

A GUIDANCE PLAN FOR GROUP RELATIONSHIPS AMONG HIGH  
SCHOOL HOME ECONOMICS STUDENTS

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By

ELIZABETH C. DENTON-BROCK

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

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APPROVED:

*Anna May Johnson*  
In Charge of Thesis

*Florence L Lytle*  
Head of Department of Home Economics Education

*D. C. McIntosh*  
Dean of Graduate School

109672

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## PREFACE

The constantly changing living conditions in this modern world make it necessary for the home economics teachers to evaluate all classroom procedures frequently and to rebuild or readjust them to meet the growing needs of the pupils.

The point of emphasis in homemaking, in order to meet the present day needs, seems to be shifting from the area of content and perfection of skills to formulating a satisfactory outlook on life, harmonious human relations, independent thinking on the part of the individual and improvement of our procedure of teaching for more effective pupil growth,\*

according to the report of a group of educators working on a committee to determine the meaning of home economics in education.

In order to bring about a satisfactory adjustment of subject matter it seemed advisable to get the reactions of the various groups of people concerned. Pupils, their parents and teachers were therefore approached in making this study. A survey of representative communities was made in order that the reactions of these groups could be analysed.

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Report of the sub-committee from the Home Economics Education work shop at the Ohio State University. Summer 1937.

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CHAPTER I

GENERAL INFORMATION

A person seeking a position years ago was chosen because his knowledge of the subject matter in that field was satisfactory. No longer is knowledge the main requirement, but it must be combined with a pleasing personality and an understanding of those with whom he is to work. Educators and employers are increasingly realizing that training for any vocation should include the development of personality because it is equally important in the lives and activities of the home, the school, and the community. To be a good home member and a good citizen, one cannot think and plan for himself alone, but must take into consideration his group relationships in each situation. "The Best for the Most" is rapidly becoming a general motto encouraged by our civic minded citizens. At the same time however they believe in caring for and encouraging individuality.

Training should be two fold. It should make one aware not only of his capabilities but also of his responsibilities. He must know himself and his limitation, and must have a desire to do something about it, in order to get the most from life. If one wishes to live a life fully, he must give as well as get. He must willingly and graciously assume duties and responsibilities peculiar to himself alone in order to give the most to life. The duties of the educator then are to cause the student to become aware of these needs and to give him enough guidance to create a desire to live a full and useful life.



According to Millie Pearson in a radio talk on Purpose of Education

The demand of the rapidly changing social and economic order of today definitely effect the "personal, home, and family life"<sup>1</sup> of all individuals thus setting the goal for education. These social and economic changes make it necessary for teachers, administrators, parents and students to survey their school programs, to evaluate their present practices, and to reinterpret their purpose.

Those who are interested in getting an education want one which relates directly to everyday living, and education which teaches one to think, to recognize values both in goods and in satisfaction, to face life courageously, to exercise sound judgment and to contribute toward building a more satisfactory society. Education which prepares the individual to adequately meet problems as they arise 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.<sup>2</sup>

The new trend in education is to incorporate personality development in courses which train a student to adjust himself to any situation, especially the one in which he is to contact people. This is a hopeful sign because it shows readiness on the part of educators to perfect methods of training whenever a need arises, but it is not sufficient in itself. A more thorough and concentrated study is advisable.

Only recently have educators faced the responsibility in this phase of child training. Deans, counselors and visiting teachers are being utilized, and child guidance clinics are being incorporated into many a public school system.<sup>3</sup>

Guidance classes are being tried out in the following school systems: Freemont, Ohio; Norfolk, Nebraska; Seattle, Washington; and one which deals also with character education at Kenosha, Washington.

1

Ivol Spafford, "Fundamentals of Teaching Home Economics."

2

Millie Pearson, "Purposes of Education."

3

Joseph Miller, "Character Building for Tomorrow." Progressive Education, January, 1935.



The value of training for personality development has been recognized as a means by which the student may understand his own actions and reactions, and by which he may become more capable in handling any situation. Therefore, he can better understand the actions and reactions of others and be able to live more harmoniously in his community. This comment has been offered by Miss Pearson:

Homemaking education strives to reach the goals for general education, first, by promoting continuous student growth both in character and personality through attention to attitudes and habits to the end that students may be well adjusted in their social groups; second, by developing an understanding of individual and group needs and developing the abilities and activities necessary for meeting these needs; and third, by developing an interest in and a responsibility for sharing in home and family life.<sup>4</sup>

A unit on personality development was suggested in the Oklahoma course of study for vocational home economics for the eighth grade in 1933 for the first time. It was offered in this grade because many girls in the rural districts go no further than the eighth grade, because at this age each girl is becoming more interested in other people, and because every growing child needs to become aware of the advantages of a pleasing personality. Since the average rural community in Oklahoma does not offer extensive training in homemaking before the ninth grade, it might be better to incorporate guidance in personality development in every homemaking unit. The units offered in homemaking represent types of activities in real living situations. Classroom procedures which guide each pupil willingly and graciously to assume his share of group responsibilities which stimulate initiative

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<sup>4</sup>

Millie Pearson, "Purposes of Education."

and offer enough satisfactory experience to enable a pupil to have a pleasant outlook on life should be a part of each unit.

With these points in mind the purpose of this thesis is to make a survey of existing conditions, expose outstanding needs and to offer a few recommendations for high school home economics teachers.

## CHAPTER II

INFORMATION REGARDING THE DISTRIBUTION OF THE QUESTIONNAIRES

In order to get the information necessary to carry on this study, an effort was made to get the cooperation of teachers who have a reputation for carefulness and exactness. It was also desirable to get such teachers in certain portions of the state so that a typical picture of the average Oklahoma community might be obtained. Therefore, contacts were made in twenty-four communities through the home economics teachers. Sixteen of these teachers cooperated in getting the information from their communities. The map on the following page will show the location of these communities.

In each case the questionnaires were mailed in one lot to the home economics teacher to be distributed. The questionnaires for girls were answered individually by sophomores in home economics who were working in one group. The questionnaire for mothers was taken home by each sophomore home economics girl for her mother to answer. The home economics teacher received enough questionnaires for teachers so that one could be distributed to each subject matter teacher for every girl enrolled in this home economics group.

The information received from these localities was checked and tabulated, and a general total made. A study of this general total discloses the needs of students which are the basis for the recommendations drawn.







## SOURCES OF INFORMATION

Communities used as a basis for information	Number of Sophomore Home Economic girls replying	Number of mothers of these girls replying	Number of teachers of these girls replying
1. Aline	15	12	1
2. Arapaho	15	6	3
3. Blackwell	19	14	1
4. Burlington	12	11	2
5. Hobart	26	17	3
6. Holdenville	6	6	2
7. Hugo	31	18	9
8. Mangum	22	13	7
9. Miami	36	17	6
10. Mountain View	20	17	4
11. Perkins	20	20	4
12. Ripley	25	14	2
13. Sand Springs	19	11	1
14. Stigler	22	9	6
15. Stillwater	57	21	5
16. Turley	<u>22</u>	<u>20</u>	<u>3</u>
Totals	367	226	59

The goal in collecting information was to obtain replies from as many mothers as students and from at least three teachers of each student in addition to the home economics teacher. There was much better teacher-mother cooperation than teacher-teacher cooperation as can be observed by the above table. The report from Perkins is the ideal report with twenty students, twenty mothers, and four teachers reporting. Compare this with the Sand Springs report where nineteen students, eleven mothers, and one teacher reported. The latter shows less mother-teacher cooperation and no teacher-teacher cooperation since the one teacher reporting was the home economics teacher carrying on the study there for the writer.

## CHAPTER III

INFORMATION REGARDING QUESTIONS INCLUDED IN THE QUESTIONNAIRES

In order to determine the needs of girls three questionnaires were constructed so that their reactions to questions on group relationships could be recorded. One of these questionnaires deals with school situations, one with home situations and one with community situations. The questions were formulated so that present standards of living and social reactions could be checked from the girl's point of view. The reactions of mothers were obtained by means of another questionnaire dealing with the daughters' interests and responsibilities, the mothers' expectations, and the mother-daughter cooperation. All the teachers of various subjects studied by these students were requested to provide information regarding their reactions in class and community life as the teacher sees it. Questions pertinent to the most desirable traits were composed after a study in the field of personality and character education.

In determining the type of answer desired for these questions the terms never, seldom, usually and always were chosen as possible answers rather than yes and no because, from the standpoint of guidance, it is more necessary to know the regularity with which activities, responsibilities and wise thinking occur. In order to make the discussion more significant it is essential that an explanation of terms be given. Never means not at all, seldom means only once in a while, usually means most of the time or it is generally so, and always means it is a habit or yes, at all times. This explanation of terms was given to each student, mother and teacher with the questionnaires.

The records of the reactions from these three sources were tabulated, and evaluations were made in accordance with the effect of these reactions on school, home, and community relationships.

Seven persons from the following occupations were asked to rate the questions in the questionnaires for students in order to determine the importance of each one in the development of personality traits.

A parent, who is also president of a P. T. A.,  
 A dean of girls,  
 A Y. W. C. A. secretary,  
 A high school teacher,  
 A junior high school principal,  
 A state vocational supervisor, and  
 A family relationship specialist.

From these ratings four classifications (A, B, C, D) were made.

See graph on page 10.

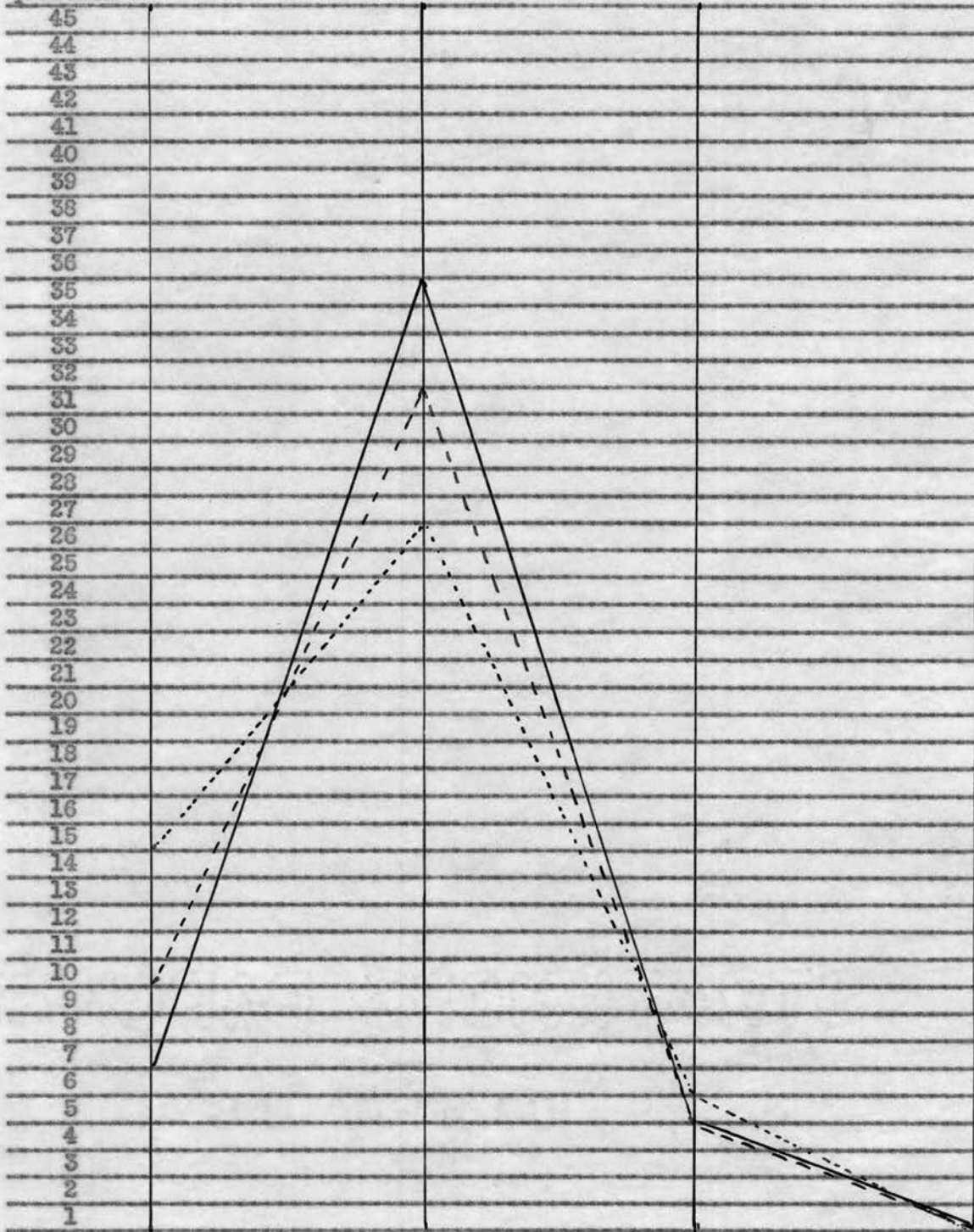
#### QUESTIONS FROM THE IN-SCHOOL SITUATIONS RATED A.

1. Are you aware that the success of your school depends partly on your actions?
2. Are you concerned about spreading contagion to others?
3. Do you ask a well informed person for advice?
4. Can you willingly do what the majority decides is best?
5. Do you honestly rejoice in the good luck of others?
6. Are you interested in school activities?

All questions except number six grouped as of A value stimulate thought or decision. The content of these questions has generally been stressed from early childhood through adolescence. They also represent occurrences in the child's life where others are concerned. Emphasis has been placed on wise thinking and on consideration of others.

SHOWING GROUPING OF QUESTIONS ACCORDING TO RATING

No. of question



School \_\_\_\_\_ Home----- Community.....

A, B, C, D are the divisions into which the questions have been rated according to their importance in personality development.



