TO NINTH GRADE STUDENTS  
IN HOMEMAKING CLASSES

A Study of  
Learning Experiences in the Area of  
Social Relationships

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Learning Experiences in the Area of  
Social Relationships

by

EDNA BAREFOOT  
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CHAPTER I  
INTRODUCTION

Many people feel a great need today for a kind of social adjustment that gives them poise to cope with the confusions in the world around them; to rebuild their hopes, their courage, and their dreams to the point where they can find faith in their good intentions and develop enough assurance in themselves to arouse faith in others. Call it a philosophy, a goal for living, or what you will, each individual must develop, select and judge the values he chooses to live by as an individual, as a member of a family, and as a citizen of the nation.

Our schools can serve as excellent laboratories in which democratic values can be affirmed and translated into action. One way in which this can be done is by helping children in their day-by-day activities to see the true worth of each individual; and by helping them to decide when individual needs are paramount and when to subordinate individual desires to group goals. Children who are taught to appraise their work with honesty and integrity will likely develop into adults who continue to do the same. Democratic values give direction to human living, and their implications widen and deepen as new situations are faced, and new problems are solved.

Education which provides for the development of each individual in the direction of his becoming an intelligent, contributing, and participating member of the social and economic organization in which he lives, is a generally accepted goal in public education. Such education provides experiences in the basic areas of living which will help the individual to make a progressive adjustment to life through meeting problems as they arise. Education which prepares the individual to meet life situations effectively



is that type of education which provides training in thinking and which fosters the development of those characteristics of personality which are basic to democratic living. Such an education enables the individual to recognize, and to solve, problems which are persistent throughout life and encourages him to meet both present and future problems. Every aspect of life is rich in experiences which have a contribution to make toward social adjustment.

The school, broadly speaking, is concerned with all phases of growth: physical, social, mental, emotional, and spiritual. The school serves as one of the community's instruments through which the conditions essential for satisfying living can be progressively achieved. It is the responsibility of the school to help students to develop the bases upon which judgment and deeper insights are built, in accordance with the maturity and experiences of the learners. The school must provide an atmosphere which will develop in youngsters that curiosity, insight, and faith which will enable them to discover ways of using the potentialities of our scientific and industrial age for the good of each and all, if we are to advance the social well-being of mankind.

Schools play an important part in building the world we live in, both directly and indirectly. Furthermore, the school is one of a number of places where the students come together from all walks of life. Its faculty should be prepared to study every learner carefully in order to help each individual find his capabilities and talents in order to provide him with experiences which will help him develop toward maximum effectiveness. If schools are to achieve their stated purposes there can be no fixed and rigid curriculum. It must be flexible in terms of the learner, especially in

terms of the background of experiences which he brings to the school; in terms of the family and the kind of community in which he has lived; in terms of the needs of society; and in terms of the needs of the world.

Most educators agree that people learn most when they feel a need and when they have purpose or motive for learning. In general people learn when conditions are conducive to learning, such as orderly and pleasant surroundings. Effective training is bringing an individual to the point that he can do for himself. Learning is what an individual does with his own hands and head. In general there is a transfer of learning when what we have learned in one situation operates in another. Some of the conditions that improve learning are interest, motivation, praise, rivalry, knowledge of progress, and pleasant effects.

Ordinarily we are not moved to learn until we meet a situation we are not sure how to deal with, or a problem we do not know how to solve; therefore, as a rule, we are not moved to learn until we get a little upset about something. It is commonly accepted among psychologists that adjustment to new situations is accompanied by emotional disturbances varying in degree with the seriousness of the concern. Because ninth grade students are faced with many situations which are new to them, it can be expected that they will have to make a great many adjustments. If they are to be helped to deal with these new experiences effectively, it would seem important for their teachers to know what problems they recognize and are willing to reveal. These problems might be used with profit as a basis for curriculum planning and as a basis for group discussion in both classroom and extra-curricular activities.

Many attempts have been made to find out what these problems are. In making these attempts several investigators have used the Problem Check List which was developed by Mooney<sup>1</sup> and his associates at Ohio State University for the purpose of helping students identify their personal problems. The earliest form of the Check List was developed in 1940. Since that time it has been experimented with considerably and revised several times. At present it is available in three forms. The Junior High School Form is composed of 210 items about which pupils on the junior high school level have been found to show concern in seven general areas. These are:

- I. Health and Physical Development (HPD)
- II. School (S)
- III. Home and Family (HF)
- IV. Money, Work, the Future (MWF)
- V. Boy and Girl Relations (BG)
- VI. Relations to People in General (PG)
- VII. Self-Centered Concerns (SC)

The College and High School Forms consist of 330 items each, arranged in the following eleven general areas:

- I. Health and Physical Development (HPD)
- II. Finances, Living Conditions, and Employment (FLE)
- III. Social and Recreational Activities (SRA)
- IV. Social-Psychological Relations (SPR)
- V. Personal-Psychological Relations (PPR)
- VI. Courtship, Sex, and Marriage (CSM)

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<sup>1</sup> Mooney, Ross L. and Gordon, Leonard V. Manual, The Mooney Problem Check List (Revised). New York: The Psychological Corporation, 1950.

- VII. Home and Family (HF)
- VIII. Morals and Religion (MR)
- IX. Adjustment to College (School) Work (ACW) (ASW)
- X. The Future: Vocational and Educational (FVE)
- XI. Curriculum and Teaching Procedure (CTP)

Inasmuch as the writer is especially interested in pupils on the junior high school level, the studies reviewed here will concern that level. One such study was made by Mooney<sup>2</sup> in which he analyzed the items underlined by 603 students in Stephens Lee High School representing the ninth, tenth, eleventh, and twelfth grades. In this study it was found that the number of problems marked by the students ranged from 1 to 166, with an average of 25. More problems were underlined in the area of "Health and Physical Development" than in any other, with approximately 10 per cent of the students showing marked concern in that area. It was also noted that about one third of the students were considerably concerned about items in the area of "Finances, Living Conditions, and Employment."

The ninth grade students were more concerned with health problems than were the upperclassmen. The tenth grade students showed no marked differential in any one area, but led other classes to a slight degree in the area of "Social and Recreational Activities." The eleventh grade students led other classes to a marked degree in the proportion of their membership emphasizing problems of "Adjustment to School Work." Students of this grade level usually were more critical of the school and faculty. Twelfth grade students were concerned about problems of the future.

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<sup>2</sup> Mooney, Ross L. "Surveying High School Students' Problems by Means of the Mooney Problem Check List." Educational Research Bulletin. XXI (1942) 57-69.

Arnold<sup>3</sup> made a study of the problems bothering junior high school boys and girls. In making this study an inventory of 225 problems believed to be common to junior high school students were selected from a file of over 5,000 items. These items were taken from the free writing of 4,000 high school students and arranged together in the form of a check list which described their chief worries in paragraph form, and from other sources such as case records, interviews with counselors, and the general literature of the field. This Check List was administered to 100 pupils in three junior high schools of Lakewood, Ohio. It was found that the number of items checked ranged from 1 to 166, with an average of 18. Additional findings indicated that "The area which had the highest percentage of problems checked was 'Future: Vocational and Educational,' and that 'Social and Recreational Activities' ranked second." Although the sample of 100 students represented each of the junior high school grades equally well, no effort was made in the report to compare or contrast the problems marked by the students in the respective grades.

In the homemaking classes in the school system in which the writer is employed it is customary to include a learning unit on social relationships on the ninth grade level. Inasmuch as the two published studies known to the writer do not report specific relationships problems about which ninth grade students--and more particularly ninth grade girls--are concerned, it

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<sup>3</sup> Arnold, Dwight L. and Mooney, Ross L. "A Students' Problem Check List for Junior High School." Bureau of Educational Research. XXII, (1943) 42-48.

seemed advisable to discover the relationship problems recognized by the ninth grade girls. It was believed that such knowledge would provide a sound basis for a unit on relationships; therefore a study purposing to discover these problems was undertaken.

## CHAPTER II

## PURPOSE AND ASSUMPTIONS UNDERLYING THE STUDY

While the overall purpose of this study is to discover what relationship problems are recognized by ninth grade girls, there are several secondary purposes. These are listed below:

1. To find out the difference, if any, between the type and number of problems recognized by the students at the beginning of the school year and close of the first semester during which time the students studied "Social Relationships."
2. To find out the change, if any, in the girls' own estimate of certain personal habits and attitudes during this same time.

In setting up these purposes the writer was working under the hypothesis that a learning program could be devised which would bring about a reduction of the number of certain problems recognized by students, and bring about a change in the behavior of students in selected directions. She also assumed that:

1. When classroom instruction is planned in the light of student concerns, students can be enabled to solve many of their personal problems.
2. Students may be led to solve many of their emotional problems, and problems which are common to the group in the area of social relationships.
3. Students may be led to analyze situations with the view to making more intelligent and satisfying decisions.

## CHAPTER III

## PROCEDURE

In attempting to achieve the purposes set up in this study, the following steps were undertaken:

1. The Mooney Problem Check List: Junior High School Form was administered to 40 ninth grade students enrolled in homemaking classes.
2. The items underlined in Section VI (Relations to People in General) of the Check List were analyzed.
3. A student self-analysis check list was devised for scoring the students' individual behavior habits.
4. A learning unit based upon selected problems, revealed by Section VI of the Check List, was developed and presented to the students.
5. The Mooney Problem Check List and the Self-Analysis Check List were readministered to the 40 students.
6. The problems and habits of the students, revealed by the two check lists before and after the learning unit was presented, were analyzed and compared.
7. Case studies were made of three students in an effort to evaluate individual growth.



THE PROBLEM CHECK LIST: JUNIOR HIGH SCHOOL FORM

The Junior High School Form of the Mooney Problem Check List was developed over a period of some ten years by Mooney<sup>4</sup> and his co-workers.

While developing and selecting items for the various editions of the forms, categories for the items were also developed. The criteria for the classification schemes were that the categories should:

1. Cover the range of problems collected
2. Allow for a relatively equal number of problems in each area
3. Be few enough in number for convenience in summarization
4. Be pragmatic in pointing the data as much as possible in directions which would suggest programs of action
5. Present a homogeneity of problem content that would facilitate meaningful interpretation by the counselor or teacher

In summary the present Junior High School Form consists of 210 items selected after a study of 3,854 cases in 20 schools. These items are arranged in groups of 30 under the following seven areas:

- I. Health and Physical Development (HPD)
- II. School (S)
- III. Home and Family (HF)
- IV. Money, Work, the Future (MWF)
- V. Boy and Girl Relations (BG)
- VI. Relations to People in General (PG)
- VII. Self-centered Concerns (SC)

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<sup>4</sup> Mooney, Ross L. and Gordon, Leonard V. Manual, The Mooney Problem Check List (Revised). New York: The Psychological Corporation, 1950.

The function of the Check List as viewed by Mooney<sup>5</sup> and his associates is "To help students express their personal problems." In administering it, the students are requested to read through the items and underline the problems which are of concern to them. After they have finished reading through the list and marking problems which are troubling them, they are asked to write about two or three problems if they care to.

Mooney<sup>6</sup> and his co-workers suggest that the information which has been obtained in this way be used as follows:

- A. To locate personal problems recognized by the students.
  1. To find out what youth are thinking about their personal problems.
  2. To help locate students who want and need counseling or other personal aid with their personal problems.
  3. To help locate the most prevalent problems expressed within the group.
- B. To locate concerns which will help in presenting a short learning unit on social relationships.
  1. To stimulate the student to a quicker recognition and analysis of his needs.
  2. To indicate discussion topics which are pertinent to group needs.
- C. To increase teacher understanding in classroom teaching.
  1. To provide an opening by which a teacher can establish individual and personal relations with students.
  2. To enable special analysis of students who are difficult to reach or understand.

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<sup>5</sup> Ibid., p 9.

<sup>6</sup> Ibid., p 3.

- D. To conduct research on the problems of youth.
1. To show differences in problems of youth in relation to social background, school ability, interests, patterns, and the like.
  2. To show group problems which tend to be associated with particular problems.

Reliability:

Mooney and Gordon<sup>7</sup> report two unpublished studies which give evidence of the reliability of this Check List. One, in which the Check List was administered twice to 116 students, a correlation coefficient of 0.93 between the items underlined was found. The other, a study of four educational groups in which the Check List was repeated from one to ten weeks after its first administration, revealed correlation coefficients varying from 0.90 to 0.98 between the rank orders of items in the respective areas. It would therefore seem that the Check List is a reasonably reliable instrument for use in identifying the problems of students.

Validity of the Check List:

One of the ways in which the validity of the Problem Check List has been judged is by the per cent of students who feel the items they have marked give a well-rounded picture of their problems. Gordon,<sup>8</sup> in his study of college students found that 92 per cent of them judged that the list did give this well-rounded picture of their problems; and Bate<sup>9</sup> obtained similar results in her study of college freshmen, with 90.6 per cent of her

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<sup>7</sup> Ibid., p 9.

<sup>8</sup> Gordon, Leonard V. "Unpublished Study." Ohio State University (1948)

<sup>9</sup> Bate, Elsa B. Unpublished data. Oklahoma A and M College (1950)

subjects making the same judgment. It would seem from these judgments of students that the Check List is valid to a reasonable degree.

Method of Presentation of the Problem Check List:

The Mooney Problem Check List: Junior High School Form was administered to forty girls studying homemaking in the ninth grade. The age of these students varied from twelve to fourteen with a mean age of thirteen years and approximately four months. The Check List was presented to the students by their teacher who was also the person making this study. By so doing, the investigator could be reasonably sure that the directions for checking could be given uniformly. In essence, this is what she said to them:

It is common for all people to be confronted with problems of everyday living. Perhaps all of us have similar, yet different, problems. When we know what our problems are we may be better able to solve them. Students, too, have problems. There are several check lists which may help ninth grade students express their concerns. The Mooney Problem Check List is one of these. It is not a test and you will not be graded on it. It is only a check list which may help boys and girls to indicate some of their problems. You are not asked to sign your names.

The directions for checking the Check List are stated below:

You are to pick out the problems which are troubling you. Read the list slowly, and as you come to a problem which is troubling you, draw a line under the first item, like this, I. Often have headaches. After you have finished reading through the whole list and marking the problems which are troubling you, write about two or three of the problems you have underlined.

The students' reaction to the Mooney Problem Check List was gratifying, inasmuch as they accepted the introduction and instructions given without questions. They appeared to enjoy filling out the check list and most of the students completed their writing in about twenty minutes.

Analysis of Results of Mooney Problem Check List, First Presentation:

The findings revealed by the Problem Check List, Section VI, "Relations to People in General," are reported in Table I. It will be remembered that 30 items comprised this section.

An analysis of the items underlined after the first presentation of the Problem Check List showed that the numbers ranged from 3 to 19, with a mean of 6.55. It will be observed from Table I that the item "Losing My Temper" ranked first, and the one "Wishing People Liked Me Better" ranked second. Inasmuch as the writer realized that it would be impossible to deal with all of the items underlined in the contemplated learning unit, she arbitrarily chose those relating to "emotions" and those relating to "friendships" for emphasis, based upon the two highest-ranking items. The three items which seem most closely related to emotions in general are "Losing My Temper," "Being Jealous," and "Getting Into Fights."

The items related to "friendships" are more inclusive. In this group along with the item "Wishing People Liked Me Better" we find such closely-related items as "Wanting a More Pleasing Personality," "Wanting to be More Like Other People," "Slow in Making Friends," "Bashful," "Being Disliked by Someone," "Feeling No One Likes Me," "Hurting Other People's Feelings," "Picking The Wrong Kind of Friends," and "Disliking Someone."

Table I. Number and Per Cent of 40 Students Underlining the Items in Section VI, "Relations to People in General," of the Mooney Problem Check List: Junior High School Form.

Check List Item Number	Item	First Checking	
		Number of Students Underlining Item	Per Cent of Students Underlining Item
168	Losing my temper	19	47.5
30	Wishing people liked me better	18	45.0
169	Being stubborn	17	42.5
63	Feelings too easily hurt	16	40.0
134	Missing someone very much	15	37.5
96	Wanting a more pleasing personality	14	35.0
203	Being disliked by someone	12	30.0
64	Too easily led by other people	11	27.5
27	Bashful	11	27.5
135	Feeling no one likes me	10	25.0
65	Picking the wrong kind of friends	9	22.5
61	Being teased	9	22.5
132	Wanting to be more like other people	9	22.5
201	Being jealous	8	20.0
133	Feeling no one understands me	8	20.0
170	Hurting other people's feelings	7	17.5
166	Getting into arguments	7	17.5
202	Disliking someone	7	17.5
28	Being left out of things	6	15.0
29	Never chosen as a leader	5	12.5
62	Being talked about	5	12.5
97	Being made fun of	5	12.5
131	Awkward in meeting people	5	12.5
204	Keeping away from kids I don't like	5	12.5
100	People finding fault with me	4	10.0
167	Getting into fights	3	7.5
205	No one to tell my troubles to	3	7.5
99	Being treated like an outsider	3	7.5
26	Slow in making friends	3	7.5
98	Being picked on	3	7.5

Total Number Underlined. . . . . 262

Mean Number Underlined . . . . . 6.55

SELF-ANALYSIS CHECK LIST

The student Self-Analysis Check List was devised by the writer as a means of checking their own habits before and after a short learning unit in social relationships.

Time did not permit the writer to establish the validity or the reliability of the Self-Analysis Check List. It may be recalled that it took approximately ten years to develop the Mooney Problem Check List, therefore it would seem reasonable that neither the validity nor the reliability of this instrument could be determined in a short period of time.

In devising it the writer examined literature pertinent to the study of social relationships and studied several instruments prepared by others. As a result a self-analysis check list was prepared by the writer to be used in an attempt to check selected student habits and measure possible modification of them.

The Self-Analysis Check List (see Appendix) comprises 41 statements related to social habits. There are three columns which indicate the degree of strength of each statement. These columns are: "Often," "Sometimes," and "Almost Never."

In scoring each statement checked in the respective columns, the number of statements marked "Often" was multiplied by the number three, the number of statements marked "Sometimes" were multiplied by the number two, and the statements marked "Almost Never" were multiplied by the number one. The mean scores for the group of 40 girls were calculated for each statement. These scores are reported in Table III of Chapter IV, Results.

In presenting the Self-Analysis Check List to 40 ninth grade home-

making girls, the teacher told them not to sign their names. They were told, "You will not be graded on this Check List. It is not a test. It is only a check list for determining the judgments of ninth grade students in regard to selected behavior habits."

The directions for checking the Self-Analysis Check List are as follows: "Please place a check (X) in the one column which best describes your feeling about each of the following statements." (See Appendix.)



## CONSTRUCTION AND PRESENTATION OF THE LEARNING UNIT

Believing that education should start with student concerns, the writer chose two groups of problems upon which to base the learning unit. One group of problems related to emotions, the other to friendships.

Objectives for the unit were set up in terms of what the teacher hoped to accomplish, working with the students; and outcomes were set up in terms of what the teacher hoped the students would achieve. Activities were selected through which it was hoped these objectives and outcomes could be arrived at. An outline of this unit appears in the appendix, along with a sample skit written by the students and sample analytical situations in which the students participated. Many case situations were written and analyzed by the students on "Emotions" and "Social Relationships." (See Appendix.)

Several types of role-playing skits were written and portrayed by students. One, "Why Mothers Get Gray," concerned the use of the telephone. Another interesting skit, "This is the Jones Family," was written in three sections, illustrating a domineering father, a domineering mother and a domineering child. Other skits were written on the use of the family car, radio, telephone, living room, and bathroom.

In the analyses of problem situations, questions were proposed by both teacher and students for discussion around a selected problem situation. In these discussions the teacher always tried to pull out as much information pertaining to a satisfactory way of dealing with such situations as possible, but interjected information from time to time herself that the students were incapable of contributing.

Panel discussions were conducted by students in regard to many common individual and group problems. Some of these were, "Act Your Age, Maggie," "Are You in the Know?," "Parents, Too, Make Mistakes," "The Democratic Family," "The Autocratic Family," and "Dating Daze."

Buz Sessions were conducted in an attempt to help students better understand everyday behavior habits at home and school.

A personality score card was devised by the students and each student kept a record for a period of one month.

Illustrative posters helped students to analyze many situations and find solutions for problems.

Several interesting home projects and class projects were carried out during the Social Relationships Unit such as "No Gripe Week," "Doing a Kind Deed Daily" for a period of one week, and "Learning to Better Understand My Family."

A "Fact-Finding Board" was set up to help students analyze facts involved in case situations in order to enable students to make more intelligent decisions.

As a further means of helping students to analyze "friendships," the students set up standards for selecting a friend after which they interviewed people for a period of one week and made reports on their experiences to the class. As a result of this project the students observed that many of the standards which they had previously set up were the same as those recognized by others.

Many activities were conducted in an attempt to reach the shy and retiring students and to help them to develop a greater degree of poise in regard to social skills and graces, such as introductions and accepting and regretting invitations.

Pictures selected from magazines, illustrating social relationships phases of home and family life, were discussed. Many students brought their hobbies to class and discussed interesting factors about their collections.

In introducing the unit attempts were made to find ways of helping students become acquainted. One girl at each table exchanged chairs with another girl, and a five-minute get-acquainted period was conducted the latter part of the hour.

The unit was presented over a period of approximately 10 weeks.

### HOW THE LEARNING UNIT WAS EVALUATED

The learning unit was evaluated in three different ways: first, by means of the change in the number and character of the items checked on the Mooney Problem Check List after the learning unit was experienced; second, by the changes in number, character and degree of strength of the habits checked in the Self-Analysis Check List; and third, by means of case studies made on students.

The instruments used in the first two means of evaluation have previously been described. In evaluating the changed behavior of students by means of case studies, the writer kept a daily record of what took place during the day in relation to each student and summarized them at the end of each week.

Homemaking students signed their names for student conferences on the monthly conference calendar. These conferences assisted the teacher to better understand students as they worked and planned home projects together.

Class activities assisted the teacher in observing the selected students in many different types of situations.

Home visits aided the teacher in obtaining a better understanding of the girl and her family.

As a result of the data obtained from observation, conferences, group activities, home projects, and home visits, student case studies were developed. (See Appendix.)

## CHAPTER IV

## RESULTS

In evaluating the efficacy of the learning unit, three major measuring devices which have been described in Chapter III were used. The changes noted through their use have been reported separately below.

Changes, as shown by the Mooney Problem Check List:

The changes observed are tabulated in Table II. From this table it will be observed that the biggest change came about in regard to the item "Being Stubborn." While this item was not one that was emphasized as such, apparently the learning unit influenced it indirectly to a rather high degree. Although none of the items were changed to a statistically significant degree, the level of confidence was highest for this item.