## QUESTIONS FROM IN-SCHOOL SITUATIONS RATED B

1. Are you confident of your abilities?
2. Do you consider the interests of classmates before your own?
3. Do you consider anyone else when opening or closing a window in the classroom or a study hall?
4. Can you graciously receive compliments?
5. Are you able to keep from feeling superior to your associates?
6. Are you able to keep from feeling inferior to your associates?
7. Are you able to take criticism without feeling hurt?
8. Are you sincere to your friends?
9. Are you loyal to your friends?
10. Do you give others about you a chance to express themselves?
11. Are you a good listener?
12. Do you attempt to carry on an interesting conversation when you meet new people?
13. Do you value the opinion of others?
14. Can you forget about yourself and what you can do in conversing with others?
15. Can you talk to your teacher or superintendent without being embarrassed?
16. Are you able to adjust easily to a new group or location?
17. Do you enjoy meeting and knowing new people?
18. Do you shake hands as though you meant it?
19. Are other friendly toward you?
20. Do you keep your friendship with others?
21. Do you know how to make people comfortable?
22. Can you give an oral report in class without embarrassment?
23. Are you able to make friendly contacts with members of the opposite sex?
24. Do you make allowances for the circumstances and opportunities of others?
25. Can you help a friend with his work without doing his work for him?
26. Do you strive to help a person who needs your help regardless of his popularity?
27. Have you plans for the future?
28. Do you ever carry out a task or plan without someone else's approval?
29. Do you enjoy doing a difficult piece of work?
30. Can you win without making the loser uncomfortable?
31. Can you honestly rejoice with one who has beaten you?
32. Do you avoid laughing at the mistakes of others?
33. Are you able to make decisions independently?
34. Are you able to make up your mind before the time for action is past?
35. Are you careful not to take things that do not belong to you?

The questions chosen for this group have much to do with the adjustment of the student both in small groups where there are few concerned and in large groups where oral reports are to be made before

a class. Questions exposing the students' ability to make decisions requiring thought are found in this group. There are also a number pertaining to consideration of others. Most questions deal with desirable traits and habits generally developed during adolescence. Emphasis is placed on social adjustment, self-confidence, and consideration of others.

#### QUESTIONS FROM THE IN-SCHOOL SITUATIONS RATED C

1. Do you find it easy to contribute much to the conversation?
2. Are you comfortable in the presence of others?
3. Do you feel comfortable and easy when the teacher watches you work?
4. Does the enthusiasm of others make you more enthusiastic?

The selection of the questions for this group includes the ease one feels in the presence of others. This is acquired, only, after much social contact. It emphasizes the reaction of the student in the presence of others.

#### QUESTIONS FROM HOME SITUATIONS RATED A

1. Do you assume your share of the responsibilities in the home?
2. Do your parents avoid treating you as a small child?
3. Do you avoid opening letters and reading mail which comes to another member of the family?
4. Are you loyal to your family?
5. Are you sincere to your family?
6. Are you careful about personal cleanliness?
7. Can you keep from complaining when you see that matters cannot be helped?
8. When visiting in the home of a friend do you make yourself agreeable to all members of the family?
9. Do you know how to express your appreciation to anyone who has entertained you in her home?
10. Do you write a short letter of appreciation to your friend from another locality soon after returning from a visit in her home?

The selection of questions for this group includes those exposing the reactions of girls toward others not necessarily in their own home

situations but reflecting training and home atmosphere. Other questions deal with responsibilities in personal cleanliness, assuming home duties and the consideration of the rights of others. Emphasis is placed on the adjustment of the girl to her personal responsibilities in relation to others.

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#### QUESTIONS IN HOME SITUATIONS RATED B

1. Do you thank your mother and father for things they do for you?
2. Do you perform everyday tasks at home without expecting pay?
3. Do you do tasks that need to be done without your mother or someone asking you to do them?
4. Do you help with dishes and house cleaning after entertaining your friends?
5. Do you cooperate with other members of your family?
6. Do you help plan the home work?
7. Do you complete tasks that are started?
8. Do you help someone else with a task at home when you see he needs your help?
9. Do you relieve your mother of small tasks when she needs rest?
10. Do you ask your brother's or sister's permission before borrowing from them?
11. Do you think of others concerned before opening or closing a window in the home?
12. Can you keep from trying to boss others?
13. Are you able to stand teasing without being hurt?
14. Do you enjoy spending an evening at home?
15. Do you find time for a hobby?
16. Are you careful not to exaggerate so your story will be best?
17. Are you careful to introduce your friends to other members of the family?
18. Do you enjoy entertaining your friends in your home?
19. Do you enjoy helping to entertain friends of other members of the family?
20. Do you keep well groomed at home as well as away from home?
21. Are you satisfied with your purchases after you get them home?
22. Are you satisfied with your clothes you make after they are completed?
23. Do you introduce people easily?
24. Are you tactful in dealing with others?
25. Do you avoid saying things that make other people uncomfortable?
26. Do you keep from chiding people who do things that displease you?
27. Do you control your temper?
28. Do you refrain from telling jokes that will embarrass others?
29. Do you keep calm and composed in a dangerous situation?
30. Do you make an effort to make a very quiet person feel comfortable and become a member of the group?
31. Are you careful not to say things to hurt the feelings of others?

This group deals with the more intimate relations in the home, with reactions to other members of the family, toward home tasks, and toward personal development. Emphasis is placed on the traits which, when properly developed, build worthy home members.

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#### QUESTIONS FROM HOME SITUATIONS RATED C

1. If you borrow a postage stamp, would you buy a stamp and return instead of paying the three cents?
2. Do you take the lead to enliven a dull party?
3. Are most of your friendships those of your own sex?
4. Do you give a boy a chance to be polite to you?

This group of questions is more or less miscellaneous. Most questions deal with the finer development of character traits. The one who returns a postage stamp saves the lender the inconvenience of getting another. The one who enlivens a dull party does some quick, clear thinking. The one who gives a boy a chance to be polite is giving him a chance to develop finer traits.

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#### QUESTIONS IN COMMUNITY SITUATIONS RATED A

1. Do you take any active part in wholesome amusement for young people in your community?
2. Would you in any way help needy families in your community?
3. Are you willing to understand and help people of any other race?
4. Are you willing to understand and help people of lower standards of living?
5. Would you state your correct age if it made a difference in the price of a show or railroad fare?
6. Would you correct a salesman or clerk if he had made an error in your favor?
7. Do you observe traffic laws?
8. Do you ask permission of people before picking their flowers or fruit?
9. Would you stay home from school or any public gathering if you had a bad cold?
10. Would you be careful not to spread a skin disease?
11. Are you careful not to use a public towel or drinking cup?
12. Would you be as careful in the use of equipment in public places as you would in your own home?
13. Would you burn or dispose of your trash after a picnic?
14. Would you put out your fire before leaving the picnic ground?



The selection of questions in this group includes those on honesty, and on personal responsibility in public places. Emphasis is here placed on qualities that tend to build good citizens.

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#### QUESTIONS IN COMMUNITY SITUATIONS RATED B

1. Do you take part in any church activities?
2. Do you take part in Girl Scouts, Rainbow Girls, or any other club activity?
3. Do you participate in community projects for the betterment of people in general?
4. Would you willingly help promote a cleanup campaign?
5. Would you willingly help in any way with a city clinic?
6. Are you interested in helping to beautify your community?
7. Are you a booster for your community?
8. Are you willing to understand and help people of any other nation?
9. Are you interested in state affairs?
10. Do you read a daily newspaper?
11. Are you interested in national affairs?
12. Do you buy tuberculosis seals at Christmas time?
13. Do you refrain from repeating "hear say" about other people?
14. Do you dismiss from your mind happenings that cannot be changed?
15. Are you careful not to crowd ahead of people in line?
16. Do you observe traffic signals?
17. Do you cross streets at intersections?
18. Would you slow up and stop your car if necessary to keep from hitting an animal?
19. Would you avoid slowing your car abruptly at stop signs?
20. Would you report an accident regardless of circumstances?
21. Would you be quarantined willingly?
22. Are you careful not to write on public buildings?
23. Are you careful not to scratch or mar school equipment?
24. Are you careful not to spit any place where it would be dangerous to others?
25. Would you be careful not to pick flowers in parks or on public grounds?
26. Are you careful to put things back in public places the way you find them?

This group of questions indicates the importance of interest and participation in worthwhile community activities, observance of laws, and respect for public property. A few questions relate to consideration of others.

## QUESTIONS IN COMMUNITY SITUATIONS RATED C

1. Do you teach a Sunday School class when asked?
2. Do you enjoy taking part in community programs?
3. Do you keep entirely out of other people's business?
4. Do you refrain from crossing the street to keep from meeting somebody?
5. Can you easily get rid of a salesman?

This group of questions is of miscellaneous character. Most of them tend to develop the ability to evaluate situations and make decisions.

## CHAPTER IV

DISCUSSION OF REACTIONS TO QUESTIONNAIRES

These questions have been analyzed and grouped as to their content in order to show the relations between questions and to show comparisons more clearly. This information has been compiled in six main groups which are as follows: assuming responsibilities, consideration of others, individual reactions, relationships with others, emotional control, and a group involving the thinking process. There is also a final miscellaneous group.

Since the purpose of this study is to expose what the students do, the discussion will be limited to comments on the results in the columns labeled usually and always. There are tables accompanying the discussion which show the percent of persons who checked under each heading of the answer, the number of answers and a letter indicating the grouping given them by the raters. The questions retain the number given them on the questionnaires, which are found in the appendix.

## ASSUMING RESPONSIBILITIES

The students' reactions toward assuming responsibilities at school

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
41. Are you able to make decisions independently?	2.70	13.77	61.83	21.60	365	B
42. Are you careful not to take things that do not belong to you?	.28	.83	5.84	92.85	361	B

Assuming responsibilities at school includes two questions which were placed in group B by the raters.



Decisions are always made independently by 21.60 percent of the pupils answering this question, according to their checking, and usually made by 61.88 percent. This is typical of the adolescent who is struggling to be independent but still depends much on the opinion of others. It indicates that 21.60 percent have reached adulthood in making decisions.

Being careful not to take things that do not belong to one is a matter generally stressed in school and home from early childhood. The 92.85 percent checking that they always are careful, and the 5.84 percent who usually are careful give evidence of such guidance.

The students' reactions toward assuming responsibilities in the home.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
3. Do you assume your share of the responsibility in the home?	.00	9.45	42.93	46.70	367	A
4. Do you do tasks that need to be done without your mother or someone asking you to do them?	.28	11.08	54.85	33.52	360	B
5. Do you help with dishes and housecleaning after entertaining your friends?	.28	3.86	32.02	63.76	362	B
6. Do you cooperate with other members of your family?	.28	5.58	51.06	42.80	358	B
7. Do you help plan the home work?	2.95	13.57	54.27	30.10	238	B
9. Do you help someone else with a task at home when you see he needs your help?	.00	4.84	55.95	39.01	367	B
10. Do you relieve your mother of small tasks when she needs rest?	.83	2.49	43.21	58.18	360	B
28. Do you take the lead to enliven a dull party?	3.67	31.31	45.40	19.46	354	C
33. Do you write a short letter of appreciation to your friend from another locality soon after returning from a visit to her home?	8.24	21.20	39.46	30.67	358	A
34. Do you keep well groomed at home as well as away from home?	3.85	14.30	62.42	19.80	365	B

The questions in this group were given the following grouping by the raters: two A's, seven B's, and one C.

The share of home responsibility would vary according to the child, the number of home members, the type of home, and home standards; but in all organized homes each child is aware of his share of responsibility. The 46.70 percent checking that they always assume this responsibility,

and the 42.93 percent who usually do indicate there is an awareness of responsibility and that a small majority habitually assume it.

Doing needed tasks without being asked would include irregular ones and it would require more initiative on the part of the daughter to observe them. This accounts for the variation between the results of this question and the one before it. According to their checking 33.52 percent always do needed tasks without being asked and 54.85 percent usually do.

The 63.76 percent indicating that they always help with the dishes and house cleaning after entertaining their friends, and the 32.02 percent who usually do reveal that adolescent daughters realize that their guests are principally their responsibility and they are appreciative enough to assume part of the responsibility for the extra work.

To cooperate with other members of the family requires much "give and take" and is indicative of family organization. According to their checking 42.80 percent always cooperate and 51.06 usually do. This gives evidence of an effort on the part of young people to work with others for the benefit of all.

Of the number checking themselves 30.10 percent always help with planning the home work while 54.27 percent usually do. This gives evidence of previous home or home and school cooperation. The organization of a family counsel in a home is an excellent means of providing a means of development for the adolescent along this line.

There were 39.01 percent who checked that they always help someone else with tasks at home when they see help is needed and 55.95 percent usually do. This reveals family cooperation and varies only



slightly from the percents in question six.

To relieve mother of small tasks when she needs rest is more often accomplished than helping others at home who need help as reported by the 58.18 percent who say they always do and the 43.21 percent who usually do. The mother-daughter relationship causes them to be more willing to help mother than any other member of the family.

The 19.46 percent who checked that they always can enliven a dull party, and the 45.50 percent who usually can are significant of the many who are unable to take the lead in a social group. Teaching them suitable games, songs and other means of amusement would help them to know what to suggest. This could be stressed in Future Homemakers clubs.

Writing a short letter of appreciation to a friend after returning from a visit is a responsibility 30.67 percent say they always assume, and 39.46 percent usually do. This indicates a need of more guidance in expressing appreciation and gratitude. This is a trait seldom developed to a great extent in adolescents, and one that needs to be stressed in teaching.

Keeping well groomed at home as well as away from home is habitually practiced by 19.80 percent, according to their checking, and usually practiced by 62.42 percent. This is indicative of previous guidance, which needs continued emphasis.