In determining the critical ratio between the percentages of students underlining items before and after the learning unit, the following formula suggested by Garrett<sup>10</sup> was used.

$$C. R. \text{ (or "t")} = \frac{P_1 - P_2}{\sqrt{\frac{P_1^2}{n_1} - \frac{P_2^2}{n_2}}}$$

It may also be observed that "Losing My Temper" ranked second highest. Apparently the learning unit influenced students in making a slight change in the direction desired by the writer.

It may further be observed that six items, concerning which an equal amount of change came about in a direction desired by the writer, ranked next highest. They are: "Wanting a More Pleasing Personality," "Being

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<sup>10</sup> Garrett, Henry E. Statistics In Psychology and Education. New York: Longmans, Green and Company, 1947. pp 218-220.

Table II Differences in Number and Per Cents of Students Marking Selected Items on the Mooney Problem Check List Before and After a Short Learning Unit Related to Emotional and Social Problems Recognized by Ninth-Grade Students in Section VI (Relations to People in General).

Check List Item Number	Selected Items	<u>Students Underlining Items</u>				Difference		Critical Ratio	Degree of Significance	
		Before the Learning Unit		After the Learning Unit		Num-ber	Per Cent		More than	Less than
		Num-ber	Per Cent	Num-ber	Per Cent					
*169	Being stubborn	17	42.50	5	12.50	12	30.00	1.580	10	20
*168	Losing my temper	19	47.50	12	30.00	7	17.50	1.003	30	40
96	Wanting a more pleasing personality	14	35.00	20	50.00	6	15.00	0.995	30	40
*203	Being disliked by someone	12	30.00	6	15.00	6	15.00	0.770	40	50
*135	Feeling no one likes me	10	25.00	4	10.00	6	15.00	0.376	70	80
* 68	Picking the wrong kind of friends	9	22.50	3	7.50	6	15.00	0.684	40	50
*132	Wanting to be more like others	9	22.50	3	7.50	6	15.00	0.684	40	50
*133	Feeling no one understands me	8	20.50	2	5.00	6	15.00	0.695	40	50
* 64	Too easily led by other people	11	27.50	6	15.00	5	11.50	0.800	30	40
63	Feelings too easily hurt	16	40.00	20	50.00	4	10.00	0.595	50	60
30	Wishing people liked me better	18	45.00	14	35.00	4	10.00	0.540	50	60
* 28	Being left out of things	6	15.00	2	5.00	4	10.00	0.465	60	70
131	Awkward in meeting people	8	12.50	3	20.00	5	7.50	0.387	60	70
* 97	Being made fun of	5	12.50	3	5.00	2	7.50	0.443	60	70
201	Being jealous	8	20.00	10	25.00	2	5.00	0.263	70	80
62	Being talked about	5	12.50	7	17.50	2	5.00	0.250	80	90
*166	Getting into arguments	7	17.50	5	12.50	2	5.00	0.225	80	90
* 29	Never chosen as a leader	5	12.50	3	7.50	2	5.00	0.240	80	90
* 27	Bashful	11	27.50	10	25.00	1	2.50	0.130	80	90
* 61	Being teased	9	22.50	8	20.00	1	2.50	0.125	80	90
*170	Hurting other people's feelings	7	17.50	6	15.00	1	2.50	0.117	80	90

\* Indicates items underlined less frequently when the Problem Check List was marked after the learning unit was presented.

Table II (Continued)

Check List Item Number	Selected Items	Students Underlining Items				Difference		Critical Ratio	Degree of Significance	
		Before the Learning Unit		After the Learning Unit		Num-ber	Per-Cent		More than	Less than
		Num-ber	Per-Cent	Num-ber	Per-Cent					
*202	Disliking someone	7	17.50	6	15.00	1	2.50	0.117	80	90
205	No one to tell my troubles to	3	7.50	4	10.00	1	2.50	0.087	90	100
* 98	Being picked on	3	7.50	2	5.00	1	2.50	0.141	80	90
134	Missing someone very much	15	37.50	15	37.50	0	0.00			
204	Keeping away from kids I don't like	5	12.50	5	12.50	0	0.00			
100	People finding fault with me	4	10.00	4	10.00	0	0.00			
26	Slow in making friends	3	7.50	3	7.50	0	0.00			
167	Getting into fights	3	7.50	3	7.50	0	0.00			
99	Being treated like a foreigner	3	7.50	3	7.50	0	0.00			
	TOTAL	262		197		65				

\* Indicates items underlined less frequently when the Problem Check List was marked after the learning unit was presented.

Disliked By Someone," "Feeling No One Likes Me," "Picking the Wrong Kind of Friends," "Wanting to be More Like Others," "Feeling No One Understands Me," and "Too Easily Led by Other People."

It may be observed from Table II that the following items showed only a slight degree of change. These items are: "Too Easily Led By Other People," "Feelings Too Easily Hurt," "Wishing People Liked Me Better," "Being Left Out of Things," "Awkward in Meeting People," "Being Made Fun Of," "Being Jealous," "Being Talked About," "Getting Into Arguments," "Never Chosen as a Leader," "Being Teased," "Hurting Other People's Feelings," "Disliking Someone," "No One To Tell My Troubles To," and "Being Picked On."

No change was observed in the number of times the following were underlined after the presentation of the learning unit. "Missing Someone Very Much," "Keeping Away From Kids I Don't Like," "People Finding Fault With Me," "Slow In Making Friends," "Getting Into Fights," and "Being Treated Like A Foreigner."

The number of items underlined were reduced approximately 25 per cent. (See Table V.)

Changes, as shown by the Self-Analysis Check List:

The results of the Self-Analysis Check List indicated that the students changed 22 (over 50 per cent) of the 40 items describing their behavior habits in the direction desired by the writer. A noticeable change was indicated by the students' scores on these statements: "Losing My Temper," "Work Off Anger In Ways That Won't Hurt Others," "Try To Find Out Why I Feel Angry," "Try To Think What Effect the Things I Do May Have On Others," "Force Myself To Stop and Do Some Thinking Before Acting," and "Select an Activity Which Will Give Similar Pleasure." (See Table III)



Table III Differences in Students' Scores Made on the Self-Analysis Check List Marked Before and After a Short Learning Unit on Emotions and Social Problems.

Items	Mean Score First Check- ing	Mean Score Second Check- ing	Mean Differ- ence	"t"	Degree of Signifi- cance Between
*Feel sorry for myself	- 2.50	- 1.60	- 0.90		50 60
*Am cheerful	+ 2.02	2.60	+ 0.58		
*Blame others for not letting me have my way	- 1.90	1.40	- 0.50		
Spend too much time day dreaming	- 2.02	2.50	+ 0.48		
Argue with my family	- 1.77	2.10	+ 0.33		
*Accept disappointments matter-of-factly	+ 2.17	2.47	+ 0.30		
*I feel that I lose my temper	- 2.22	1.97	- 0.27		
Tell people how to do things	- 1.42	1.65	+ 0.23		
Feel little responsibility for my friends' welfare	- 1.87	2.10	+ 0.23		
Look for things I don't like in people	+ 2.37	2.60	+ 0.23		
*Try to find out why I feel angry	+ 2.00	2.22	+ 0.22		
*Work off my anger in ways it won't hurt others	+ 2.15	2.35	+ 0.20		
*Respect rights, privileges and property of others	+ 2.57	2.77	+ 0.20		
Try to see myself as others see me	+ 2.62	2.45	- 0.17		
*Try to think what effect the things I do may have on others	+ 2.47	2.62	+ 0.15		
*Cry	- 1.45	1.30	- 0.15		
*Try to realize there are some things I can't have	+ 2.52	2.65	+ 0.13		
Am willing to take turns in working with equipment which belongs to the group	+ 2.87	2.75	- 0.12		
*Pry into affairs of others	- 1.42	1.30	- 0.12		
*Feel left out of things	- 1.42	1.30	- 0.12		
*Force myself to stop and do some thinking before acting	+ 2.40	2.50	+ 0.10		

\*Indicates items on which the scores changed in the direction desired by the writer.

Table III (Continued)

Items	Mean Score First Check- ing	Mean Score Second Check- ing	Mean Differ- ence	"t"	Degree of Signifi- cance
Try to understand why my friends do the things they do	+ 2.50	2.40	- 0.10		not figured
*Go off to myself when I feel that I don't fit	- 2.08	1.98	- 0.10		
Enjoy getting the best of people	- 1.70	1.80	+ 0.10		
*Select an activity which will give similar pleasure	+ 2.22	2.30	+ 0.08		
Avoid getting into arguments which I know will make me angry	+ 2.37	2.45	+ 0.08		
*Try to keep from finding fault with others	+ 2.45	2.52	+ 0.07		
Suggest to my friends that we talk things over when we have a disagreement	+ 2.07	2.00	- 0.07		
Attempt to get even	- 1.57	1.50	- 0.07		
Pretend everything is all right	+ 2.12	2.07	- 0.06		
*Laugh disappointments or irritations off	+ 1.97	2.02	+ 0.05		
*Try to find substitutes for things I can't have	+ 2.25	2.30	+ 0.05		
*Try to use energy in a "grown-up" way	+ 2.50	2.55	+ 0.05		
Am courteous to others	+ 2.67	2.62	- 0.05		
Try to reform people for their own good	- 1.70	1.75	+ 0.05		
*Act the incident out	+ 1.57	1.60	+ 0.03		
Destroy things or throw things	- 1.27	1.30	+ 0.03		
Try to be helpful and useful	+ 2.67	2.65	- 0.02		
Stop to think about the way I used to get what I want	+ 2.52	2.50	- 0.02		
Try to realize there are some things I can't do	+ 2.02	2.02	0.00		

\*Indicates items on which the scores changed in the direction desired by the writer.

It may be further noted that students also changed their scores on other items. (See Table III.) However, none of these changes are statistically significant. When the increase in scores changing in the desired direction were added and averaged, it was found that the total mean change in this direction was 0.202. In the undesired direction it was 0.139 with a practically negligible difference of 0.063.

The formula suggested by Lindquist<sup>11</sup> used to calculate the degree of significance between the scores made on the Self-Analysis Check List is reproduced below.

$$"t" = \frac{M \text{ of Diff.}}{\sqrt{\frac{\sum D^2}{N (n-1)}}$$

The level of confidence was only between 50 per cent and 60 per cent for the item showing the greatest change after the presentation of the learning unit.

#### Changes as shown by three Case Studies:

It may be remembered that each student enrolled in homemaking classes signed up for conferences. Each was entitled to two conferences during the semester. Of the forty students, three were selected for special study. The student conference schedule record shows that Girl A had 10 conferences, Girl B four, and Girl C five. (See Appendix.) The difference in the number of conferences for students depended largely upon student needs and the type of home projects selected.

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<sup>11</sup> Lindquist, E. F. Statistical Analysis in Educational Research. Houghton Mifflin Company, 1940. p 57.

It may also be observed from Table V that Girl A reduced the number of items underlined on the Mooney Problem Check List by two thirds after the learning unit. Girl B and Girl C each reduced the number of items underlined by one third each after the presentation of the learning unit. The total group reduced their total number of problems by only one fourth. This provides us with some evidences that individual conferences helped the students to think through some of their problems with profit. It appears reasonable that the students who had projects which required more conference time might be able to work, think and plan their work more effectively.

From Table IV it can be seen that the students participating in four, five, and ten conferences increased their scores on social habits--in the direction desired by the writer--several times over the mean increase for the group as a whole. However, the number of conferences alone cannot be said to account for this difference. The score of Girl B, with four conferences, was over 17 times that for the group, while the score of Girl A, with ten conferences, was over six times that for the group. It is likely that the quality of the conferences had as much to do with their effectiveness as did the number.