The total percents of those answering usually and always in each question in this group vary only slightly, which indicates that sophomore home economics girls generally assume a considerable amount of responsibility.

The students' reactions toward assuming responsibility in the community.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
1. Do you take part in any church activities?	5.18	19.01	38.59	37.16	347	B
2. Do you take part in Girl Scouts, Rainbow Girls, or any other club activity?	23.72	22.32	25.11	28.74	358	B
3. Do you teach a Sunday School class when asked?	23.80	14.91	28.68	32.41	348	C
7. Would you willingly help promote a clean-up campaign?	.56	6.41	34.53	58.49	359	B
8. Would you willingly help in any way with a city clinic?	.84	5.35	36.06	57.75	355	B
9. Would you in any way help needy families in your community?	.00	1.12	28.57	70.31	357	A
10. Are you interested in helping to beautify your community?	1.15	2.29	23.50	73.08	349	B
11. Are you a booster for your community?	1.42	9.62	37.92	51.14	353	B
12. Are you willing to understand and help people of any other race?	.84	8.12	45.94	45.10	357	A
13. Are you willing to understand and help people of lower standards of living?	.58	2.32	46.67	50.44	345	A
14. Are you willing to understand and help people of any other nation?	2.25	6.45	51.55	37.75	355	B
18. Do you buy tuberculosis seals at Christmas time?	11.84	22.28	39.48	26.23	354	B
27. Do you observe traffic signals?	.56	2.26	29.61	67.40	354	B
28. Do you observe traffic laws?	.84	2.25	35.39	61.52	355	A
29. Do you cross streets at intersections?	3.99	19.99	44.28	31.71	350	B
32. Would you report an accident regardless of circumstances?	.29	6.60	32.41	60.61	346	B

(continued on page 23)

Questions					Number answer- ing	Rating
	Never	Seldom	Usually	Always		
38. Are you careful not to write on public buildings?	.00	3.50	37.90	58.59	349	B
39. Are you careful not to scratch or mar school equipment?	.00	7.56	43.84	48.55	344	B
41. Would you be as careful in the use of equipment in public places as you would in your own home?	.00	5.38	36.79	57.73	353	A
42. Would you burn or dispose of your trash after a picnic?	.00	3.70	54.19	62.11	361	A
43. Would you put out your fire before leaving the picnic ground?	.00	1.39	18.66	79.93	354	A
44. Would you be careful not to pick flowers in parks or on public grounds?	.28	3.09	34.55	62.08	356	B
45. Are you careful to put things back in public places the way you find them?	.00	.00	41.98	58.01	343	B

Of the twenty-three questions in this group seven were given an evaluation of A, fifteen B, and one C, by the raters. This indicates that situations which give a student an opportunity to take responsibilities in the community should be encouraged.

More students, according to their checking, take part in church and Sunday School activities than in club activities as shown by the 37.16 percent who always take part in church activities, and the 38.59 percent who usually do; the 32.41 percent who always teach a Sunday School class when asked, and the 28.68 percent who usually do; while 28.74 percent of these girls always take part in club activities, and 25.11 usually do. This indicates that there are more interested in participating in the activities of the church and Sunday School.



There are 58.49 percent who report that they are always willing to promote a clean up campaign, and 34.53 percent who usually are willing. This compares favorably to the 57.75 percent who say they always are willing to help in a city clinic, and the 36.06 who usually are willing. These reactions indicate that the movements which improve health conditions would be equally supported by adolescents. They are at a period of development where wholesome activities that appeal to them are given their genuine support.

The 70.31 percent who, according to their checking, always would help needy families, and the 28.57 percent who usually would, signify that most girls are aware of their responsibility to the less fortunate and are willing to do something about it.

That 73.08 percent say they always are interested in helping to beautify their community, and the 23.50 percent usually are proves both the willingness of youth to help in worthwhile projects, as the percentage is also fairly large in the three preceding questions, and to take an interest in beautifying the community.

The question "Are you a booster for your community?" was inserted in the questionnaire because to support and encourage home enterprises, and to build pride and interest in one's community are means of developing good citizens. There are 51.15 percent who indicate that they always are a booster, and 37.92 percent who usually are. This reveals previous guidance for citizenship.

A willingness to help and understand others is manifested in the next three questions where 45.10 percent express their willingness always to understand the people of another race, and help them; and 45.94 percent say they usually are. There are 50.44 percent who say



they always are willing to understand and help people of a lower standard of living, and 46.67 percent who usually are. There are 37.75 percent of the students answering who checked that they always are willing to understand and help those of another nation, and 51.55 percent who usually are willing. The lower percents in the last of these three questions signifies that the student comes in contact with fewer people of other nations than those of other races and of lower standards of living. However, a large percent is willing to assume responsibility to others.

That 26.23 percent say they always buy tuberculosis seals at Christmas time, and 39.43 percent usually do reveals a slight degree of interest in worthwhile projects which are not tangible to a student's experiences.

Observing traffic signals and traffic laws are similar in the experiences of youth as shown by the 67.40 percent who say they always observe signals, and the 29.65 percent who usually do; and the 61.52 percent who say they always observe traffic laws together with the 35.39 percent who usually do. These findings indicate that most of the adolescents under observation are willing to comply with laws and regulations for the good of everyone. However, the discrepancy between these results and those of the next question where 31.71 percent checked they always cross the streets at intersections, and 44.28 percent say they usually do is evident. Crossing the streets at points other than intersections is not so much a problem in small communities as in the larger ones. Nevertheless it is a city regulation. It is just such practices that make safety drives necessary.

The 60.61 percent who checked they always would report an accident regardless of circumstances, and the 32.41 percent who usually would, indicate that honesty and a sense of duty are prevalent in youth.

The difference between the 58.59 percent who indicate they always are careful not to write on public buildings, and the 37.90 who usually are careful as compared with the 48.55 percent who indicate they always are careful not to mar or scratch school equipment, and the 43.84 percent who usually are careful, reveal that there is more difficulty in being careful of more familiar and more habitually used equipment unless thought is stimulated and guidance provided.

The 57.75 percent who say they always would be as careful with equipment in public places as they would at home, and the 36.79 percent who usually would do this have a close correlation to the findings regarding those who indicate that they would not write on public buildings.

There is also a close correlation between the findings on those who would be careful to burn or dispose of trash, and those who would be careful to put out their fire before leaving the picnic grounds. There are 62.11 percent who checked that they would always be careful to burn or dispose of trash before leaving the picnic grounds, and 34.19 percent who usually would, while 79.93 percent always would be careful to put out their fire before leaving the picnic grounds, according to their report, and 18.66 percent usually would do this. This indicates that the training and guidance on safety with fires has been a little more effective than the training and guidance on sanitation and orderliness. However, the results of each one show a great deal of responsibility taken by students. Strong feeling for respect

for public property is again manifested in the 62.08 percent who say they always are careful not to pick flowers in parks or on public grounds, and in the 34.55 percent who usually are careful. These are closely correlated with the 58.01 percent who indicate they always are careful to put things back in public places as they found them and the 41.98 who usually are.

The high percents of persons who usually and always do this reveal a large amount of responsibility for the protection and preservation of public property assumed by adolescents.

## The mother's reaction toward the daughter's responsibilities in the home.

Questions					Number	Rating
	Never	Seldom	Usually	Always	Answer- ing	
1. Does she do her own buying?	.50	23.76	61.85	13.86	202	B
2. Does she do any buying for the house or for her mother?	.89	40.50	51.29	7.14	224	C
3. Does she keep her clothes cleaned and pressed and ready for wear?	3.53	26.88	51.97	17.47	223	A
4. Do you want her to take the responsibility of caring for her clothes?	.00	1.78	22.33	75.82	224	A
5. Does she wash or dry the dishes willingly?	1.77	12.82	52.16	23.10	226	B
6. Does she do tasks about the house without being asked?	3.14	22.40	54.66	19.71	223	B
22. Do you encourage her to practice at home what she has learned at school?	.90	9.46	36.49	53.16	222	A
25. Do you ask your daughter's opinion about plans for the home?	3.15	13.97	60.37	22.58	222	A
26. Does she have an interest in keeping the house in order?	1.32	11.45	53.30	33.92	226	B
27. Does she see things to do without being told?	2.76	22.34	54.26	20.56	219	B
35. Does she have any money to spend as she wishes?	1.84	22.58	50.69	24.88	217	B

The mothers report that 13.86 percent of the girls always do their own buying, and 61.85 percent usually do. This indicates interest, good judgment and a willingness on the part of the mothers to allow their daughters to develop by assuming a responsibility. This is a task which adolescents have only recently been deemed capable of accepting. Fewer, however, are relied upon to buy for mother or for



the house as revealed by the findings. There are only 7.14 percent who, the mothers say, always do such buying, and 51.29 percent who usually do it. This is a task generally overseen by mothers. These findings reveal cooperation and understanding between mother and daughter. Such experiences offer excellent opportunities for development and for a study of values.

According to the report of the mothers, 17.47 percent of the girls always keep their clothes cleaned, pressed and ready to wear, while 51.97 percent usually do this. The mothers say 75.82 percent of them always would like their daughters to take this responsibility, and 22.23 usually would like for them to take it. This reveals a definite need for development of ability in this type of work. It is recommended that the home economics teachers meet this need through class activities and through home projects, where the student can be given more knowledge and guidance in performing such tasks and can be made aware that care of her clothes is primarily her duty.

The mothers indicated that 23.10 percent of the girls always willingly wash or dry the dishes, and 52.16 percent usually do, while 19.71 percent always do tasks about the house without being asked, and 54.66 percent usually do. These are tasks often assumed before adolescence. There are several things that "willingly washing or drying the dishes" and "doing tasks about the house without being asked" depend upon. Two of these are: home atmospheres where girls are allowed to alternate responsibilities in a variety of tasks which inspire more initiative and willingness, and family counsels where a better picture of the whole family tends to create a more thorough understanding of all home responsibilities in which each member must share.

According to their checking, 53.16 percent of the mothers always allow their daughters to practice at home what they learn at school, while 36.49 percent usually do. This reveals an interest on the part of the mothers in the girls' assuming responsibilities and a desire to provide a chance for practice in order to develop desirable habits. The mothers reported that 22.58 percent always ask their daughters' opinions about plans for the home, and 60.37 percent usually do, which reveals an effort made by the mother to assure the daughter that her opinion is worthwhile. This would tend to develop mother-daughter cooperation. The mothers say that 33.92 percent of the girls are interested in keeping the house in order, and 53.30 percent usually are, which reveals a fundamental desire to assume responsibility. The clean and orderly house is more noticeable and affords more personal satisfaction than clean dishes stacked away in cupboards. This may explain the discrepancy between the findings of the two questions. Adolescents get satisfaction from knowing that others appreciate their efforts.

There is a close correlation in the findings of "does she do things without being told?" where 20.56 percent of the mothers say their girls always do and 54.26 percent say theirs usually do, to the findings of question six. There is less than one percent variation. More guidance in family relations through adult classes is recommended.

According to the mothers' report, 24.88 percent of the girls always have money to spend as they wish, while 50.69 percent usually do. This indicates that the majority of parents realize the necessity of experience in developing the ability to spend wisely.

The teachers' reactions toward the responsibilities the students take.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
10. Does she have her lessons on time?	3.81	20.05	48.98	27.16	788	A
23. Is she willing to take her share of class responsibility?	3.27	16.49	41.36	38.88	764	A
27. Is her attendance regular?	2.31	6.30	50.89	40.48	778	B

According to the teachers, 27.16 percent of these girls always have their lessons on time, and 48.98 percent usually do. This differs considerably from the 38.88 percent who, as reported, always are willing to take their share of class responsibility and the 41.38 percent who usually do. This reveals greater interest in classroom procedure and activities than in assignments where time is spent in outside preparation. This is a challenge to teachers to make assignments which are definitely the outgrowth of classroom procedure and ones that definitely build for a broader understanding for the next classroom procedure.

The 40.48 percent who are always regular in attendance and the 50.89 percent who usually are, according to the teachers, indicate an interest in school work and a determination to make the most of a valuable opportunity.



## CONSIDERATION OF OTHERS

The girls' reactions toward consideration of others at school.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
3. Do you consider the interests of classmates before your own?	1.11	24.44	61.65	12.77	360	B
4. Do you consider anyone else when opening or closing a window in the classroom or a study hall?	1.91	8.33	48.60	41.10	360	B
5. Are you concerned about spreading any contagion to others?	2.83	1.70	20.66	74.71	353	A
10. Are you sincere to your friends?	.00	1.67	47.15	51.06	358	B
11. Are you loyal to your friends?	.00	1.11	40.27	58.59	360	B
12. Do you give others about you a chance to express themselves?	.28	1.11	40.27	58.32	360	B
13. Are you a good listener?	.55	6.35	67.07	25.95	362	B
15. Do you value the opinion of others?	.28	9.38	44.16	46.09	362	B
24. Do you know how to make people comfortable?	1.67	12.53	69.90	15.87	359	B
29. Do you make allowances for the circumstances and opportunities of others?	.56	8.43	67.70	23.31	356	B
31. Do you strive to help a person who needs your help regardless of his popularity?	.55	7.70	50.10	41.53	363	B
37. Can you win without making the loser uncomfortable?	1.10	6.62	60.72	32.01	364	B
39. Do you avoid laughing at the mistakes of others?	3.04	13.25	59.87	23.22	361	B

All of these questions except five were grouped as of B evaluation by the raters. Number five rated A, because it is a matter that should have been emphasized not only during adolescence but also throughout childhood. The other questions pertain principally to



habits and qualities acquired during adolescence.

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The 12.77 percent of the students who say they always think of the interest of classmates before their own, and the 61.65 percent who usually do reveal an effort on the part of the student to put others first. This matter still needs guidance. The 41.10 percent who report that they always consider others when opening or closing a window in the classroom or study hall, and the 48.60 percent who report they usually do, reveal that more consideration is given where there is a chance of opposition being voiced by those who are not being considered.