The students for which case studies were reported seemed to come to feel much more secure in their group. It cannot be said with certainty that this feeling resulted from the particular subject matter taught. It might have come about as a result of any unit of work.

Table IV Comparison of the Scores\* Made by the Students About Whom Case Studies Are Reported With the Mean Made by the Entire Group, On the Self-Analysis Check List.

Subjects	Before Learning Unit	After Learning Unit	Difference	Number of Conferences
Girl A	32.00	51.00	19.00	10
Girl B	5.00	53.00	48.00	4
Girl C	21.00	27.00	6.00	5
Group	28.73	31.51	2.78	2 (at least)

\*These scores were computed by subtracting the total scores on habits not held desirable by the writer from the total scores held to be desirable by the writer.

Table V Comparison of the Number of Problems Reduced by the Students About Whom Case Studies Are Reported With the Mean Number Reduced by Entire Group on the Mooney Problem Check List.

Subjects	Before Learning Unit	After Learning Unit	Difference	Per Cent Problems Were Reduced
Girl A	15	5	10	66.66
Girl B	15	10	5	33.33
Girl C	15	10	5	33.33
Group	6.55	4.93	1.63	24.81

CHAPTER V  
SUMMARY OF FINDINGS

The data in the present study consists of the (1) items underlined before and after a learning unit was presented, (2) the scores made by the students on the Self-Analysis Check List and (3) Case Studies made on three students.

Findings in Relation to the Mooney Problem Check List, Section VI,

"Relations to People in General":

1. The following items were underlined by 40 per cent or more of the students before the presentation of the learning unit.

Losing My Temper

Wishing People Liked Me Better

Being Stubborn

Feelings Too Easily Hurt

2. About one third of the students underlined the following items:

Wanting A More Pleasing Personality

Missing Someone Very Much

Being Disliked by Someone

3. About one fourth of the students were troubled about the following:

Feeling No One Likes Me

Picking the Wrong Kind of Friends

Wanting to be More Like Others

Too Easily Led By Other People

Being Jealous

Bashful

Being Teased

4. The number of items underlined on the Mooney Problem Check List were reduced 25 per cent following the presentation of the learning unit.
5. The mean number of items underlined before the learning unit was 6.55; following the learning unit, 4.93; with a mean difference of 1.63, which is not statistically significant.
6. The range of items underlined by the students before and after the learning unit was approximately the same.

Findings Related to Changes Evidenced Through the Use of the Self-Analysis Check List:

1. In general, changes in attitudes and behavior as measured by the Self-Analysis Check List were negligible. No changes were statistically significant.
2. The greatest change came about in the students' tendencies to feel sorry for themselves. They became less inclined to do so.
3. Changes in attitudes and behavior in directions desired by the writer came about in connection with 22 items, and in an undesired direction in connection with 17 items. These differences were not statistically significant in either direction.

Findings Related to the Use of Case Studies:

1. The student who participated in ten conferences reduced the number of problems underlined by two thirds.
2. The two students who participated in four and five conferences, respectively, reduced the number of problems underlined by one third.



3. The students who participated in four, five, and ten conferences changed their attitudes and habits, in a desired direction, many times more than did the students in the group as a whole who participated in two conferences each.

CHAPTER VI  
CONCLUSIONS

After thoughtful consideration of the findings in this study, and of her experiences in preparing and teaching the learning unit, the writer has drawn these conclusions:

1. That more carefully worked out generalizations of subject matter for students to become aware of, and have experience in using in solving problems in the area of human relationships which are common to many of them, are needed.
2. That students need to learn thoroughly the steps in problem solving and have many opportunities to apply them in relation to problems of common interest in the area of human relations.
3. That either more and better devices for enabling students to come to understand the causes of behavior, especially in the field of social relations, and ways of modifying it are needed; or, that teachers need to become more adept in using those which are available; or both.

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APPENDIX

## HOME INFORMATION SHEET

39

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

Distance from school to my home \_\_\_\_\_

Name of Parent or Guardian \_\_\_\_\_

Father's occupation \_\_\_\_\_ Mother's occupation \_\_\_\_\_

\_\_\_\_\_ No. of persons living in your home \_\_\_\_\_

Father \_\_\_\_\_ Brother \_\_\_\_\_ Grandparents \_\_\_\_\_

Mother \_\_\_\_\_ Sister \_\_\_\_\_ Others \_\_\_\_\_

Ages of other children in the family: Brothers \_\_\_\_\_ Sisters \_\_\_\_\_

Does your family have the following: Garden \_\_\_\_\_ Chickens \_\_\_\_\_ Cow \_\_\_\_\_

Do you can in your home? \_\_\_\_\_ Fruits \_\_\_\_\_ Vegetables \_\_\_\_\_ Meat \_\_\_\_\_

Locker \_\_\_\_\_ Deep Freeze \_\_\_\_\_

What are your responsibilities in the home? \_\_\_\_\_

What are your special interests? \_\_\_\_\_

What would you like to do when you finish school?

- 1.
- 2.
- 3.

Attach a copy of your schedule.

Period	Subject	Room No.	Instructor
1.			
2.			
3.			
4.			
5.			
6.			

Draw direction from school to home on back of this paper.

**1950  
REVISION**

**MOONEY PROBLEM CHECK LIST**

**J JUNIOR  
HIGH  
SCHOOL  
FORM**

**ROSS L. MOONEY**  
Bureau of Educational Research  
Ohio State University

HPD
S
HF
MWF
BG
PG
SC
TOTAL

Age..... Date of birth..... Boy..... Girl.....

Grade in school..... Name of school.....

Name of the person to whom you are to turn in this paper.....

Your name ..... Date.....

**DIRECTIONS**

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

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**DIRECTIONS:** Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

1. Often have headaches
2. Don't get enough sleep
3. Have trouble with my teeth
4. Not as healthy as I should be
5. Not getting outdoors enough
6. Getting low grades in school
7. Afraid of tests
8. Being a grade behind in school
9. Don't like to study
10. Not interested in books
11. Being an only child
12. Not living with my parents
13. Worried about someone in the family
14. Parents working too hard
15. Never having any fun with mother or dad
16. Spending money foolishly
17. Having to ask parents for money
18. Having no regular allowance
19. Family worried about money
20. Having no car in the family
21. Not allowed to use the family car
22. Not allowed to run around with the kids I like
23. Too little chance to go to parties
24. Not enough time for play and fun
25. Too little chance to do what I want to do
26. Slow in making friends
27. Bashful
28. Being left out of things
29. Never chosen as a leader
30. Wishing people liked me better
31. Being nervous
32. Taking things too seriously
33. Getting too excited
34. Being afraid of making mistakes
35. Failing in so many things I try to do
36. Too short for my age
37. Too tall for my age
38. Having poor posture
39. Poor complexion or skin trouble
40. Not good looking
41. Afraid of failing in school work
42. Trouble with arithmetic
43. Trouble with spelling or grammar
44. Slow in reading
45. Trouble with writing
46. Sickness at home
47. Death in the family
48. Mother or father not living
49. Parents separated or divorced
50. Parents not understanding me
51. Too few nice clothes
52. Wanting to earn some of my own money
53. Wanting to buy more of my own things
54. Not knowing how to buy things wisely
55. Too little spending money
56. Girls don't seem to like me
57. Boys don't seem to like me
58. Going out with the opposite sex
59. Dating
60. Not knowing how to make a date
61. Being teased
62. Being talked about
63. Feelings too easily hurt
64. Too easily led by other people
65. Picking the wrong kind of friends
66. Getting into trouble
67. Trying to stop a bad habit
68. Sometimes not being as honest as I should be
69. Giving in to temptations
70. Lacking self-control



- 
71. Not eating the right food
  72. Often not hungry for my meals
  73. Overweight
  74. Underweight
  75. Missing too much school because of illness
  
  76. Not spending enough time in study
  77. Too much school work to do at home
  78. Can't keep my mind on my studies
  79. Worried about grades
  80. Not smart enough
  
  81. Being treated like a small child at home
  82. Parents favoring a brother or sister
  83. Parents making too many decisions for me
  84. Parents expecting too much of me
  85. Wanting things my parents won't give me
  
  86. Restless to get out of school and into a job
  87. Not knowing how to look for a job
  88. Needing to find a part-time job now
  89. Having less money than my friends have
  90. Having to work too hard for the money I get
  
  91. Nothing interesting to do in my spare time
  92. So often not allowed to go out at night
  93. Not allowed to have dates
  94. Wanting to know more about girls
  95. Wanting to know more about boys
  
  96. Wanting a more pleasing personality
  97. Being made fun of
  98. Being picked on
  99. Being treated like an outsider
  100. People finding fault with me
  
  101. Not having as much fun as other kids have
  102. Worrying
  103. Having bad dreams
  104. Lacking self-confidence
  105. Sometimes wishing I'd never been born
  
  106. Often have a sore throat
  107. Catch a good many colds
  108. Often get sick
  109. Often have pains in my stomach
  110. Afraid I may need an operation
  
  111. Don't like school
  112. School is too strict
  113. So often feel restless in classes
  114. Not getting along with a teacher
  115. Teachers not practicing what they preach
  
  116. Being criticized by my parents
  117. Parents not liking my friends
  118. Parents not trusting me
  119. Parents old-fashioned in their ideas
  120. Unable to discuss certain problems at home
  
  121. Choosing best subjects to take next term
  122. Deciding what to take in high school
  123. Wanting advice on what to do after high school
  124. Wanting to know more about college
  125. Wanting to know more about trades
  
  126. No place to entertain friends
  127. Ill at ease at social affairs
  128. Trouble in keeping a conversation going
  129. Not sure of my social etiquette
  130. Not sure about proper sex behavior
  
  131. Awkward in meeting people
  132. Wanting to be more like other people
  133. Feeling nobody understands me
  134. Missing someone very much
  135. Feeling nobody likes me
  
  136. Being careless
  137. Daydreaming
  138. Forgetting things
  139. Being lazy
  140. Not taking some things seriously enough
-

- |                                                  |                                                     |
|--------------------------------------------------|-----------------------------------------------------|
| 141. Can't hear well                             | 176. Nose or sinus trouble                          |
| 142. Can't talk plainly                          | 177. Trouble with my feet                           |
| 143. Trouble with my eyes                        | 178. Not being as strong as some other kids         |
| 144. Smoking                                     | 179. Too clumsy and awkward                         |
| 145. Getting tired easily                        | 180. Bothered by a physical handicap                |
| 146. Textbooks hard to understand                | 181. Dull classes                                   |
| 147. Trouble with oral reports                   | 182. Too little freedom in classes                  |
| 148. Trouble with written reports                | 183. Not enough discussion in classes               |
| 149. Poor memory                                 | 184. Not interested in certain subjects             |
| 150. Afraid to speak up in class                 | 185. Made to take subjects I don't like             |
| 151. Family quarrels                             | 186. Clash of opinions between me and my parents    |
| 152. Not getting along with a brother or sister  | 187. Talking back to my parents                     |
| 153. Not telling parents everything              | 188. Mother                                         |
| 154. Wanting more freedom at home                | 189. Father                                         |
| 155. Wanting to live in a different neighborhood | 190. Wanting to run away from home                  |
| 156. Needing a job during vacations              | 191. Afraid of the future                           |
| 157. Needing to know my vocational abilities     | 192. Not knowing what I really want                 |
| 158. Needing to decide on an occupation          | 193. Concerned about military service               |
| 159. Needing to know more about occupations      | 194. Wondering if I'll ever get married             |
| 160. Wondering if I've chosen the right vocation | 195. Wondering what becomes of people when they die |
| 161. Not knowing what to do on a date            | 196. Learning how to dance                          |
| 162. Girl friend                                 | 197. Keeping myself neat and looking nice           |
| 163. Boy friend                                  | 198. Thinking too much about the opposite sex       |
| 164. Deciding whether I'm in love                | 199. Wanting more information about sex matters     |
| 165. Deciding whether to go steady               | 200. Embarrassed by talk about sex                  |
| 166. Getting into arguments                      | 201. Being jealous                                  |
| 167. Getting into fights                         | 202. Disliking someone                              |
| 168. Losing my temper                            | 203. Being disliked by someone                      |
| 169. Being stubborn                              | 204. Keeping away from kids I don't like            |
| 170. Hurting people's feelings                   | 205. No one to tell my troubles to                  |
| 171. Feeling ashamed of something I've done      | 206. Sometimes lying without meaning to             |
| 172. Being punished for something I didn't do    | 207. Can't forget some mistakes I've made           |
| 173. Swearing, dirty stories                     | 208. Can't make up my mind about things             |
| 174. Thinking about heaven and hell              | 209. Afraid to try new things by myself             |
| 175. Afraid God is going to punish me            | 210. Finding it hard to talk about my troubles      |

HPD

S

HF

MWF

BG

PG

SC

TOTAL

**DIRECTIONS:** When you have finished marking the problems which are troubling you, answer the questions on page 5.

### QUESTIONS

1. What problems are troubling you most? Write about two or three of these if you care to.

2. Would you like to spend more time in school in trying to do something about some of your problems?

3. Would you like to talk to someone about some of your problems?



SELF-ANALYSIS CHECK LIST

Directions: Please place a check (x) in the one column which best describes your feeling about each of the following statements.

<u>Statements which describe my behavior:</u>	Often	Some- times	Almost never
I. I feel that I lose my temper _____			
II. When I can't do, or have, what I want (or can't have my way with other people) I am likely to do the following:			
1. Cry _____			
2. Try to find out why I feel angry _____			
3. Work off my anger in a way that won't hurt others _____			
4. Try to keep from finding fault with others _____			
5. Look for things I like in people _____			
6. Blame others for not letting me have my way _____			
7. Try to understand why my friends do the things they do _____			
8. Suggest to my friends that we talk things over when we have a disagreement _____			
9. Accept disappointments matter-of-factly _____			
10. Try to realize there are some things which I can't do _____			
11. Feel sorry for myself _____			
12. Feel little responsibility for my friends welfare _____			
13. Force myself to stop and do some thinking before acting _____			
14. Try to realize there are some things I can't have _____			
15. Attempt to get even _____			



	Often	Some- times	Almost never
16. Pout _____			
17. Act the incident out _____			
18. Try to find substitutes for things I can't have. _____			
19. Enjoy getting the best of people _____			
20. Feel left out of things _____			
21. Select an activity which would give similar pleasure _____			
22. Pretend everything is alright _____			
23. Laugh disappointments or irritations off _____			
24. Am willing to take turns in working with equipment which belong to the group _____			
25. Destroy things or throw things _____			
26. Am cheerful _____			
27. Try to use energy in "grown-up" way _____			
28. Am courteous to others _____			
29. Argue with my family _____			
30. Try to reform people for their own good _____			
31. Go off by myself when I feel I don't fit _____			
32. Pry into affairs of others _____			
33. Tell people how to do things _____			
34. Try to be helpful and useful in my group _____			
35. Avoid getting into situations which I know will make me angry _____			
36. Spend much time daydreaming _____			
37. Respect rights, privileges, and property of others _____			
38. Try to see myself as others see me _____			
39. Stop to think about the way I used to get what I want _____			
40. Try to think what effect the things I do may have on others _____			

## OBJECTIVES

## - Which the Teacher Hoped to Achieve Through the Social Relationships Unit

1. To assist students in finding ways of solving their problems resulting from the use of equipment which belongs to the family
2. To help students to find ways of solving their relationships problems in a more mature manner
3. To help students distinguish between basic needs and non-essential want items
4. To help students realize the importance that emotional behavior habits have in our lives

## OUTCOMES

- in Terms of Student Behavior Hoped For by the Teacher

I. Students would have acquired:

The ability to understand ourselves and others in relation to social interaction

Improved ways of working and playing with others

The ability to understand and appreciate different family patterns

An understanding of members of the families' home responsibilities

An awareness of the importance of controlling our temper

The ability to analyze situations and try to find possible solutions to problems which will be satisfactory

The ability to get along with others without sacrificing their own personal rights, and convictions, but at the same time without running over or offending others

The ability to choose friends we can work and play with together

The ability to share friendships

An awareness of developing social skills

II. Students would have come to recognize

A greater understanding and appreciation of parents

That all families have differences and misunderstandings and to endeavor to work out possible ways of avoiding friction

The importance of controlling emotions

The importance of health in relation to the control of emotions

Desirable family patterns in order to better understand family situations

That all families have differences and misunderstandings and to endeavor to understand the causes and practice possible ways of avoiding friction

That when students are thwarted or blocked they may behave in different ways



The importance of developing desirable friendships

III. Students would have come to realize:

The importance of habits of emotional behavior in our lives

That desirable behavior habits need to be practiced

That there are certain characteristics which are generally liked by others; and certain characteristics which are generally disliked

That the balance of give and take in the making and keeping friends is an art

People have to learn to accept some disappointment as a matter of fact, since everything that one does cannot always be highly successful

IV. Students would have:

Become acquainted with each member of the class as soon as possible through various class activities

Learned desirable personality characteristics

Become familiar with different family patterns

Learned to assume and share home responsibilities cheerfully

Learned to take turns and share the use of equipment which belongs to the family

Learned to understand their sisters and brothers and to act in more grown-up ways

An understanding of essential family needs and not want too many things when their family cannot afford to buy non-essentials

Learned to understand and appreciate their parents

Learned to control and direct many of their emotions to a greater degree than they have previously done

Learned that health habits may affect control of their emotions

Learned that self-consciousness is common during the adolescent years

Learned the importance of trying to find the cause of friction and do something about it

Desirable friendships characteristics liked in others

V. Students would have learned:

That health habits may affect control of their emotions

To understand and practice standards for a happy home and family life

To analyze causes of friction and find ways of solving some of their problems

To control their emotions as much as possible in order to be well liked

To analyze situations and find ways of meeting difficulties without losing their temper

That students may behave in different ways when they can't have or do what they want to do

That students should analyze problems and find ways of solving situations which seem to be most satisfying

To practice desirable behavior habits

To get along with others without sacrificing own rights and privileges

That students need friends

Students learned to share friendships

The art of give and take

Students who train themselves to meet problems matter-of-factly often are better able to work out more satisfying solutions

VI. Students would have come to:

Endeavor to improve their social relationships with others

Develop more of the characteristics liked by people in general, and have eliminated to a degree some of the characteristics generally disliked by people

To improve in social skills and graces

Be more self-confident

Make wiser choices than they were formerly able to make

## CLASS ACTIVITIES

- Participated in by the Students

Get-Acquainted Activities:

Each student gave her name, birthplace, school or schools attended and discussed an unusual experience such as a summer vacation, hobby, or an interesting trip.

One student at each table of four students exchanged chairs daily as a further means of helping the girls to become acquainted.

Autobiographies:

One was written by each student.

Guess Who?

Each student wrote a short description in the third person. The papers were unsigned and exchanged; after which each class member read the information from the paper which she received. Students guessed who the class member was.

Poems:

The instructor read a poem on friendships. Several references were selected for a fifteen minute reading period.

Stories:

Students selected clippings from magazines which portrayed happy home and family life and wrote an illustrated story.

Hobbies:

During student hobby display students discussed hobbies on display.

Around the Clock:

From time to time each student was asked to write names of girls in the class and a few statements about each student.

They were soon able to write the names at nine o'clock.

#### Skits:

Role-playing skits were portrayed of "This is the Jones Family" (illustrating a domineering father, mother or children). Other skits written by classmembers were "The Non-Cooperative Smith Family," and "The Cooperative Brown Family." Several skits were written on the use of the family car, radio, telephone, living room, and bathroom. A skit "Why Mothers Get Gray" (See appendix) was written by a group of four students.

#### Panel Discussions:

These were conducted by students on such subjects as "Are You in the Know?," "Dating Daze," "The Autocratic Family," and "The Democratic Family."

#### Posters:

Each student made illustrative posters of some phases of Home and Family Life.

#### Fact-Finding Board:

This board was set up to help students analyze the facts involved in several case situations in order to enable students to make more intelligent decisions.

#### Home Projects:

Several interesting home projects and class projects were carried out during the Social Relationship Study such as, "No Gripe Week," "Doing a Kind Deed Daily for a Week," and "Learning to Understand My Family Better."

Analysis:

Many case situations were analyzed on Social and Emotional Relationship.

Interviews:

Students interviewed people for a period of one week indirectly to find out what standards they selected their friends. Many people seem to select friends by the standards the class set up.

Class Projects:

Social skills and graces were carried out as class projects, such as introductions, accepting and regretting invitations.

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## A SOCIAL SITUATION

Ann has considerable home work which she generally plans to do between seven and nine o'clock in the evening. Her best friend, Shirley, has less home work and usually manages to get it done in the afternoon. Often she tries to persuade Ann to go to a movie or some other place in the evening. When Ann refuses on account of home work, Shirley is hurt because she does not believe it is the real reason. As a result the girls quarrel frequently.

Discussion Questions	Student Answers and *Teacher's Comments	Generalization
<p>How do people act when they cannot get to do the things they want to do?</p>	<p>Some people lose their emotional control.            Some people attempt revenge.            Some people sulk.            Some people scold others.            *Some people are discourteous.            *Some people tell others their faults.            *Some people ignore others when they cannot get them to do what they want them to do.</p> <p>*People are individually different by nationality, customs, family background; therefore it is important that we try to understand others.</p> <p>*By understanding the behavior, attitude, and habits of other people we can better understand ourselves, our family and our friends.</p>	<p>People become emotionally upset when they cannot do, or have, things they want.</p> <p>When we try to understand why people act like they do it is frequently possible to make allowances for their behavior and accept it without resentment.</p> <p>Personality traits determine to a great extent one's success or failure in life. Most people are concerned about how they affect or impress other people.</p>
<p>Is Shirley considerate of Ann when she insists that she attend the movie when Ann explains to her that she has home work to do?</p>	<p>Shirley should accept Ann's reason for not wanting to attend the movie.</p>	<p>Getting along with others without sacrificing our own personal rights and convictions, but at the same time without running over or offending other people is an art we have to work at.</p>

A SOCIAL SITUATION (Continued)

Discussion Questions	Student Answers and *Teacher's Comments	Generalization
How is this related to the situation?	*Another reason for quarreling is when people <u>do not assume their share of responsibility</u> which causes friction.	There are many causes of quarreling; however, one may avoid much friction and misunderstanding by carefully thinking through problems before acting and by not attempting to force people to do things they don't want to do.
Suggest ways Shirley and Ann might have solved the problem and remained friends.	*Sometimes people are not interested in doing the same activities.  Shirley and Ann might have compromised and worked out a satisfactory solution. *Shirley might choose some activity which would give her similar pleasure and enjoyment. Shirley might assist Ann in getting her home work then they could go to the movie. *Ann might value good grades more than going to the movie.	Friends are chosen to an extent according to the needs we have at the moment. Our friends tend to change as our needs change.
Suggest ways for solving the problem which would have resolved Shirley's and Ann's friendship.	Shirley might not speak to Ann. Ann might frankly tell Shirley she couldn't go to the movie and not explain. Shirley might choose another friend to go with her and mention that she did not care if Ann could not go. Ann might say she could have gone to the movie but she wanted to get even with Shirley because Shirley wouldn't go to the basketball game with her Tuesday night. Shirley and Ann might have become angry and said and did things which offended each other.	As we increase our helpfulness to others we are likely to increase our number of friends.  People have to learn the art of weighing values and making choices.