That 74.71 percent checked they always are concerned about spreading contagion to others, and 20.66 percent usually are, signifies continuous emphasis has been placed on sanitation and health from childhood.

The 51.06 percent who report that they are always sincere to their friends, and the 47.15 percent who usually are, correspond closely to the 58.59 percent who, according to their own rating, always are loyal, and the 40.27 percent who usually are. This indicates that these students are developing honesty, frankness, trust and consistency.

It is interesting to note that 58.32 percent say they always give others a chance to express themselves, and 40.27 percent usually do; while 25.95 percent report that they always are good listeners, and 67.07 percent usually are. This indicates the tendency to be polite and give others a chance to talk even if one does not always follow closely in thought. The next question which is related in content also varies in that 46.09 percent say they always value

the opinion of others and 44.16 percent usually do. One way to look at this is that adolescents enjoy knowing the opinion of others, many often seek it, still they like to weigh it with their own and decide for themselves. This indicates their struggle to become adults.

The 15.87 percent who checked that they always know how to make others comfortable and the 69.90 percent who usually do give evidence of an understanding which guidance and much participation will improve.

The 23.31 percent who say they always make allowances for the circumstances and opportunities of others, and the 67.70 percent who usually do, indicate broadmindedness in which the student needs encouragement and guidance.

Striving to help another in need regardless of his popularity reveals fairmindedness and a sense of justice toward others, which 41.53 percent of these students say they always practice, while 50.10 percent usually do. This also indicates true democracy.

There are 32.01 percent who checked that they can always win without making the loser uncomfortable, and 60.72 percent usually can. This exhibits an ability to be conscious of the feelings of others even when interest in self is unusually great.

There are 23.22 percent who report that they always can keep from laughing at the mistakes of others, and 59.87 percent usually can. There is an element of humor in the ridiculousness of some errors which cause laughter when underlying it all there is also deep concern for the one at whom one laughs. This more often reveals a release of emotion rather than a lack of concern for the feeling of others. However, mistakes made at school are not often of this type and students need some guidance in this line.

The girls' reactions toward consideration of others in the home.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
11. Do you thank your mother and father for things they do for you?	.00	12.42	40.85	46.64	362	B
12. Do you ask your brother's or sister's permission before borrowing from them?	.86	12.85	46.45	39.62	350	B
13. If you borrow a postage stamp, would you buy a stamp and return it instead of paying the three cents?	4.71	15.55	40.30	39.46	360	C
15. Do you avoid opening letters or reading mail which comes to another member of the family?	1.96	5.57	24.48	67.84	359	A
16. Are you loyal to your family?	.55	.84	32.29	66.24	362	A
17. Are you sincere to your family?	.55	2.21	36.98	60.17	362	A
23. Can you keep from complaining when you see matters cannot be helped?	1.69	11.40	58.10	28.63	359	A
25. Are you careful to introduce your friends to other members of the family?	.55	5.79	41.67	52.16	363	B
39. Do you avoid saying things to make other people uncomfortable?	.84	6.78	58.31	33.78	358	B
40. Do you keep from chiding people who do things that displease you?	1.70	12.17	68.92	17.26	353	B
42. Do you refrain from telling jokes that will embarrass others?	1.43	7.43	44.28	46.81	350	B
44. Do you make an effort to help a very quiet person feel comfortable and become a member of the group?	.00	9.19	56.54	33.98	358	B

(continued on page 36)



(continued)

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
45. Are you careful not to say things to hurt the feelings of others?	.00	3.08	56.56	40.04	356	B

The seven persons evaluating these questions have rated this group as follows: four A's, eight B's and one C.

According to the checking of the girls, 46.64 percent always thank their mother and father for things they do for them, and 40.85 percent usually do. This indicated gratitude and respect for parents.

The 39.62 percent who say they always ask permission before borrowing from their brothers or sisters, and the 46.45 percent who usually do reveal an awareness of the importance of considering the rights and property of others. This characteristic when developed, builds better home members. There is less regard for the property and the rights of brothers and sisters than for others as shown by the findings in the next two questions. That 39.46 percent report they always would return a postage stamp instead of paying three cents to the one from whom they borrowed it, and the 40.30 percent who usually would, reveal an awareness of the effort put forth in getting the stamp and a realization that it was an accommodation to them. According to their checking, 67.84 percent of these girls always avoid opening letters or reading mail that comes to another member of the family, while 24.48 percent usually do. This reveals an evaluation of the rights and privileges of others.

The 66.24 percent who say they always are loyal to their family, and the 32.29 percent who usually are, correlate very closely to the 60.17



percent who say they always are sincere to their family, and the 36.98 percent who usually are. The percents of those who are loyal and sincere to family members are similar to the percents of those who are loyal and sincere to their friends.

The 28.63 percent who always can keep from complaining when they see matters cannot be helped, and the 58.10 percent who usually can, indicate that self control as well as consideration has been practiced. This should be a part of the training from childhood with continued emphasis throughout adolescence.

There are 52.16 percent who say they always are careful to introduce their friends to other members of the family, and 41.67 percent who usually are. This indicates a desire to make others comfortable and easy. It also reveals that available opportunities have been used in training. According to their checking, 33.78 percent of these girls always avoid saying things to make other people uncomfortable, and 58.31 percent usually do. This indicates thoughtfulness and consideration. There should be continuous training along this line to help the girl adjust herself to the group. That 17.26 percent say they always keep from chiding people who do things that displease them, and 68.93 percent usually do, indicates they are aware of the need of self control and put forth an effort to develop it, but more encouragement is necessary to help girls adjust themselves to others.

There are 46.81 percent of these girls who report that they always refrain from telling jokes that will embarrass others, and 44.28 percent usually do. This reveals a consideration of others

that will be appreciated by their associates. That 33.98 percent, according to their report, always make an effort to help a very quiet person feel comfortable and become a member of the group, and 56.54 usually do, reveals thoughtfulness and initiative.

Thoughtfulness of others is also shown by the fact that 40.04 percent say they always are careful not to say things to hurt the feelings of others, and 56.56 percent usually are careful. Since the adolescent is just emerging from a self-centered stage, it takes effort to consider the feelings of others. Continued guidance is necessary to assure a well rounded growth and development.

The girls' reactions toward consideration of others in the community.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
23. Are you careful not to crowd ahead of people in line?	3.10	8.74	59.22	28.76	354	B
30. Would you slow up and stop your car if necessary to keep from hitting an animal?	.85	1.71	8.82	88.60	351	B
31. Do you avoid slowing your car abruptly at stop signs?	7.53	5.42	37.32	49.67	332	B
33. Do you ask permission of people before picking their flowers or fruit?	.57	4.81	31.70	62.83	353	A
34. Would you stay home from school or any public gathering if you had a bad cold?	1.97	15.79	47.66	34.80	354	A
35. Would you be careful not to spread a skin disease?	.28	2.27	13.35	84.06	352	A
40. Are you careful not to spit any place where it would be dangerous to other people?	.00	2.54	21.69	75.78	355	B

This group of questions was evaluated by the raters as follows: three A's and four B's.

The 28.76 percent who say they always are careful not to crowd ahead in line, and the 59.22 percent who usually are, indicate the patience and consideration for the rights of others exhibited by many of these girls. This type of experience is considered so necessary that today it is started in the nursery school, where turns at play are encouraged and guided. It is also encouraged in group work in home economics; especially in clothing classes where several girls use the same machine. Continued guidance is necessary to make a well adjusted member of society.



The 88.60 percent who checked that they would always slow up and stop a car if necessary to keep from hitting an animal, and the 8.82 percent who usually would exhibit the prevalence of kindness to animals among adolescents. The 49.67 percent who reported that they always avoid slowing their car abruptly at stop signs, and the 37.32 percent who usually do, indicate thoughtfulness and consideration of the persons driving behind them. Such a practice prevents accidents and should be encouraged and guided when youth begin driving cars.

That 62.83 percent, according to their checking, always ask permission before picking the flowers or fruit of others, and the 31.70 who usually do, reveals a respect for the property and possessions of others. This indicates previous training.

The 34.80 percent who say they always would stay home from school or any public gathering if they had a bad cold, and the 47.66 who usually would reveal an awareness of the importance of such an action. It indicates a need for further training and guidance. Too much emphasis on perfect attendance records tends to encourage students to attend school regardless of a bad cold.

That 84.06 percent say they always would be careful not to spread a skin disease, and 13.35 usually would, is even more pronounced than the percents in question five under "the girl's reaction toward consideration of others at school" which represents those concerned about spreading contagion to others. The 75.78 percent who report they always would be careful not to spit where it would be dangerous to others, and the 21.69 percent who usually would be careful also indicate regard for others and a share taken in promoting sanitation. These findings reveal that continuous emphasis has been placed on health until these students have become aware of their responsibility in public sanitation.



Mothers' reactions toward the daughters' consideration of others in the home.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
8. Is she considerate of other members of the family?	.00	9.41	60.93	29.57	223	B
9. Is she considerate of guests of other members of the family?	.46	3.21	41.31	54.96	218	B
20. Do you encourage your daughter to find the good qualities in others?	.90	.90	23.30	74.82	223	A
34. Is she concerned about needy families in the community?	4.56	14.14	50.16	31.01	219	B

There are 29.57 percent of the mothers who say their daughters always are considerate of other members of the family, and 60.93 percent who say theirs usually are. This indicates knowledge and guidance, and an effort to consider others, but it also indicates a need of further guidance in order to develop worthy home members. Compare the percents of these findings with the 54.96 percent of mothers who say their daughters always are considerate of guests of other members of the family, and the 41.31 percent who say theirs usually are. These findings reveal a need for more family understanding and consideration.

The 74.82 percent of mothers who say they always encourage their daughters to find the good qualities, and the 23.30 percent who usually do, indicate that encouragement to understand others and to tolerate their peculiarities and habits is given at home.

That 30.01 percent of the mothers report their daughters always to be concerned about needy families in the community, and 50.16

percent say their daughters usually are indicates an awareness of responsibility to those less fortunate. It is very necessary that this trait be guided and developed in order to produce good citizens. A community can be no stronger than its citizens.

The teachers' reactions toward the students' consideration of others.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
5. Does she desire to help others?	3.80	20.15	50.30	25.72	789	B
9. Is she considerate of the opinion of other people?	2.30	9.34	52.82	35.68	783	B
21. Does she respect her teachers?	.90	4.35	34.41	60.37	782	A
22. Does she respect the rights of others?	1.04	5.33	39.36	54.30	770	A
35. Is she interested in making the other pupils more comfortable?	2.70	14.85	63.31	19.17	741	C

According to the teachers, 25.72 percent of these students always desire to help others, and 50.30 percent usually do, which indicates cooperation among most of the students. While it is not desirable for one student to do the work for another, it is desirable that one should clarify statements or subject matter for another. There is a need for more guidance here.

The teachers report that 35.68 percent always are considerate of the opinion of others, and that 52.82 percent usually are, which indicates broadmindedness and a respect for the feeling of others. This tends to build good citizens. According to the teachers' checking, 60.37 percent of these girls always respect their teachers, and 34.41 usually do. These findings reveal a similar correlation to the 54.30 percent who, according to the report of the teachers,

always respect the rights of others, and the 39.36 percent who usually do. There is a small difference in the findings in favor of respect shown for teachers. It is the usual thing for home economics students to consider the rights of others, but continuous guidance is necessary to keep them aware of this consideration. The teachers report that 19.17 percent of these girls always are interested in making other pupils more comfortable, and 63.31 percent usually are, which indicates an awareness of their responsibility in group activities, and in helping others become adjusted to situations.

#### INDIVIDUAL REACTIONS

The individual reactions of the students in school situations.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
2. Are you confident about your abilities?	.27	14.48	66.28	18.94	359	B
9. Are you able to take criticism without feeling hurt?	2.49	15.51	58.17	23.82	361	B
21. Do you shake hands as though you meant it?	.28	9.19	49.85	40.66	359	B
23. Do you keep your friendship with others?	.00	4.17	64.70	31.10	360	B
42. Are you able to make up your mind before the time for action is past?	1.10	10.69	68.23	20.00	365	B

These questions were all given a B evaluation by the raters.

There are 18.94 percent of these girls, according to their reports, who always are confident of their ability, while 66.28 percent usually are. This indicates that many realize their inabilities, and relatively few are depending entirely upon their own judgment. The development of this characteristic reveals good judgment. Continuous training and guidance in adolescence is necessary to encourage

this development.

There are 40.66 percent who say that they always shake hands as though they meant it, and 49.35 who usually do, which indicate that most youth have vitality and strength of character enough to reflect in a hand shake. It reveals the interest one has in others. The 31.10 percent of students who say they always keep their friendships with others, and the 64.70 percent who usually do give evidence of the beginning of the development of stability, sincerity, and loyalty in contact with others. These qualities need continual emphasis and guidance.

The 20.00 percent who, according to their report, always can make up their mind before the time for action is past, and the 68.23 percent who usually can, reveal calmness and clear thinking. It also indicates an ability to adjust oneself to unexpected situations which require self control.

The individual reactions of the girls in home situations.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
22. Are you careful about personal cleanliness?	.23	3.70	31.35	64.69	351	A
32. Do you know how to express your appreciation to anyone who has entertained you in her home?	.82	4.42	44.16	50.74	363	A
35. Are you satisfied with your purchases after you get them home?	1.11	10.52	71.74	16.62	361	B
36. Are you satisfied with your clothes you make after they are completed?	1.67	15.85	62.55	20.01	360	B

The questions in this group were checked by the raters as follows: two A's, and two B's.



The 64.69 percent who say they always are careful about personal cleanliness, and the 31.35 percent who usually are, reveal continuous training. During adolescence there is more interest and more personal responsibility assumed in the development of cleanliness habits than previously.