A SOCIAL SITUATION (Continued)

Discussion Questions	Student Answers and * Teacher's Comments	Generalizations
Do you think Shirley should feel hurt because Ann cannot go to the movie?	<p>Shirley should consider the fact that Ann has home work to do from seven until nine o'clock.</p> <p>*Ann knows Shirley has home work to do; therefore if she was an understanding friend she should arrange for a more convenient time for a movie engagement.</p> <p>*Shirley should accept Ann's right and privilege in regard to attending the movie.</p> <p>Shirley should understand that teenagers cannot always do what their friends want them to do.</p> <p>*Shirley should accept the disappointment as a matter of fact.</p> <p>*Shirley should accept Ann's excuse without questioning her reason for not attending the movie.</p>	<p>We tend to like people who understand our point of view.</p> <p>Friends tend to choose associates who have traits which they like and admire.</p> <p>People have the right to do as they please as long as they do not interfere with rights, privileges, and property of others. People cannot always have and do the things they want to do.</p>
What are reasons for quarreling?	<p>Each person wants his way.</p> <p>Some people are selfish and think only of themselves.</p> <p>Some people are jealous of others.</p> <p>Some people attempt to tell others how to do things.</p> <p>When people interfere with the rights, privileges, and property of others.</p> <p>*Some people have formed a habit of bickering, and quarreling, because they have not learned the art of keeping busy and finding interesting things to do or learned the art of give and take.</p>	<p>People have to learn to accept some disappointments as a matter of fact, inasmuch as it is practically impossible for each of us to have and do everything we want to.</p>

## AN EMOTIONAL SITUATION

Mary came home at the end of the first nine weeks of school. She was feeling very angry because she did not receive a grade higher than a "C." She stormed through the house, banged the door and threw her books on the floor. She scowled at her mother and then burst into tears.

Discussion Questions	Student Answers and *Teacher's Comments	Generalization
<p>How might other girls have acted when not getting as high grades as she desired?</p>	<p>Some girls might cry.            Some girls might say the teacher didn't like me.            Other girls might pout.            Sometimes girls might sulk.            Some girls might say that they received an unfair grade.            *Sometimes students say that grades are unimportant, and they would rather be popular and have a good time than study for higher grades.            *Often students say they have too much home responsibilities, and do not have enough time for study in order to make higher grades.            *Some students might behave in a similar manner as Mary did.            *Some students might discuss ways of improving her work with her teacher.            *Some students might attempt to analyze the problem and do something about it.</p>	<p>Students may behave in different ways in the same situation. When students are thwarted or blocked they may behave in different ways.</p>
<p>Why do you think Mary made low grades?</p>	<p>She didn't study enough.            She was absent too much.            She was in ill health.            She didn't pay attention in class.</p>	<p>There are many possible reasons for students making low grades.</p>

AN EMOTIONAL SITUATION (Continued)

Discussion Questions	Student Answers and *Teacher's Comments	Generalization
<p>What more would you need to know about Mary in order to guess what are the real causes of her "C" grade?</p>	<p>She wasn't capable of making a higher grade than a "C."            She had too many outside activities which required too much of her time.            *Mary did not cooperate with the teacher or students.            *Mary appeared to be tired and irritable.            *Mary might have valued her social activities more than she did good grades.            *Mary didn't have as much mental ability as some of the other students.</p>	<p>Scientific evidences show that some students have higher I. Q. than others from which to make higher grades with less effort.</p>
<p>How can Mary's mother help her to meet this situation of getting all "C"s without losing her temper?</p>	<p>How she used her study time.            What were Mary's grades in previous years.            What were Mary's home responsibilities.            How does Mary get along socially.            *What is the feeling between Mary and her teachers.            *What is Mary's attitude in class.            *Try to understand better Mary's family pattern.            *What are Mary's special interests.            *What are Mary's social activities.</p> <p>Mary's mother may help Mary to see that sometimes we have to choose between good grades and some of the other things we might like to do.            Mary's mother might help Mary to accept a grade of "C" as an average grade.</p>	<p>The more we actually know about a person's behavior-- that is, his attitudes, his habits, his previous record etc.--the more likely are we to judge reasons or causes for his behavior more intelligently.</p> <p>By analyzing situation we can work out ways of meeting difficulties without losing our temper.</p> <p>Our physical condition may affect our ability to control our temper. Our physical condition may affect our ability to learn.</p>

AN EMOTIONAL SITUATION (Continued)

Discussion Questions	Student Answers and *Teacher's Comments	Generalization
	<p>Mary's mother might have Mary consult a physician for a physical check up.</p> <p>*Mary's mother might suggest that she discuss the problem with her teacher or school personnel.</p> <p>*Mary's mother might help Mary to see that there are ways to get over that tired feeling such as:</p> <ul style="list-style-type: none"><li>Eating three nutritious well-balanced meals.</li><li>Getting at least eight hours of rest each night.</li><li>Taking some outdoor daily exercise.</li><li>By practicing daily health rules.</li><li>By striving for a wholesome mental attitude.</li></ul> <p>*Mary's mother might help Mary to plan a daily schedule.</p>	<p>Other people can often help us to see our problems more objectively and can often help us get the things we want which we can't obtain alone.</p> <p>There are many things we can do to control and direct our emotional feelings.</p> <p>Putting into practice our general health rules may help us in controlling and directing our emotions.</p> <p>Planning and thinking through problems often aids one in making a satisfactory solution.</p>

## WHY MOTHERS GET GRAY

- Skit Prepared by the Students to Illustrate One Type of Family Conflict

## CHARACTERS:

Mother:--Fern (Mrs. Smith)

Margie:--Vera Lou (In the Third Grade)

Jane:--El Dean (Big Sister)

Judy:--Pat (Little Sister in the Third Grade)

MOTHER: (Talking on phone to club-member) Yes, Mary, I'll be there at 8:00. O. K. Goodby. (She hangs up.)

JANE: Mother, I'm so glad you're through using the phone. I just must call Jr. and tell him about my party.

JUDY: But Jane, Margie is supposed to call me in a few minutes. She didn't call me last night because you were on the phone so long. If you talk like you did last time--all you said was Honey this, Darling I sure will and all of that junk. I sure will be glad when you get married. I bet you won't talk so sweet to him. You don't need to use the phone.

JANE: That's just what you think. I'm next to use the phone, aren't I, Mother?

JUDY: Oh, yeah? I don't want to hear all that honey, sweetheart, darling and sugar pie stuff.

MOTHER: Girls please, let's not start a quarrel over such a little thing as who will use the telephone first.

(Phone rings) (Mother answers)

MOTHER: Hello, Smith's residence. Mrs. Smith speaking.

MARGIE: Hello, may I speak to Judy? This is Margie.

MOTHER: Oh, Judy, it's for you.

JUDY: Ha! Ha! I get to talk before you do. (Picks up the phone)

Hello Margie, what have you been doing?

MARGIE: I've been getting my homework. What did we have in arithmetic?

JUDY: Page 6. I already have mine.

MARGIE: Guess what happened today at school.

JUDY: I can't guess. What happened today at school? Please tell me.

MARGIE: I finally got Don to propose to me. We are engaged.

JUDY: Really? When are you going to get married?

MARGIE: Oh, not until we're 20 years old. Let's see, we are 8 now. We just have to wait 16 years.

JUDY: How do you know that you are engaged to Don?

MARGIE: Because he gave me a pet turtle named Margie after me. He even told me that he loved me with all his heart.

JUDY: Don't you hope that he has a big heart?

JANE: Judy, get off the phone. I just must call Jr. now.

JUDY: Well, I have to go so that she loves him.

MARGIE: Maybe he will give her a turtle too. Well, I will let you go so she can call her darling Jr. Goodby Judy.

JUDY: Goodby Margie, I'll see you at school tomorrow. (She hangs up.)

JUDY: Jane, I am through with the phone.

BIG SISTER: Are you through talking already? You usually stay on longer but it was sweet of you to quit earlier because I wanted to use the phone. I'll do that for you sometimes.

MOTHER: Well, I'm certainly glad you two have found a way to solve the telephone problem. I certainly hope it works!

CURTAIN

## THREE NARRATIVE CASE STUDIES

Narrative Case Study, Girl A

Girl A is sixteen. She is tall, thin, underweight, and poorly groomed. She was absent from school often. The excuse from the principal's office read "illness." She appeared to be very unhappy, shy, retiring, insecure, and had little energy. She was non-cooperative in class activities. Frequently, when called upon to answer a question or recite in class she would shake her head to indicate "no," or say, "I don't know," in a weak tone of voice. One day a noticeable smile came on her face, about something comical which happened in class. The teacher was very pleased to obtain this response.

In class a few short questions were asked about a relationship problem in an attempt to include some of the shy students. The teacher was very careful to ask questions, which Girl A could answer with "yes" or "no." One day a student asked the teacher a question and stated it was one that Girl A wanted an answer to. The teacher walked to the table, pulled up a chair and sat down to the table, where the girls were planning group activities and asked if she might be able to help with their planning, inasmuch as it was their group's turn to have part of the teacher's time. Several of the girls discussed their plans. Then the teacher asked Girl A if she had a question which had not been answered. She asked a very short intelligent question which the group discussed, after which Girl A was asked to express her opinion. Girl A seemed to be very pleased about answering her own question.



One day the teacher had a magazine on the desk with pictures of teenage behavior pointers. Girl A asked if she might look at the picture. Gradually Girl A appeared to have more self-confidence and participated in group activities. During a panel discussion she discussed a subject, looked at her notes, and didn't look at the class teacher. The class and teacher set up ways to improve oral discussion in an attempt to help shy students.

In the relationships class a one-hundred per cent participation and cooperation class project was carried out for one week. Girl A slowly showed more interest in the group. A class project "No Gripe Week" proved to be beneficial. Girl A mentioned in her self-evaluation of the project that she told her family about the class project and the father commented, "That would be a good project for the entire family. Mother, you remind Girl A about this every time she starts griping and I will remind you."

Another class project, "Doing a Kind Deed Each Day" for a week seemed to be helpful. Girl A mentioned that she tried to do something to please her mother each day, such as gathering a bouquet of flowers, polishing her shoes, getting her snuff when she sat down in the rocker before she asked for it, and buying a magazine which she could read during leisure time. As a result of these ways of being thoughtful and helpful, Girl A's mother appreciated her more and they learned to better understand each other. Other projects, which resulted in evidences of improvement were: "Controlling My Temper," and "Controlling My Emotions." Girl A made much progress in her evaluation of home projects. She wrote, "When I lose my emotional control, I say to myself, "Is this the kind of person I want to be?," then I think of ways to control my emotions.

A home visit helped the teacher to understand Girl A. Her mother had been ill for five years and complained about something constantly. Her father worked at a filling station. Girl A took care of the house and two younger children, when at home. Girl A's mother did the cooking. She mentioned that she would not allow Girl A to cook because she was slow and wasteful.