That 50.74 percent checked that they knew how to express their appreciations to anyone who had entertained them in their home, and 44.16 usually did, indicates guidance has been given to these students. This is another trait needing continuous encouragement from childhood through adolescence.

These next two questions are closely correlated in thought, even though they show a slight variation in the findings. There are 16.62 percent who say they always are satisfied with purchases after they get home, while 71.74 percent usually are, which indicates that few make planned purchases. Compare these findings with the 20.01 percent who say they always are satisfied with clothes after they have been completed, and the 62.55 percent who usually are, which also indicates a lack of knowledge and guidance in planning. This ability to plan wisely depends upon knowledge of personal characteristics and needs, and along with consumer buying should be emphasized more in the classroom.

## Individual reactions of the girls in community situations.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
19. Do you keep entirely out of other people's business?	2.25	12.11	63.66	21.77	355	C
20. Do you refrain from repeating "hear say" about other people?	1.40	16.85	68.82	12.92	356	B
36. Are you careful not to use a public towel or drinking cup?	.58	1.98	18.11	79.52	353	A
37. Would you be quarantined willingly?	1.42	2.55	22.08	73.86	358	B

One of these questions was given an A evaluation, two a B, and one a C by the raters.

There were 21.77 percent who checked that they always keep entirely out of other people's business, and 63.66 percent who usually do, which indicates further need of guidance in respecting the rights and privileges of others. The 12.92 percent who say that they always can keep from repeating "hear say" about other people, and the 68.82 percent who usually can indicate an inability to evaluate consideration of others with personal satisfaction gained from telling something new.

The 79.52 percent who checked that they are always careful not to use a public towel or drinking cup, and the 18.11 percent who usually are careful, indicate previous guidance which should be continuous from childhood throughout adolescence. "Would you be quarantined willingly?" also has to do with personal and public sanitation and health. These findings vary but not much from those of the previous question. The 73.86 percent who say they always would be quarantined willingly, and the 22.08 who usually would indicate knowledge and consideration of others.

## The mothers' interpretations of the daughters' individual reactions.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
10. Does she do her home work cheerfully?	.89	6.24	59.76	33.00	224	B
32. Does she enjoy her work at school?	.89	4.46	49.95	44.60	224	B
33. Does she take part in school activities?	2.20	16.30	40.97	40.53	226	B

There are 33.00 percent of the mothers who say their daughters always do home work cheerfully, and 59.76 percent who usually do, which indicates an adjustment to and a satisfaction in the division of home responsibilities. That 44.60 percent of the mothers say their daughters always enjoy school work, and 49.95 percent say theirs usually do, reveals an interest in education and a desire to make the most of their opportunities.

There are 40.53 percent of the mothers who checked that their daughters always take part in school activities, and 40.97 percent usually do, which gives evidence that the girls are aware that taking part in school activities helps build interest in the school.

The teachers' interpretations of the students' individual reactions.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
1. Is she enthusiastic about preparing her lessons?	5.07	28.04	49.53	17.36	749	B
8. Does she take part in class discussion whenever possible?	5.06	30.76	39.63	24.56	790	A
12. Does she accept the teacher's estimate of her grade without argument?	2.04	10.47	36.52	50.95	783	A
14. Does she show good sportsmanship towards rivals in class standing?	2.27	10.93	50.25	36.52	750	B
15. Does she enjoy competition?	6.23	21.40	50.97	21.15	771	B
16. Does she do her work cheerfully?	2.57	14.51	49.05	33.90	779	B
18. Is her attitude in class studious?	5.38	23.17	43.01	28.42	781	B
19. Does she show a general interest in life?	1.93	14.52	56.02	27.40	778	A

That 17.36 percent are always enthusiastic about preparing their lessons, according to the teachers, and 49.53 percent usually are indicates that lessons are not always interesting to most students. More care in presentation of subject matter and in planning classroom activities would improve this situation. The 24.56 percent, checked by the teacher, who always take part in class discussion whenever possible, and the 39.63 percent who usually do, further indicate a need of improved classroom methods.

The teachers report that 50.95 percent of these students always accept the teacher's estimate of grades without argument, while 36.52 percent usually do. This gives evidence that most of the students understand and accept standards made by the teacher or by teacher and



students. A definite understanding between teacher and student as to goals would improve this situation.

The 36.52 percent who, the teachers say, always show good sportsmanship towards rivals in class standing, and the 50.25 percent who usually do, reveal fairmindedness in relation to others. This trait can be developed through group activities that are well planned. More students show good sportsmanship than those who enjoy competition as shown by the 21.15 percent who always enjoy it, according to the teachers, and the 50.97 percent who usually do. To a certain extent encouraging competition develops interest, but if emphasized too much, a lack of sportsmanship is displayed.

The teachers report of the 33.90 percent of girls who do their work cheerfully, and the 49.05 percent who usually do, differs from the findings of the report of those who always enjoy school work. The discrepancy reveals a different attitude in the classroom toward school work than the attitude shown at home. The 23.42 percent who, according to the teachers' report, always have a studious attitude in class, and the 45.01 who usually do indicate many who are making the most of available opportunities. It also reveals a need for a greater challenge to youth.

That 27.40 percent, according to the teachers, always show a general interest in life, and 56.02 usually do, reveals that many have harmonious surroundings. There is evidence that more emphasis should be placed on the guidance of students in adjusting themselves to situations in life.

## RELATIONSHIPS WITH OTHERS

The girls' reactions in relation to others at school.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
1. Are you aware that the success of your school depends partly on your actions?	.54	7.74	39.85	51.87	366	A
7. Are you able to keep from feeling superior to your associates?	3.95	3.10	45.12	47.66	354	B
8. Are you able to keep from feeling inferior to your associates?	4.22	9.87	55.55	30.45	355	B
14. Do you attempt to carry on an interesting conversation when you meet new people?	.55	9.70	45.71	44.04	361	B
16. Do you find it easy to contribute much to a conversation?	5.23	23.65	56.65	14.30	363	C
17. Can you forget about yourself and what you can do in conversing with others?	3.35	11.44	57.47	27.62	367	B
18. Can you talk to your teachers or superintendent without being embarrassed or uneasy?	5.21	16.01	51.89	26.77	362	B
19. Are you able to adjust easily to a new group or location?	6.68	23.12	50.97	19.22	359	B
20. Do you enjoy meeting and knowing new people?	1.37	3.30	18.13	77.19	364	B
22. Are others friendly toward you?	.00	1.63	74.72	23.64	367	B
25. Are you comfortable in the presence of others?	1.67	8.93	71.15	18.14	358	C
28. Are you able to make friendly contacts with members of the opposite sex?	1.66	11.63	60.11	26.59	361	B

(continued on page 51)

(continued)

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
40. Can you willingly do what the majority decides is best?	1.10	3.59	58.24	37.54	364	A
43. Are you interested in school activities?	.27	6.62	34.77	58.51	363	A
44. Does the enthusiasm of others make you more enthusiastic?	.57	3.40	37.07	58.88	353	C

Of the fifteen questions in this group, three were of A value, nine B, and three C, according to the evaluation given them by the raters.

The 51.87 percent who, according to their own checking, always are aware that the success of their school depends partly upon them, and the 39.85 percent who usually are aware, indicate a school spirit that builds bigger and better schools. Student self government should be encouraged and guided in all schools. This gives the students an opportunity to feel their importance in an organization.

The 47.66 percent who say they always can keep from feeling superior to their associates, and the 45.12 percent who usually can, compared to the 30.45 percent who say they always can keep from feeling inferior, and the 55.55 percent who usually can, reveal a slight difference in the ability to adjust themselves to a group. Fewer have succeeded in overcoming inferiority. The findings of both questions reveal a need of continued guidance.

Relatively few students always find it easy to contribute much to a conversation as shown by the 14.30 percent who say they always do, while 56.65 percent usually do. There are 27.62 percent who say they always can forget about themselves and what they can do in

conversing with others, and 57.47 percent say they usually can, which exhibit one of the fundamentals of good conversation. There are 26.77 percent who always can talk to teachers or the superintendent without being uneasy or embarrassed, according to their own report, and 51.89 percent who usually can. This reveals an understanding between the student and the teacher which should be encouraged and guided continually. Another fundamental of good conversation is an understanding of the interests of others.

There are 19.22 percent of these girls who state that they always are able to adjust easily to a new group or location, while 50.97 percent usually are. There is evidence here of a need for more guidance of students in making adjustments in new situations.

While 77.19 percent say they always enjoy meeting and knowing new people, and 18.13 percent usually do, your attention is called to the 44.04 percent in question fourteen who always attempt to carry on an interesting conversation. It is more difficult to determine the interests of new acquaintances than older ones. Guidance in understanding the general interests of adolescents is recommended.

There are 23.64 percent who report that others are always friendly toward them, and 74.72 percent say others usually are, which give evidence of a need of more friendship shown toward others and, again, a need of more guidance in adjusting oneself to groups and situations.

The 26.59 percent who say they always are able to make friendly contacts with members of the opposite sex and the 60.11 who usually can, reveal a need for both parents and teachers to be aware and make us of available opportunities for students to make such contacts.



The 37.54 percent who checked that they always can willingly do what the majority decides is best, and the 58.23 percent who usually can, give evidence that many are able to adjust to situations. The adolescent is just beginning to realize the necessity of this acquiescence.

That 58.51 percent say they always are interested in school activities, and 34.77 percent usually are, reveals a close correlation between the findings here and those in question one. School spirit is exhibited by an interest in school activities.

The enthusiasm of others always makes 58.88 percent of these girls more enthusiastic, according to their report, and usually makes 37.07 percent more enthusiastic. This reveals a desire to be and do like others, and an effort to be one of a group.

Reactions of the girls in relation to others in the home.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
11. Do your parents avoid treating you as a small child?	2.23	8.30	41.79	46.57	310	A
26. Do you enjoy entertaining your friends in your home?	1.10	5.56	30.02	63.11	359	B
29. Are most of your friendships those of your own sex?	3.92	14.09	55.44	21.84	358	C
31. When visiting in the home of a friend, do you make yourself agreeable to all members of the family?	.83	1.39	38.22	59.70	359	A
37. Do you introduce people easily?	2.48	17.11	58.51	21.80	362	B
38. Are you tactful in dealing with others?	2.25	14.94	63.45	19.46	355	B

The 46.57 percent who say their parents always avoid treating them as small children, and the 41.79 percent who say theirs usually do

reveal that most parents make use of opportunities to help children develop and are willing for them to assume responsibilities that promote child growth.

There are 63.11 percent of these girls who report that they always enjoy entertaining friends in their home, and 30.02 percent who usually do. This indicates a satisfaction in home conditions. It is the best way for parents to understand the interests and the associates of their daughters. Better home members are developed where plans for such entertainments are made by parents and children. Of the girls reporting, 21.84 percent say that always most of their friendships are those of their own sex, while 55.44 percent say usually most of theirs are. It is desirable that all adolescents have both boy and girl friendships in order to develop a better understanding of people. Parents and teachers should make use of available opportunities to encourage such wholesome friendships.

There are 59.70 percent of these girls who say they always make themselves agreeable to other members of the family when visiting in the home of a friend, and 38.22 percent who usually do. This reveals thoughtfulness, which should be continually encouraged.

The 21.80 percent of the girls who say they always introduce people easily, and the 58.51 percent who usually do, reveal that knowledge and guidance have been given, but that available opportunities should be used to improve and encourage ease in introducing. The 19.46 percent of these girls who say they always are tactful in the dealings with others, and the 63.45 percent who usually are, indicate thoughtfulness and consideration of others, which are necessary to develop a good member of a group.

## The girls' reactions in relation to others in the community.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
4. Do you enjoy taking part in community programs?	5.62	12.92	38.48	42.98	356	C
5. Do you take any active part in wholesome amusement for young people in your community?	5.58	12.83	41.29	40.18	358	A
6. Do you participate in community projects for the betterment of people in general?	6.31	18.64	50.48	24.38	348	B
22. Do you refrain from crossing the street to keep from meeting somebody?	9.14	27.43	42.86	20.57	350	C

The evaluation given this group of questions by the raters is as follows: one A, one B, and two C's.

The 42.98 percent who say they always enjoy taking part in community programs, and the 38.48 percent who say they usually do, reveal an interest in sharing their talent with others. These findings are quite similar to the 40.18 percent who say they always take an active part in wholesome amusement for young people in their community, and the 41.29 percent who usually do, which indicate a desire to do their part in encouraging wholesome community activities and amusements. The desire to participate in community projects for the betterment of people in general is manifested by the 24.38 percent who say they always do, and the 50.48 percent who usually do. The adolescent is beginning to be concerned about others outside his own circle of friends, and needs guidance for wholesome development.

There are 20.57 percent of these girls who say they always would avoid crossing the street to keep from meeting someone, while 42.86



percent usually would. This indicates that the one who does cross the street is unwilling to face situations or is hesitant in hurting the feelings of another.

The mother's reactions toward the daughters' relation to others.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
7. Does she ask your advice about different matters that trouble her?	2.21	12.82	49.06	35.80	226	B
12. Does she enjoy entertaining her friends in her home?	1.81	3.62	33.94	60.63	221	B
13. Do you meet and know her friends?	.00	5.38	41.22	53.31	223	B
14. Do you feel comfortable and at ease when her friends are present?	.00	1.36	31.22	67.42	221	B
15. Do you encourage her to have boy friends?	21.86	29.94	28.99	19.62	224	B
16. Do you encourage her to have girl friends?	1.80	4.96	22.53	70.73	222	B
18. Do you discuss with the mothers of her friends ways of furnishing wholesome entertainment for the group?	14.16	28.79	37.29	20.29	213	A
19. Are you interested in things your children enjoy?	1.34	1.34	21.06	76.16	223	A
21. Does she tell you about her work and progress at school?	1.35	9.01	31.99	57.66	222	B
28. Do you have family gatherings where every member contributes?	14.48	26.65	32.22	26.65	214	B
29. Do you encourage her to take part in community activities (clubs, church work, sports and parties)?	.90	6.27	27.33	65.41	223	B

There are 35.80 percent of the mothers reporting who say their daughters always ask their advice about different matters that trouble them, while 49.06 percent say theirs usually do, which reveals a



mother and daughter understanding that needs continual guidance.

The 60.63 percent of the mothers who say their daughters always enjoy entertaining friends in their home, and the 33.94 percent who say theirs usually do, correlates very closely to the reactions of the daughter on this same question. (Number 26 under "The reactions of the girl in relation to others in the home.") This reveals satisfaction in home and mother.

The 53.31 percent of these mothers who say they always meet and know the friends of their daughters, and the 41.22 percent who usually do, reveal an interest on the part of the mother in the type of friends her daughter has, and one on the part of the daughter in having her mother meet her friends. There are 67.42 percent of these mothers who checked that they feel comfortable and at ease in the presence of these friends, and 31.22 percent say they usually do. This indicates wholesome relationships between mothers and daughters, which should be continually encouraged. It takes some boy as well as girl friendships to build a well rounded and developed personality. Compare the 19.62 percent of these mothers who say they always encourage their daughters to have boy friends, and the 28.99 percent who say they usually do with the 70.73 percent of mothers who say they always encourage their daughters to have girl friends, and the 22.53 who usually do. It is recommended that teachers encourage wholesome knowledge and guidance through adult classes where parents can get together and discuss the problems of their sons and daughters. The 20.29 percent of these mothers who say they always discuss with the mothers of their daughters' friends, ways of furnishing wholesome entertainment for the group, and the 37.29 percent who usually do indicate a genuine interest

in the development of their daughters. There are great possibilities here for the home economics teacher.

Of the mothers reporting, 76.16 percent say that they always are interested in the things their children enjoy, while 21.06 percent usually are. This suggests a wholesome relationship in the home, which should have continual guidance. Question 21 also indicates mutual understanding where 57.66 percent of these mothers state that their daughters always tell them about their work and progress at school, and 31.99 percent usually do.

According to the mothers, 26.65 percent of the homes always have family gatherings where every member contributes, while 32.22 percent usually do. This reveals a need of knowledge and guidance which the home economics teacher can plan to have given in adult classes.

Of these mothers, 65.41 percent say they always encourage their daughters to take part in community activities, and 27.33 percent usually do, which reveals that the mother is aware that the daughter should make such contacts in order to have a good rounded development.

The teachers' reactions toward the students' relation to others.

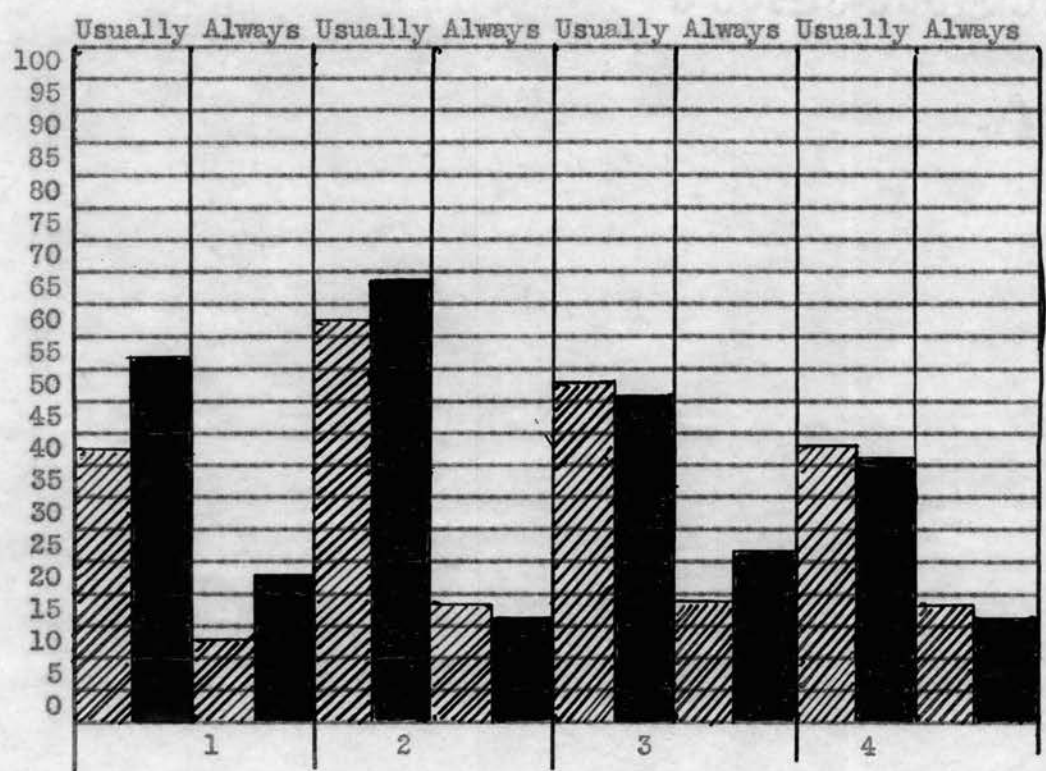
Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
17. Is she easily stimulated to action?	5.53	26.90	41.17	26.28	777	C
24. Is she interested in all school activities?	2.73	24.86	49.99	22.40	732	B
28. Are her interests the same as those of her associates?	1.17	10.83	67.49	19.97	766	B
29. Does she seek friends among her classmates?	.78	14.14	62.77	22.31	771	B
30. Is she friendly with many students?	.77	20.37	56.20	22.69	776	B
32. Are others interested in her?	.67	23.86	60.38	15.06	800	B



The teachers checking, report that 26.28 percent of the girls always are easily stimulated to action, while 41.17 percent usually are. This indicates a need for a means to stimulate more interest. Evaluating methods and activities being used would help to clarify the difficulty.

The teachers checked that 22.40 percent of these students always are interested in all school activities, and 49.99 percent usually are. There is a discrepancy between these findings and those in the students' report of their interest as will be shown on the graph on the next page. This graph shows the comparison of responses of students and teachers in four selected situations from various parts of the questionnaires.

There are 19.97 percent of these students who always have the same interests as their associates, according to the teachers, and 67.49 percent who usually do. This reveals an adjustment to the group. There are 22.31 percent of these students, as reported by the teachers, who always seek friends among their classmates, while 62.77 percent usually do. This gives evidence that these girls are developing normally. The 22.69 percent who, the teachers say, always are friendly with many students, and the 56.20 percent who usually are closely correlate to the findings of the following question. According to the teachers, others always are interested in 15.00 percent of these girls and usually are interested in 60.38 percent. The last four questions relate to the adjustment of students to others and reveal a need for development and guidance in being a friend and in making friends.

COMPARISON OF STUDENTS' INTERPRETATIONS OF THEIR REACTIONS  
WITH TEACHERS' INTERPRETATIONS



 Teachers' estimate  
 Students' estimate

1. Help others without doing work for them.
2. Make others feel comfortable.
3. Talk to superintendent or teachers without embarrassment.
4. Give oral report in class without embarrassment.



## EMOTIONAL CONTROL

The girls' emotional reactions at school.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
6. Can you graciously receive compliments?	.57	8.77	59.71	30.84	353	B
26. Do you feel comfortable and easy when teachers watch you work?	17.39	34.22	38.09	10.21	362	C
27. Can you give an oral report in class without embarrassment?	17.39	24.56	40.02	17.94	362	B
36. Do you honestly rejoice in the good luck of others?	.28	4.42	50.51	44.71	362	A
38. Can you honestly rejoice with one who has beaten you?	3.58	16.00	53.26	27.60	364	B

The questions in this group include one A, three B's, and one C, which were evaluated by the raters.

There are 30.84 percent of these girls, according to their reports, who always can graciously receive compliments, and 59.71 percent who usually can, which reveal that they have overcome self-consciousness. The 10.21 percent who say they always feel comfortable and easy when teachers watch them work, and the 38.09 percent who usually do, reveal that few are free from fear of failure, and that most of them lack self confidence. The same characteristics are evident in the next question where the findings of the usually and always headings are low. This is shown by the 17.94 percent who say they always can give oral reports in class without embarrassment, and the 40.02 who usually can. There is a definite need for encouragement and guidance in developing self confidence.

The 44.71 percent of these girls who say they honestly rejoice

in the good luck of others and the 50.51 percent who usually do, together with the 27.60 percent of girls who say they always can honestly rejoice with the one who has beaten them, and the 53.26 percent who usually can, indicate that they are considering the interest of others before their own. They are exhibiting good sportsmanship, which should be fostered and guided continually.

The girls' emotional reactions at home.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
18. Can you keep from trying to boss others?	3.31	14.63	59.89	22.28	362	B
19. Are you able to stand teasing without being hurt?	3.04	14.35	52.16	30.36	362	B
20. Do you enjoy spending an evening at home?	1.66	14.40	38.50	45.43	361	B
24. Are you careful not to exaggerate so your story will be the best?	1.10	5.52	60.72	32.59	362	B
27. Do you enjoy helping entertain friends of other members of the family?	.28	9.42	42.94	47.37	361	B
41. Do you control your temper?	3.62	24.51	59.04	12.81	359	B
43. Do you keep calm and composed in a dangerous situation?	6.12	16.40	55.32	21.96	359	B

The 22.28 percent of these girls checking themselves who say they always can keep from trying to boss others, and the 59.89 percent who usually can, indicate that an effort is being made to overcome the desire to domineer others. More thoughtfulness and consideration of others should be encouraged.

There are 30.36 percent who say they always are able to stand teasing without being hurt, while 52.16 usually can. This gives evidence of self-control and good sportsmanship, which need continual

guidance.

The 45.43 percent who report that they always enjoy spending an evening at home, and the 38.50 percent who usually do, indicate initiative in selection of amusements and in personal development.

The 32.59 percent who say they always are careful not to exaggerate so their story will be the best, and the 60.72 percent who say they usually are, give evidence of controlling the desire to excel even by unfair means. It indicates fairness and frankness, which need continual guidance.

Pleasure gained in helping others is revealed by the 47.37 percent who say they enjoy helping entertain the friends of other members of the family, and the 42.94 percent who usually do. This also indicates consideration of others.

There are 12.81 percent of these girls who say they always can control their temper, while 59.04 usually can. This indicates that an effort is made and that there is an awareness to the need for control, but much encouragement and guidance are necessary to overcome a temper. The 21.96 percent of those answering say they always keep calm and composed in a dangerous situation, and the 55.32 percent who usually do give evidence of clear thinking as well as self-control. The adolescent is gradually able to modify his emotions. Others about him need to be patient and understanding, and be able to exhibit self-control.

## The teachers' reactions toward the students' emotions.

Questions					Number	Rating
	Never	Seldom	Usually	Always	answer- ing.	
6. Does she answer questions without becoming confused?	4.72	25.68	50.83	18.77	783	B
7. Does she give an oral report easily before the class?	6.94	31.10	43.43	18.50	778	B
31. Does she avoid attracting attention?	2.99	14.19	47.52	35.28	768	C
33. Does she talk to teachers or the superintendent without being embarrassed or uneasy?	3.40	23.82	53.01	19.77	764	B
34. Is she interested in having her parents visit class?	14.02	33.65	37.86	14.49	642	C

The teachers report that 18.77 percent of these students always answer questions without becoming confused, while 50.83 percent usually do. This indicates the inability to think clearly when someone is evaluating the reply. It indicates a lack of self-confidence. There are 18.50 percent who the teachers say always give oral reports easily before the class, while 43.43 percent usually do. Giving oral reports easily before a class can be accomplished through practice. This signifies that every opportunity to get these pupils to report before the class should be used until they have gained ease and poise before others. A great deal of encouragement and guidance are necessary to develop self-confidence, ease, and poise.

There are 35.28 percent who always avoid attracting attention, according to the teacher, while 47.52 percent usually avoid it. This indicates that most of these students are not self-centered. Students who do little things to attract attention to themselves have not gained recognition through class standing. An understanding of the pupils



and a recognition of the tasks they do well, will help to overcome this.

The 19.77 percent who, as reported by the teachers, always talk to teachers and the superintendent without being embarrassed or uneasy, and the 53.01 percent who usually do, correlate closely to the report given by the girls as shown on the graph on page 60.

There are 14.49 percent of these girls, according to the teachers, who always are interested in having their parents visit class, while 37.86 percent usually are. Several things would cause this attitude. Students with a low class standing would not be so interested in having parents observe this; students who are not pleased with the appearance of their parents would not want them there; and those who are shy and maladjusted would feel more so in the presence of parents. The child with the low class standing should be given something to do in classroom activities in which he can excel. If students are made to feel that simple, inexpensive clothes when neat and clean make good backgrounds for fine personalities, they will not be critical of parents who visit school, and the daughters can have pride in their mothers. Through understanding and careful guidance, especially in group activities, the shy student can become adjusted. More opportunities should be provided and more guidance given to develop an interest in getting parents to visit classrooms.

QUESTIONS EXPOSING THE ABILITY TO THINK

School situations revealing the girls' ability to think

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
30. Can you help a friend with his work without doing his work for him?	1.93	17.60	56.65	23.65	363	B
32. Do you ask a well informed person for advice?	.83	9.16	50.26	39.71	360	A
33. Have you plans for the future?	4.30	9.80	26.33	59.66	357	B
34. Do you ever carry out a task or plan without someone else's approval?	8.59	25.76	40.17	25.48	361	B
35. Do you enjoy doing a difficult piece of work?	3.90	18.10	46.23	31.75	359	B

All the questions in this group except one were given a B rating, the one was given an A rating by the seven persons evaluating them.