Several conferences aided in the understanding of Girl A and her behavior, attitude and habits.

These were arranged as follows:

Date	Purpose
9/14/50	Get acquainted
10/ 3/50	To become better acquainted
10/26/50	Explain purpose of home visit. Schedule date.
11/ 9/50	Home Project planning
11/16/50	Work out plans for Home Project
12/ 6/50	Group measurement demonstration planning
12/13/50	Home Project planning
12/20/50	Home Project planning
1/ 4/51	Plan for second home visit
1/12/51	Evaluation of conferences

These personal conferences aided in building up closer relationships between Girl A and the teacher. In these conferences many problems were discussed, such as ways to better understand one's self, one's family and one's friends. Another problem discussed was, "Ways of making the most of what we have."

The Health and Foods units were helpful. Girl A learned how to plan balanced meals. One conference was spent discussing possibilities of Girl A preparing food at home as a home project. The teacher realized that Girl A had a difficult problem. Her mother did not allow her to cook because she was slow and wasteful. Class activities and plans were worked out and

checked by the teacher in class for each girl to make plans for preparing a cooked cereal for the number of members of her family. The recipe method, plan of work, and so forth, were checked by the teacher. The students decided they would like to use their plans for a home project, preparing a cooked cereal in order to feel more secure in preparing a cooked cereal at school. Several students mentioned that their mothers wouldn't let them cook at home because they were messy. The students discussed ways to plan work in order to save time, energy, and supplies. A measuring demonstration was given to the class with these students demonstrating how to measure different ingredients. After which a group conference was held and plans discussed for preparing food at home for a home project. These girls had more confidence in themselves after their plans were carefully checked by the teacher. The teacher asked the students to explain the purpose of the home project, show their plans to their mothers and ask permission to prepare a cooked cereal for breakfast over the week end; and to let the teacher know about their mothers' decision by Friday. The girls replied, "Mother said I could." Many other food cookery home projects followed, such as stewed fruits, breads, cocoa, eggs, etc.

The teacher gave a class demonstration preceding each cookery home project. Project forms and procedures were worked out for each home project.

Girl A assumed laboratory foods responsibility satisfactorily and cooperated with the group.

A second home visit made by the teacher proved to be beneficial to student and teacher. The mother expressed that she would be very happy if her daughter could learn everything about cooking. Girl A's mother mentioned that she was very happy that her daughter was taking homemaking, and she had

learned a lot of things, and had taught her many things. Girl A has improved her relationships with her family and her friends. She is participating and cooperating in class and group activities. She asks questions freely, also as to whether or not there are other things she can do. She is still somewhat shy and would not be considered a leader, but she is a dependable student. Girl A has shown evidences of much growth and perhaps will make additional progress in the future.

Girl A marked the following problems on the first "Mooney Problem Check List." These items marked with an asterisk (\*) were not marked on the Check List following the learning unit.

- 168 Losing my temper
- 30 Wishing people liked me better
- 63 Feelings too easily hurt
- 96 Wanting a more pleasing personality
- \*203 Being disliked by someone
- 135 Feeling no one likes me
- 132 Wanting to be more like other people
- \*133 Feeling no one understands me
- 166 Getting into arguments
- \* 62 Being talked about
- \* 97 Being made fun of
- 131 Awkward in meeting people
- \*100 People finding fault with me
- 205 No one to tell my troubles to
- 26 Slow in making friends

The results of the Mooney Problem Check List showed that Girl A marked only two-thirds as many problems after the learning unit as she had marked before. Apparently she no longer had the feeling of being disliked by someone although she still has the feeling that no one understands her and that she has no one to tell her troubles to. Neither does she now feel that she is being talked about, made fun of, or found fault with. In general, she has apparently come to feel much more secure in her group.

The statements checked by Girl A on the Self-Analysis Check List are reported below. Those marked "often" are indicated with an asterisk (\*), those indicated with (\*\*) are marked "sometimes" and those indicated by three asterisks (\*\*\*) are marked "almost never."

- \*\* 1. Cry
- \* 2. Try to find out why I feel angry
- \* 3. Work off my anger in a way that won't hurt others
- \* 4. Try to keep from finding fault with others
- \* 5. Look for things I like in people
- \* 6. Blame others for not letting me have my way
- \* 7. Try to understand why my friends do the things they do
- \* 8. Suggest to my friends that we talk things over when we have a disagreement.
- \* 9. Accept disappointments matter-of-factly
- \*10. Try to realize there are some things which I can't do
- \*\*\*11. Feel sorry for myself
- \*12. Feel little responsibility for my friends' welfare
- \*13. Force myself to stop and do some thinking before acting
- \*14. Try to realize there are some things I can't have
- \*\*\*15. Attempt to get even
- \*16. Pout
- \*\*17. Act the incident out
- \*18. Try to find substitutes for things I can't have
- \*\*19. Enjoy getting the best of people
- \*20. Feel left out of things
- \*21. Select an activity which would give similar pleasure
- \*\*22. Pretend everything is all right
- \*23. Laugh disappointments or irritations off
- \*24. Am willing to take turns in working with equipment which belong to the group
- \*\*25. Destroy things or throw things
- \*26. Am cheerful
- \*\*27. Try to use energy in "grown-up" way
- \*\*28. Am courteous to others
- \*\*\*29. Argue with my family
- \*30. Try to reform people for their own good
- \*31. Go off by myself when I feel I don't fit
- 32. Pry into affairs of others
- \*33. Tell people how to do things
- \*34. Try to be helpful and useful in my group
- \*\*\*35. Avoid getting into situations which I know will make me angry
- \*\*36. Spend much time daydreaming
- \*37. Respect rights, privileges, and property of others
- \*38. Try to see myself as others see me
- \*39. Stop to think about the way I used to get what I want
- \*40. Try to think what effect the things I do may have on others
- \*41. I feel I lose my temper

Girl A made a score of 18 on the Self-Analysis Check List following the learning unit, which indicates that she made a change in the direction desired by the writer.

Apparently Girl A has come to feel much more secure in her group. However, she still needs to put forth more effort and perhaps needs help, in becoming more secure within her own self, in making friends, in directing her emotional energy wisely, and in being able to disagree with people without becoming argumentative or angry.

Student Evaluation: Girl A

Girl A said, "I did not know teachers were so interested in students and could help them so much with their school and home problems. I really didn't know teachers were so friendly. I enjoyed the conference hour very much and appreciated the helps my teacher has given me. I learned how to plan my Home Projects better.

Teacher Evaluation: Girl A

In the opinion of the teacher the conference hour aided her in achieving a better understanding of Girl A and her personal problems. As a result, Girl A was directed to solving many of her own personal problems. She became more self-reliant and participated and cooperated in the group activities to a greater extent. She has made many adjustments in the relationship areas.

Narrative Case Study, Girl B

Girl B is short, slender, rude, ill-mannered and appears emotionally upset most of the time. She dresses usually in blue jeans, a blue jumper and a scarf tied around her head. Girl B was non-cooperative in class and would try to get her lesson during class discussion.

Girl B frequently laughed if a term like "menstruation" was mentioned. She did not participate in relationship activities wholeheartedly.

During a class reading period she would gaze out the window; look through her billfold or just anything except do what she was supposed to do. Often she was overheard quarreling with other class members. She was constantly finding fault with other students' comments, and was rude and discourteous in expressing her opinion. Girl B never handed in a complete assignment and did below-average work. If the teacher turned her back, Girl B would talk or create some disturbance. During the first conference with Girl B the teacher was unable to find out much about her. She would answer questions with a "yes" or "no," and did not seem to want to talk. The teacher was called to the office. She suggested that Girl B do some reading in a book while she was away. The teacher asked Girl B to report what she had read. Girl B replied, "I couldn't understand very much of it," then the teacher suggested that she read the paragraph orally. This was an eye opener, inasmuch as the teacher realized that the student was having difficulty in reading. The teacher read orally a short paragraph to the student; and asked that she give the important points. Girl B was able to express her thoughts fairly well.

In a few days the teacher moved Girl B closer to the front of the room by some studious students. This helped her behavior in class; she began to answer a few questions and participate in class activities.

During the second conference the teacher commented about Girl B's improvement through her cooperation in class activities, and handing in assignments on time. The teacher asked if she could help her with her school

work. She replied, "No, I don't like school, because I cannot improve myself, and I can't help the way I am. The whole family has the same personality." The teacher tried to encourage her by reading several paragraphs to her and asked that she give the important points.

The teacher asked if it would be possible to call at her home for a home visit. She said, "No." "My Mother works at a night club and sleeps during the day. She gets angry if anyone disturbs her during the day." Girl B had nothing to do but go to school and roam the streets. She mentioned that she didn't know anything about her father.

The next conference was planned to try to help Girl B to work out a plan for her Home Project. Girl B informed the teacher that she and her mother had a room, and they did not cook. Her mother ate her meals at the night club and she ate down town. There was not any need of her making plans for a cooking home project. The teacher asked if it might be possible for her to do some food cookery in the home of a relative. She replied, "No, I haven't any in town." The teacher suggested that she use a study period and prepare a cooked cereal at school. She replied, "I don't have any study period. My English teacher makes me take two hours of English each day." The teacher suggested that she think about it and maybe she could give her some special help in the near future.

One day in class Girl B talked back to the teacher. The teacher ignored her. At the close of the class hour she asked Girl B to come in for a conference. The teacher in the meantime checked on Girl B's grade school record. Her record showed that she was a discipline problem, often talked back to teachers, and her grades were low and below average. She had not been recommended for high school entrance. With this record, and Girl B's



non-cooperative behavior and attitude in class, the teacher was able to understand her much better.

During the conference hour the teacher mentioned that she thought that perhaps Girl B was not feeling well today, and did not realize how inconsiderate she was. Girl B really did scold the teacher. The teacher just let her talk and ignored her remarks and pretended she didn't hear her. After Girl B had finished the instructor said, "Girl B, the class and teacher will accept you as Girl B." "You're just acting yourself, and we will just accept you as Girl B. You are just acting the part of a poor school citizen. You are excused. Goodbye."

The next few days Girl B was completely ignored by the teacher. She appeared to be ashamed of her behavior. In a few days the students mentioned that Girl B said, "she was not going to take part in the play" and wanted to know what to do about it. The teacher suggested that if Girl B didn't want to do her part in the class play for the Christmas Class Party just to accept her resignation and get another classmember for her part. Girl B did her part in the play, and seemed happy this day.

After further investigation about Girl B and her home life, the teacher did not think it wise to call for a home visit.

Girl B and several other students met for a group conference to discuss plans for a measurement demonstration. Girl B accepted a minor part in the class demonstration.

During laboratory foods preparation, Girl B was absent when it was her turn to prepare cereal for breakfast. She was absent again on guest day. However, she was present for preparation of pecan toast. The teacher explained to her how to prepare the toast three times, set the oven, super-

vised the preparation and removed toast from the oven. The teacher was unusually careful to be very kind, helpful and cheerful. The teacher commented about the appearance of the toast.

After the first foods preparation, the class evaluated their work. Girl B asked, "What can I evaluate? Just pecan toast and preparation of canned pear halves." The next question was, "How do you spell pecan?"

Girl B wore her hair pinned up with a scarf over her head, an apron over blue jeans, a blue jumper, and cowboy boots for laboratory foods preparation.

Girl B does not belong to any school organizations nor attend any youth groups. Girl B has gone out of her way to be exceptionally nice to her teacher. The teacher has tried to make her as happy as possible. Girl B is cooperating and getting along much better with other students, but continues to do below average work.

The teacher asked for a volunteer to do an extra task; Girl B volunteered, and has been friendly to the teacher.

Several conferences helped the teacher in understanding Girl B, and her behavior, attitude and habits. These were arranged as follows:

Date	Purpose
9/28/50	Get acquainted
10/18/50	Home visit planning (not convenient, mother works nights, sleeps days)
11/15/50	Causes of student's behavior
12/13/50	Group measuring demonstration

These conferences were very helpful from both the teacher's and the student's point of view. In evaluating them Girl B said, "That she liked foods better because she could eat than she did Relationships or Health Units, because you had to read, write, think, and study all the time.

The items below are those underlined on the Mooney Problem Check List by Girl B before the learning unit. Those marked with an asterisk (\*) were not marked on the list following the learning unit, and the ones marked by two asterisks were underlined only on the second checking.

- 168 Losing my temper
- 30 Wishing people liked me better
- \*134 Missing someone very much
- 96 Wanting a more pleasing personality
- 203 Being disliked by someone
- \*135 Feeling no one likes me
- 65 Picking the wrong kind of friends
- \*132 Wanting to be more like other people
- \*133 Feeling no one understands me
- 166 Getting into arguments
- \* 62 Being talked about
- \* 97 Being made fun of
- \*131 Awkward in meeting people
- \*167 Getting into fights
- 26 Slow in making friends
- \*\*169 Being stubborn
- \*\*203 Disliking someone

The results of the Mooney Check List show that Girl B marked only one-third as many items after the learning unit than she had marked before. She marked "Being stubborn on the second Mooney Problem Check List, which may show that she is more aware of her behavior habits now.

Apparently she had the feeling that she had made a slight change in selecting her friends and wanted to be better liked by her friends. Probably the learning unit helped her to face facts and analyze situations to the extent that she did something about solving many of her problems.

The statements checked by Girl B on the Self-Analysis Check List are reported as follows. Those marked "often" are indicated with an asterisk, those indicated with two (\*\*) are marked "sometimes" and those indicated by three (\*\*\*) are marked "almost never."

- \*\*\* 1. Cry
- \* 2. Try to find out why I feel angry
- \* 3. Work off my anger in a way that won't hurt others
- \* 4. Try to keep from finding fault with others
- \* 5. Look for things I like in people
- \*\*\* 6. Blame others for not letting me have my way
- \* 7. Try to understand why my friends do the things they do
- \* 8. Suggest to my friends that we talk things over when we have a disagreement
- \* 9. Accept disappointments matter-of-factly
- \*10. Try to realize there are some things which I can't do
- \*\*\*11. Feel sorry for myself
- \*12. Feel little responsibility for my friends' welfare
- \*13. Force myself to stop and do some thinking before acting
- \*14. Try to realize there are some things I can't have
- \*\*\*15. Attempt to get even
- \*\*\*16. Pout
- \*17. Act the incident out
- \*18. Try to find substitutes for things I can't have
- \*\*\*19. Enjoy getting the best of people
- \*\*\*20. Feel left out of things
- \*21. Select an activity which would give similar pleasure
- \*\*\*22. Pretend everything is all right
- \*23. Laugh disappointments or irritations off
- \*\*24. Am willing to take turns in working with equipment which belongs to the group
- \*\*\*25. Destroy things or throw things
- \*26. Am cheerful
- \*\*27. Try to use energy in "grown-up" way
- \*\*28. Am courteous to others
- \*\*\*29. Argue with my family
- \*\*\*30. Try to reform people for their own good
- \*\*\*31. Go off by myself when I feel I don't fit
- \*\*\*32. Pry into affairs of others
- \*\*\*33. Tell people how to do things
- \*34. Try to be helpful and useful in my group
- \*35. Avoid getting into situations which I know will make me angry
- \*\*\*36. Spend much time daydreaming
- \*37. Respect rights, privileges, and property of others
- \*38. Try to see myself as others see me
- \*39. Stop to think about the way I used to get what I want
- \*40. Try to think what effect the things I do may have on others
- \*\*\*41. I feel I lose my temper

The results on the Self-Analysis Check List show that Girl B's score was 48 in the direction desired by the writer. In general she has come to feel much more secure in her group. However, she needs to put forth more effort and needs help in becoming more secure within her own self, in making friends and in directing her emotional energy wisely.

Student Evaluation: Girl B

"I enjoyed the foods work in homemaking. The relationships study was interesting, but I don't like to work on assignments, although I have learned a lot."

Teacher Evaluation: Girl B

In the opinion of the teacher, Girl B has made many adjustments in the relationship area. She appears much happier and has changed her attitude and behavior toward the class and teacher. Probably the reading material, problem solving situation, and letting Girl B analyze and work out her own problems helped her to find her place in the group. However, she can put forth more effort in controlling her emotions.

#### Narrative Case Study, Girl C

Girl C was well groomed, attractive, and energetic. She usually completed her work in a short time and had time on her hands during class. Sometimes she appeared bored, if the class activities had to be reviewed or repeated. She frequently did not follow instructions, and did things as she desired. After repeating work for a few times according to instructions, before receiving a grade, she learned to be more concerned about following instructions. Girl C always wanted to lead everything; if she was not the "It," she was ill at ease.

Girl C's record showed that she was an above-average student in her grade school subjects and was active in the Rainbow organization, Girl Scouts, church activities and held an office in the Future Homemakers organization. Girl C and five other girls were friends. They started to school together and had been in the same classes through grade school. This little group enrolled in the Homemaking I fifth hour class. These girls

appeared to be jealous of each other about grades, dates, clothing, etc. They were a noisy group and teachers stated they had to separate them in the classroom in order not to have disturbances.

Gradually Girl C became more interested in her class activities. She learned to follow class instructions. She learned to cooperate and take turns. Standards were set up for grade A, B, and C. Occasionally extra activities were listed. Students wishing to receive extra credit and to raise their grade average turned in special work. Girl C and a few other students who finished early usually handed in extra activities. Girl C improved her classwork and attitude in class, and has become an attentive, alert, worthwhile class member.

A home visit to Girl C's home was worthwhile. The parents are college graduates. Girl C's mother was a former school teacher and was raised in a home where there were servants. The mother said that she was going to see that her daughter learned how to cook and sew. The father was a local pharmacist. The family had a lovely home and lived in the new addition of town.

As time passed Girl C improved her work and learned to take turns. During the foods unit she did an excellent biscuit class demonstration making "Wesson Oil biscuits." She had prepared making biscuits at home several times before giving the class demonstration.

The foods group which scored the highest on their laboratory group project "planning, preparing, and serving breakfast for four people" could choose a special cookery demonstration project. Girl C's group was rated highest by the class. Girl C has made much progress in improving her cooperation and accepting her turn cheerfully. Girl C is more considerate

of others and makes adjustments easier. Frequently Girl C volunteers to do an extra activity.

Conferences were held with Girl C according to the following schedule.

Date	Purpose
9/15/50	Get acquainted
10/15/50	Plan for Home Project and Home Visit
10/31/50	Home Project planning
11/17/50	Class Group Project Planning
12/18/50	Class Group Project Planning

The items below are those underlined on the Mooney Problem Check List by Girl C before the learning unit. Those marked with an asterisk (\*) were not marked on the list following the learning unit, and the ones marked by two asterisks (\*\*) were underlined only on the second checking.

- \*168 Losing my temper
- \* 30 Wishing people liked me better
- \* 63 Feelings too easily hurt
- \* 96 Wanting a more pleasing personality
- 203 Being disliked by someone
- \*135 Feeling no one likes me
- \*132 Wanting to be more like other people
- \*\*133 Feeling no one understands me
- \*166 Getting into arguments
- 97 Being made fun of
- \*131 Awkward in meeting people
- \*100 People finding fault with me
- \* 26 Slow in making friends
- \*\* 27 Bashful
- \*\*166 Getting into arguments

Girl C reduced the number of problems one third on the Mooney Problem Check List; this evidence shows that the learning unit and conferences possibly aided her in solving her own problems. However, more help is needed in learning to accept the fact that she cannot always have her own way and be first in everything.

The statements checked by Girl C on the Self-Analysis Check List are reported in the following list. Those marked "often" are indicated with an

asterisk, those indicated with two asterisks (\*\*) are marked "sometimes," and those indicated by three asterisks (\*\*\*) are marked "almost never."

- \*\*\* 1. Cry
- \* 2. Try to find out why I feel angry
- \* 3. Work off my anger in a way that won't hurt others
- \* 4. Try to keep from finding fault with others
- \* 5. Look for things I like in people
- \*\*\* 6. Blame others for not letting me have my way
- \* 7. Try to understand why my friends do the things they do
- \*\* 8. Suggest to my friends that we talk things over when we have a disagreement
- \* 9. Accept disappointments matter-of-factly
- \*10. Try to realize there are some things which I can't do
- \*\*\*11. Feel sorry for myself
- \*\*\*12. Feel little responsibility for my friends' welfare
- \*13. Force myself to stop and do some thinking before acting
- \*14. Try to realize there are some things I can't have
- \*\*\*15. Attempt to get even
- \*\*\*16. Pout
- \*17. Act the incident out
- \*18. Try to find substitutes for things I can't have
- \*\*\*19. Enjoy getting the best of people
- \*\*\*20. Feel left out of things
- \*21. Select an activity which would give similar pleasure
- \*\*22. Pretend everything is all right
- \*23. Laugh disappointments or irritations off
- \*24. Am willing to take turns in working with equipment which belongs to group
- 25. Destroy things or throw things
- \*26. Am cheerful
- \*27. Try to use energy in "grown-up" way
- \*28. Am courteous to others
- \*29. Argue with my family
- \*30. Try to reform people for their own good
- \*31. Go off by myself when I feel I don't fit
- \*\*\*32. Pry into affairs of others
- \*\*\*33. Tell people how to do things
- \*34. Try to be helpful and useful in my group
- \*35. Avoid getting into situations which I know will make me angry
- \*36. Spend much time daydreaming
- \*37. Respect rights, privileges, and property of others
- \*38. Try to see myself as others see me
- \*39. Stop to think about the way I used to get what I want
- \*40. Try to think what effect the things I do may have on others
- \*\*\*41. I feel I lose my temper

It may be noted that Girl C made a score of six on the Self-Analysis Check List in the direction desired by the writer.



In general, results on the Mooney Problem Check List show that Girl C reduced the number of problems one third after the learning unit, and the Self-Analysis Check List. Results show that she made a score of six following the learning unit. This data indicates that Girl C made a slight change in the direction desired by the writer.

Student Evaluation: Girl C

"The study of homemaking has taught me how to plan, prepare, and serve foods for breakfast. I have learned how to make hot breads, cakes and cookies. My family is glad that I have learned to cook. My father asks me nearly every night if I will make him some cookies, bread or anything. The study of relationships has helped me to be a more useful and helpful member of the family."

Teacher Evaluation: Girl C

The purpose for studying Girl C was to find out if possibly why Girl C appeared bored. The teacher thought maybe the work was too easy or that Girl C didn't know how to do the work or Girl C might not be interested.

As a result from the study Girl C was a very intelligent student and was capable of doing more work than the average student and needed to be challenged to do above average work. Girl C learned to a slight degree in the study of relationships to be more considerate of others and not so jealous or selfish.

THESIS TITLE: SOCIAL RELATIONS PROBLEMS COMMON  
TO NINTH GRADE STUDENTS IN HOME-  
MAKING CLASSES

NAME OF AUTHOR: EDNA BAREFOOT

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