The 23.65 percent who say they always can help a friend without doing his work for him, and the 56.65 percent who usually can, give evidence that many students are able to discriminate between help and hindrance given to friends. More guidance should be given on help.

The 39.71 percent of girls who have checked that they always ask well informed persons for advice, and the 50.26 percent who usually do, indicate most of the students who want advice go to authentic sources for it. This gives evidence of good judgment.

That 59.66 percent of these girls reporting say they always have plans for the future, and 26.33 usually have, indicates organized living and the developing of ambitions. There should be continual guidance throughout adolescence. For this reason guidance classes and

clinics have been organized in many educational centers.

The 25.48 percent who say they always carry out a task or plan without someone else's approval, and the 40.17 percent who usually do give evidence that many students have initiative and are confident of their own ability. There is much need for guidance in presenting principles on which the student can base judgment. That 31.75 percent of these girls, according to their checking, always enjoy doing a difficult piece of work, while 46.23 percent usually do, indicates that pleasure and satisfaction are gained by accomplishment. The more difficult the task the more satisfaction is derived from its completion. Guidance in planning, and helping students to understand the amount and kind of work required to carry out the task would insure greater interest and more willingness to undertake difficult tasks.

Home situations disclosing the girls' ability to think.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
2. Do you perform every- day tasks at home without expecting pay?	.00	1.42	11.89	86.60	353	B
14. Do you think of others concerned before open- ing or closing a window in the home?	.83	9.97	47.09	42.11	361	B
21. Do you find time for a hobby?	5.13	18.63	35.64	39.96	367	B
8. Do you complete tasks that are started?	.28	12.42	64.03	22.90	361	B
30. Do you give a boy a chance to be polite to you?	1.40	4.88	37.80	56.28	357	C

In this group of questions four have been given a B and one a C evaluation by the raters.

The 86.60 percent of the girls reporting that they always perform tasks at home without expecting pay and the 11.89 percent who usually do, give evidence that the majority of these home economics girls realize they must share home responsibilities as well as home benefits. However, continuous encouragement is necessary to develop this attitude.

The 42.11 percent who say they always think of others before opening or closing a window in the home, and the 47.09 who usually do, correlate closely to the percents checked under considering others before opening or closing windows in the classroom or study hall. This indicates there was an evaluation made from which judgment was drawn. Continual guidance is recommended in such matters.

That 39.96 percent who say they always find time for a hobby, and 35.64 percent usually do, gives evidence of planning and initiative. More encouragement and guidance is advisable until each student develops a hobby.

There are 22.90 percent of these girls who say they always complete tasks that are started, while 64.03 percent usually do, which indicates many girls are persistent. This is a trait seldom developed early in adolescence and needs much guidance and the use of available opportunities to establish it.

The 56.28 percent who, according to their checking, always give a boy an opportunity to be polite to them, and the 37.30 percent who usually do, are thinking fast enough to allow someone else to acquire a pleasing trait through the use of opportunities. Continuous guidance is recommended in this.



## Community situations disclosing the girls' ability to think.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
15. Are you interested in state affairs?	3.09	25.28	39.89	31.72	356	B
16. Do you read a daily newspaper?	1.45	17.49	37.31	43.73	343	B
17. Are you interested in national affairs?	1.65	24.56	35.53	38.16	208	B
21. Do you dismiss from your mind happenings that cannot be changed?	2.82	17.18	65.07	14.93	355	B
24. Can you easily get rid of a salesman?	6.30	20.64	50.44	22.64	349	C
25. Would you state your correct age if it made a difference in the price of a show or a railroad fare?	5.57	5.85	22.56	66.00	359	A
26. Would you correct a salesman or clerk if he had made an error in your favor?	1.98	7.10	27.55	63.33	352	A

Two of these questions were evaluated A, four B and one C according to the raters.

The 31.72 percent who say they always are interested in state affairs, and the 39.89 percent who usually are, give evidence of the developing of good citizens. The 43.73 percent who say they always read a daily newspaper, and the 37.31 percent who usually do, indicate an awareness of situations influencing living conditions. The 38.16 percent who report that they always are interested in national affairs, and the 35.53 percent who usually are, indicate some understanding of the economic situation. These three questions are closely correlated and indicate the beginning of an interest which should be encouraged to produce a better understanding of laws and governmental situations.

There are 14.93 percent of these girls who report that they always can dismiss from their mind happenings that cannot be changed,

and 65.07 percent who usually can. This signifies a reasoning out of things on the part of the students. Such an attainment is not common in adolescence and needs guidance to be properly developed. The 22.64 percent who say they always can get rid of a salesman easily, and the 50.44 percent who usually can, indicate sound reasoning on the part of many in order to make decisions against one who has studied an argument for all likely reasons offered. More available opportunities should be used to build up this resistance.

The 66.00 percent who say they would always state their correct age if it made a difference in the price of a show or railroad fare, and the 22.56 percent who usually would give evidence of having evaluated personal benefit with justice. This question is similar to the next one where there are 63.33 percent who report that they always would correct a salesman or clerk if he had made an error in their favor, and 27.55 percent who usually would. Both indicate honesty and justice, which should have continual encouragement.

Mothers' reactions toward daughters' ability to think.

Question					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
17. Do you feel that she is capable of handling situations that may arise?	1.78	6.23	62.60	29.30	225	B

There are 29.30 percent of the mothers who say they always feel their daughter is capable of handling situations that arise, while 62.60 percent usually do. This gives evidence of much good judgment on the part of the girls, and much trust on the part of the mothers. Guidance in making decisions both at school and in the home would improve the girl's ability to evaluate situations.

The teachers' reactions toward the students' ability to think.

Questions	Never	Seldom	Usually	Always	Number answer- ing.	Rating
2. Does she use sound reasoning in her work?	4.40	28.93	50.69	15.99	795	B
3. Does she think for herself?	3.66	25.03	54.06	17.18	792	B
4. Does she know how to help others without doing their work for them?	9.15	34.87	43.36	12.60	754	B
11. Does she strive to do more than just get by?	7.27	20.56	37.81	34.74	564	B
13. Does subject matter seem more important to her than grades?	6.92	19.15	46.23	27.66	752	B
20. Does she have opinions of her own?	1.79	19.23	51.72	27.20	783	B

The teachers checked that 15.99 percent of these students always use sound thinking, while 50.69 percent usually do, which reveals previous guidance that should be continued. There are 17.18 percent of these girls who always think for themselves, according to the teachers, and 54.06 percent who usually do. In comparing these questions it is revealed that all thinking done is not sound thinking. Guidance in fundamental principles will help create sound thinking.

According to the teachers, 12.60 percent of these girls always know how to help others without doing their work for them, and 43.36 percent usually do. This varies from the findings of the students' report on this question. The comparison is shown in a graph on page 60. This reveals the inability of many students to discriminate between the other person's need and desire.

There are 34.74 percent of these students, according to the teachers, who always strive to do more than just get by, while 37.81 percent usually do. This reveals interest and industry on the part

of many. More interesting class work, more value placed on student growth and a better understanding between the student and teacher would increase the percent who always strive to do more than just get by. To 27.66 percent, as reported by the teachers, subject matter always seems more important than grades, to 46.28 percent it usually does. This indicates that the majority are aware that class work is to develop individuals and not for the purpose of rating them. This question is correlated with the previous one. A study of home conditions in either case would help the teacher to get a better understanding of the student's reaction.

There are 27.20 percent of these girls, as checked by the teacher, who always have opinions of their own, while 51.72 percent usually have. This signifies reasoning and self-confidence are practiced by many. A clear presentation of fundamentals would guide the students to develop worthwhile opinions.

#### MISCELLANEOUS QUESTIONS

##### Mothers.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
11. Does she have a place and chance for privacy?	9.12	20.98	32.38	37.85	220	B
23. Do you attend school activities?	16.82	37.27	35.91	10.00	220	B
24. Do you visit her class room?	40.92	48.36	8.37	2.33	215	B
30. Do you have a newspaper in the home that reports state and national events?	1.34	4.03	19.71	74.82	223	B
31. Are state and national events discussed at home?	3.66	21.53	42.14	32.52	218	B



According to the mothers, 37.85 percent of the girls always have a chance and place for privacy, while 32.38 percent usually do. This gives evidence that there are many homes where each member and his rights are recognized, but more encouragement of this through adult classes is recommended.

There are 10.00 percent of the mothers who say they always attend school activities, and 55.91 percent who usually do. This gives evidence of a need to create more interest among mothers in school activities. Home economics teachers can encourage this through exhibits, teas, open house and other occasions where daughters take part. The 2.35 percent who say they always visit the classroom, and the 8.37 percent who say they usually do, reveal that few mothers are familiar with classroom procedure.

The 74.82 percent who say they always have a newspaper in the home that reports state and national news and the 19.71 percent who say they usually do, reveal a home condition that helps develop better citizens. The 32.52 percent of these mothers who say that state and national events always are discussed at home, and the 42.13 percent say they usually are, give evidence that most of the students have an opportunity to know and understand to a certain extent the economic conditions of the country.

Teachers.

Questions					Number answer- ing.	Rating
	Never	Seldom	Usually	Always		
25. Are her parents interested in her school work?	7.42	27.57	41.21	23.48	660	A
26. Do her parents attend school activities?	13.27	42.08	25.33	13.61	798	B

The teachers report that 23.48 percent of the parents always are interested in the student's school work, and that 41.21 percent usually are, which reveals a need to encourage parents to attend more school activities in order to develop more interest. According to the teacher, 13.61 percent of the parents always attend school activities, and 25.33 percent usually do. Attending school activities is an indication of the amount of interest the parents have in the school. Students should be encouraged to help interest their parents.

## CHAPTER V

CONCLUSION AND RECOMMENDATIONS

The purpose of this thesis is to make a survey of the existing conditions pertinent to student reactions in group relationships; to expose the outstanding needs for student growth in adjusting to situations, in developing an understanding of individual and group needs and in assuming responsibilities in the school, home and community; and to offer recommendations for high school home economics teachers.

The information received from three hundred and sixty-seven students, two hundred and twenty-six mothers and fifty-nine teachers was checked and tabulated, and a general total made. A study of this general total discloses the needs of students and is the basis for the following recommendations.

A. Recommendations for more effective home visits and adult classes.

1. Familiarize parents with classroom procedures.
2. Encourage mothers to talk over and plan wholesome amusement for daughters and their friends.
3. Encourage a wholesome development of boy and girl friendships.
4. Stimulate interest in family counseling to develop understanding and consideration.
5. Encourage the use of every available opportunity to develop ease in introducing others.
6. Further mother-daughter relationships.
7. Interest parents in visiting school.
8. Develop mutual understandings.

B. Recommendations for more effective classroom procedure.

1. Plan classroom procedures which will create interest and

enjoyment and which will be a challenge to youth.

2. Make assignments a definite outgrowth of classroom procedure which are recognized by the student as an important step leading to the development of the topic.
3. Plan classroom procedures so the student will have a part in making assignments.
4. Emphasize a positive personal health program.
5. Guide students in helping others.
6. Encourage students to consider the rights of others.
7. Guide students to evaluate subject matter.
8. Provide opportunities for students to make personal contributions to the class in order to develop self-confidence.

C. Recommendations for more effective group activities.

1. Place continual emphasis on sanitation.
2. Use available opportunities for developing ability in making decisions.
3. Guide students in adjusting themselves to situations that cannot be helped.
4. Emphasize that the consideration of the rights and feelings of others is fundamental in good citizenship.
5. Emphasize that the ability to express appreciation and gratitude makes one a more acceptable member of society.
6. Encourage students to make friendly contacts with members of the opposite sex.
7. Encourage students to be well groomed at home as well as away from home.
8. Encourage students to have a hobby.
9. Emphasize that the knowledge of suitable games, music and conversation helps one to be a leader in a group.



APPENDIX

## THE LETTER SENT TO TEACHERS ASKING FOR COOPERATION IN THIS STUDY

Dear \_\_\_\_\_:

I would appreciate your help in making a personality study to be used as a part of my advanced work at the Oklahoma Agricultural and Mechanical College. This study consists of questionnaires for sophomore girls taking home economics to answer, questionnaires for mothers to answer, and questionnaires for teachers of these girls to answer. The results of these questionnaires will be used to make recommendations in personality development. It is necessary that I have some help in working out this study, and I would appreciate it very much if you can cooperate with me.

The questionnaires for students are on group relationships, the one for mothers of these students taking home economics is on home relationship to help determine the needs of their daughters, the one for teachers of these girls is to check the attitudes of these pupils in the classroom from the teacher's point of view. All are given to discover the needs of the girls from which recommendations are to be made, that will emphasize these needs.

Please check in the blanks below and return to me.

	Yes	No
I will use the questionnaires	_____	_____

	Number	
Send me questionnaires for	_____	sophomore girls taking home economics.

Send me questionnaires for	_____	mothers of these girls.
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Send me questionnaires for	_____	teachers who have these girls in some class.
----------------------------	-------	----------------------------------------------

Very truly,

Mrs. Elizabeth Brock

## THE LETTER OF INSTRUCTIONS SENT TO THE HOME ECONOMICS TEACHERS

Dear \_\_\_\_\_:

In mailing out these questionnaires, I felt these directions would be of value to you.

The questionnaires are being mailed to the home economics teachers to be distributed. Will you please collect them and mail them back to me in one package. The postage for the return is herein enclosed. I would appreciate it if you would have them filled out and mailed back to me by March 31, if possible.

The questionnaires to the students must be answered at the same time, preferably during some regular class period, after "Instructions to students" have been read and explained to them. The questionnaires to mothers together with instructions and letters will be in envelopes ready to send home by the students. If the student has no mother, the father or guardian may answer. The questionnaires for teachers who have these girls in any class may be handed to them to answer, with the instructions for teachers and a list of names of sophomore girls taking home economics.

I am sure you realize that the value of this study depends greatly upon the carefulness and exactness with which these questionnaires are answered. In order to make this a worthwhile study, certain definite regulations must be followed. They are:

1. The "Questionnaires for mothers," which are in envelopes, are to be sent home by the sophomore home economics girls for their mothers to answer. Have them returned the next day.
2. The "Questionnaires for girls" are to be answered by the sophomore home economics girls. This should be done at one time, preferably class time, after "Instructions to students" have been read and explained to them.
3. Be sure to explain to the students that one questionnaire is on school interests, one on home interests and one on community interests.
4. Blanks are provided on which you can list the sophomore girls taking home economics and hand to each teacher having them in any class. Give each teacher "Questionnaires for teachers" enough to answer one for each sophomore girl taking home economics, who is also enrolled in his class.
5. Collect all answered questionnaires and all unanswered blanks and mail them back to me by March 31, if possible.

I assume you will, if you have not already done so, take this up with your superintendent before having these questionnaires answered.

I appreciate your willingness to cooperate with me in carrying on this work. I believe when the results are compiled we will have something very worthwhile.

Very truly,

## LETTERS TO MOTHERS

Dear Madam:

I am making a study of the needs of the high school girl in home, school, and community relationships. During the home economics class program in the high school, there is always some time spent in studying desirable traits and characteristics and a way of developing them. We hope this helps to prepare the high school girl to meet and satisfactorily solve some of her problems. My purpose in checking with the mothers is to see what they feel is important.

I would appreciate your help in making this study, which will be used in planning a group of lessons to be presented to high school girls. I am sending out a number of questions for each mother of a high school girl to answer. These mothers are chosen from several communities throughout the state. I believe, in getting an honest expression from these mothers, the school can more effectively help in the development of satisfactory traits and characteristics.

The value of this study depends upon your carefulness and exactness in answering all questions truthfully. This information is strictly confidential. You may seal your answered questions in the envelope and return to the home economics teacher who will return them to me.

If for any reason you object to answering any or all of these questions, I shall not be offended. The results are to be used in making a course of study that will make it easier for us to do the best possible work in teaching your daughter. You will note we do not ask for the name of the parent or the children and will not permit any such knowledge to be included.

Yours very truly,

EB:FJ



## INSTRUCTIONS TO MOTHERS

This questionnaire is sent out for you to answer concerning your daughter in order that her school work may be made to fit in more closely with the home and the expectations of her mother. This information is strictly confidential and is to be used for a general study. It is not necessary for you to sign your name.

The value of this study depends upon your carefulness and exactness in answering all questions truthfully. Please remember that this information is confidential and may be sealed to return to the home economics teacher, who will return it to me.

Read the questions carefully and check under one of the following: "Never," "Seldom," "Usually," "Always," as:

	Never	Seldom	Usually	Always
Do you meet and know her friends?			x	

Never means not at all; seldom means only once in a while or not as a rule; usually means most of the time or it is generally so; always means it is a habit or yes at all times.

## QUESTIONNAIRE FOR MOTHERS TO ANSWER CONCERNING THEIR DAUGHTERS.

TOWN \_\_\_\_\_

DATE \_\_\_\_\_

	Never	Seldom	Usually	Always
1. Does she do her own buying?				
2. Does she do any buying for the house or for her mother?				
3. Does she keep her clothes cleaned and pressed and ready for wear?				
4. Do you want her to take the responsibility of caring for her clothes?				
5. Does she wash or dry the dishes willingly?				
6. Does she do tasks about the house without being asked?				
7. Does she ask your advice about different matters that trouble her?				
8. Is she considerate of other members of the family?				



	Never	Seldom	Usually	Always
9. Is she considerate of guests of other members of the family?				
10. Does she do her home work cheerfully?				
11. Does she have a place and chance for privacy?				
12. Does she enjoy entertaining her friends in her home?				
13. Do you meet and know her friends?				
14. Do you feel comfortable and at ease when her friends are present?				
15. Do you encourage her to have boy friends?				
16. Do you encourage her to have girl friends?				
17. Do you feel that she is capable of handling situations that may arise?				
18. Do you discuss with the mothers of her friends ways of furnishing wholesome entertainment for the group?				
19. Are you interested in things your children enjoy?				
20. Do you encourage your daughter to find the good qualities in others?				
21. Does she tell you about her work and progress at school?				
22. Do you encourage her to practice at home what she has learned at school?				
23. Do you attend school activities?				
24. Do you visit her class room?				
25. Do you ask your daughter's opinion about plans for the home?				
26. Does she have an interest in keeping the house in order?				
27. Does she see things to do without being told?				
28. Do you have family gatherings where every member contributes?				
29. Do you encourage her to take part in community activities (clubs, church work, sport and parties)?				

	Never	Seldom	Usually	Always
30. Do you have a newspaper in the home that reports state and national events?				
31. Are state and national events discussed at home?				
32. Does she enjoy her work at school?				
33. Does she take part in school activities?				
34. Is she concerned about needy families in the community?				
35. Does she have any money to spend as she wishes?				

## INSTRUCTIONS TO TEACHERS

A general study is being made to determine the needs in personality development of sophomore girls. The results of this study will be used in preparing a unit of work which may be helpful in teaching. The purpose of this questionnaire is to get a view of your sophomore home economics girls from the point of view of the teacher. This information is strictly confidential. When answered, the questionnaires may be sealed in the envelope provided and returned to the home economics teacher to be returned to me.

She will hand you a list of sophomore girls taking home economics. Please answer a questionnaire on each one you have in some class who is also taking home economics.

I know that you realize this study depends upon your carefulness and exactness in answering all questions. I appreciate your willingness to cooperate with me in making this a worthwhile study.

Read the questionnaire carefully and check under one of the following: "Never," "Seldom," "Usually," "Always," as:

Never Seldom Usually Always

Does she think for herself?

x

Never means not at all; seldom means only once in a while or not as a rule; usually means most of the time or it is generally so; always means it is a habit or yes at all times.

## STUDENT RATING SHEET FOR TEACHERS TO ANSWER

SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_

	Never	Seldom	Usually	Always
1. Is she enthusiastic about preparing her lessons?				
2. Does she use sound reasoning in her work?				
3. Does she think for herself?				
4. Does she know how to help others without doing their work for them?				
5. Does she desire to help others?				
6. Does she answer questions without becoming confused?				
7. Does she give an oral report easily before the class?				
8. Does she take part in class discussion whenever possible?				
9. Is she considerate of the opinion of other people?				
10. Does she have her lessons on time?				
11. Does she strive to do more than just get by?				
12. Does she accept the teacher's estimate of her grade without argument?				
13. Does subject matter seem more important to her than grades?				
14. Does she show good sportsmanship towards rivals in class standing?				
15. Does she enjoy competition?				
16. Does she do her work cheerfully?				
17. Is she easily stimulated to action?				
18. Is her attitude in class studious?				
19. Does she show a general interest in life?				
20. Does she have opinions of her own?				
21. Does she respect her teachers?				
22. Does she respect the rights of others?				
23. Is she willing to take her share of class responsibility?				



	Never	Seldom	Usually	Always
24. Is she interested in all school activities?				
25. Are her parents interested in her school work?				
26. Do her parents attend school activities?				
27. Is her attendance regular?				
28. Are her interests the same as those of her associates?				
29. Does she seek friends among her classmates?				
30. Is she friendly with many students?				
31. Does she avoid attracting attention?				
32. Are others interested in her?				
33. Does she talk to teachers or the superintendent without being embarrassed or uneasy?				
34. Is she interested in having her parents visit class?				
35. Is she interested in making the other pupils more comfortable?				

## INSTRUCTIONS FOR STUDENTS

On these sheets you are to check yourself on each question. How you answer these questions will in no way affect you nor your grade. They are to be sent to one who will use them in making a general study. You need not put your name on any of these pages.

The value of this study depends upon your answering carefully and correctly about yourself. Please remember this information is strictly confidential and will be used in no way to affect you.

Read the questions carefully and check under one of the following: "Never," "Seldom," "Usually," "Always," as:

Never Seldom Usually Always

Are you sincere to your friends?

x

Never means not at all; seldom means only once in a while or not as a rule; usually means most of the time or it is generally so; always means it is a habit or yes at all times.

## QUESTIONNAIRE FOR GIRLS ON SCHOOL INTERESTS

SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_

	Never	Seldom	Usually	Always
1. Are you aware that the success of your school depends partly on your actions?				
2. Are you confident about your abilities?				
3. Do you consider the interests of classmates before your own?				
4. Do you consider anyone else when opening or closing a window in the classroom or a study hall?				
5. Are you concerned about spreading any contagion to others?				
6. Can you graciously receive compliments?				
7. Are you able to keep from feeling superior to your associates?				
8. Are you able to keep from feeling inferior to your associates?				
9. Are you able to take criticism without feeling hurt?				



	Never	Seldom	Usually	Always
33. Have you plans for the future?				
34. Do you ever carry out a task or plan without someone else's approval?				
35. Do you enjoy doing a difficult piece of work?				
36. Do you honestly rejoice in the good luck of others?				
37. Can you win without making the loser uncomfortable?				
38. Can you honestly rejoice with one who has beaten you?				
39. Do you avoid laughing at the mistakes of others?				
40. Can you willingly do what the majority decides is best?				
41. Are you able to make decisions independently?				
42. Are you able to make up your mind before the time for action is past?				
43. Are you interested in school activities?				
44. Does the enthusiasm of others make you more enthusiastic?				
45. Are you careful not to take things that do not belong to you?				

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QUESTIONNAIRE FOR GIRLS ON HOME INTERESTS

SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

	Never	Seldom	Usually	Always
1. Do you thank your mother and father for things they do for you?				
2. Do you perform everyday tasks at home without expecting pay?				
3. Do you assume your share of the responsibility in the home?				
4. Do you do tasks that need to be done without your mother or someone asking you to do them?				
5. Do you help with dishes and house cleaning after entertaining your friends?				



	Never	Seldom	Usually	Always
6. Do you cooperate with other members of your family?				
7. Do you help plan the home work?				
8. Do you complete tasks that are started?				
9. Do you help someone else with a task at home when you see he needs your help?				
10. Do you relieve your mother of small tasks when she needs rest?				
11. Do your parents avoid treating you as a small child?				
12. Do you ask your brother's or sister's permission before borrowing from them?				
13. If you borrow a postage stamp, would you buy a stamp and return it instead of paying the three cents?				
14. Do you think of others concerned before opening or closing a window in the home?				
15. Do you avoid opening letters or reading mail which comes to another member of the family?				
16. Are you loyal to your family?				
17. Are you sincere to your family?				
18. Can you keep from trying to boss others?				
19. Are you able to stand teasing without being hurt?				
20. Do you enjoy spending an evening at home?				
21. Do you find time for a hobby?				
22. Are you careful about personal cleanliness?				
23. Can you keep from complaining when you see matters cannot be helped?				
24. Are you careful not to exaggerate so your story will be the best?				
25. Are you careful to introduce your friends to other members of the family?				
26. Do you enjoy entertaining your friends in your home?				
27. Do you enjoy helping entertain friends of other members of the family?				

	Never	Seldom	Usually	Always
28. Do you take the lead to enliven a dull party?				
29. Are most of your friendships those of your own sex?				
30. Do you give a boy a chance to be polite to you?				
31. When visiting in the home of a friend do you make yourself agreeable to all members of the family?				
32. Do you know how to express your appreciation to anyone who has entertained you in her home?				
33. Do you write a short letter of appreciation to your friend from another locality soon after returning from a visit in her home?				
34. Do you keep well groomed at home as well as away from home?				
35. Are you satisfied with your purchases after you get them home?				
36. Are you satisfied with your clothes you make after they are completed?				
37. Do you introduce people easily?				
38. Are you tactful in dealing with others?				
39. Do you avoid saying things to make other people uncomfortable?				
40. Do you keep from chiding people who do things that displease you?				
41. Do you control your temper?				
42. Do you refrain from telling jokes that will embarrass others?				
43. Do you keep calm and composed in a dangerous situation?				
44. Do you make an effort to help a very quiet person feel comfortable and become a member of the group?				
45. Are you careful not to say things to hurt the feelings of others?				

## QUESTIONNAIRE FOR GIRLS ON COMMUNITY INTERESTS

SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_

	Never	Seldom	Usually	Always
1. Do you take part in any church activities?				
2. Do you take part in Girl Scouts, Rainbow Girls, or any other club activity?				
3. Do you teach a Sunday School class when asked?				
4. Do you enjoy taking part in community programs?				
5. Do you take any active part in wholesome amusement for young people in your community?				
6. Do you participate in community projects for the betterment of people in general?				
7. Would you willingly help promote a clean-up campaign?				
8. Would you willingly help in any way with a city clinic?				
9. Would you in any way help needy families in your community?				
10. Are you interested in helping to beautify your community?				
11. Are you a booster for your community?				
12. Are you willing to understand and help people of lower standards of living?				
13. Are you willing to understand and help people of any other race?				
14. Are you willing to understand and help people of any other nation?				
15. Are you interested in state affairs?				
16. Do you read a daily newspaper?				
17. Are you interested in national affairs?				
18. Do you buy tuberculosis seals at Christmas time?				
19. Do you keep entirely out of other people's business?				
20. Do you refrain from repeating "hear say" about other people?				
21. Do you dismiss from your mind happenings that cannot be changed?				







	Never	Seldom	Usually	Always
42. Would you burn or dispose of your trash after a picnic?				
43. Would you put your fire out before leaving the picnic ground?				
44. Would you be careful not to pick flowers in parks or on public grounds?				
45. Are you careful to put things back in public places the way you find them?				

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Typed by

Bessie Jarrell

Stillwater, Oklahoma