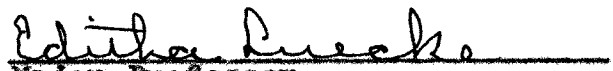

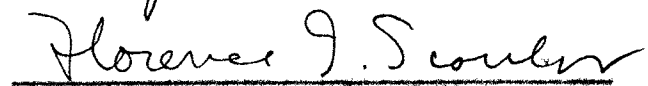


THE EFFECTIVENESS OF A SPECIALIZED UNIT  
IN IMPROVING THE SOCIAL ADJUSTMENT  
OF HOMEMAKING STUDENTS

APPROVED:

  
Major Professor

  
Minor Professor

  
Dean of the School of Home  
Economics

  
Dean of the Graduate School

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THESIS

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Edna Dean Wester, B. S.

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## INTRODUCTION

The widespread prevalence of school failures, juvenile delinquents, and unhappy adults indicates the importance of personal development during adolescence. Of course, some girls need little or no help from the school in their social relationships. They have the good fortune to be born to parents who are intelligent and well-mated and who have a family background that leads to healthy adjustments with both age-mates and adults. Since many girls lack such a home and cultural background, teachers should be alert to the problems of the over-shy and retiring, the over-bold and belligerent, the show-off, the too-easily-fatigued, the tense or excitable, and the girl whom the group rejects.

The average young girl comes to high school with a mass of absorbing and conflicting influences. Marked physical changes are occurring, and sometimes she is perplexed because she deviates from others in height, weight, or appearance. In other words, she feels that she is not normal. New knowledge and attitudes toward sex often cause complications. She develops a social consciousness and desires to impress others, especially the opposite sex, gain their friendship, and be accepted in special groups. Such desires often result in intense self-consciousness about her own nature and personality.

The period of adolescence is often accompanied by a heightened tension within the family group, because youth at that period seeks to assert independence while parents continue their dominance. Outside the home society is lacking in consistency and stability, and many codes, philosophies, and activities valued within the family circle appear ill-adapted to changing conditions and customs of the modern age.

The homemaking teacher's first responsibility in personality development is to help each girl to discover her best potentialities and to overcome her most damaging weaknesses. The next problem is to provide meaningful experiences which help her bring about the desired changes. Few of the really important personal traits can be developed by a formal subject-matter approach. Many such traits become a part of the personality through emotional and aesthetic experiences, whereas others can be developed by specific training and practice.

Basic among the factors which insure poise and security in girls is good grooming. Literature attests to the importance of this factor. The novelist selects for his heroine those qualities of personal appearance which are universally admired. She has charm of appearance--poise, a friendly smile, a beautiful, natural, healthy complexion, an attractive hair-do, well-kept hands, daintiness of person, and a selection of dress which stamps her as a girl of undeniable quality. In life, as well as in literature, these qualities

are desirable, because they tend to open the door to friendship and opportunities.

Probably no approach to personal development has been as universally used in homemaking classes as the study of personal grooming. However, the homemaking teacher finds it easy to deal effectively with other problems that promote personal-social adjustment. Among them are boy-girl relationships, physical health, and social development. Each of these is vital to a well-rounded personality, and the homemaking class is an unusually appropriate place for this special training.

#### Review of Related Studies

Anyone who has made even a casual check of the studies which have been reported in the field of personal and social development cannot fail to be impressed by the number and variety of the investigations. Obviously, teachers have long been aware of the significance attached to personality development. Every study opens interesting areas for discussion, speculation, or further research. For the purposes of this study only investigations that bear close relation to the present problem are reviewed.

In 1940 Burks<sup>1</sup> made a study of the grooming problems of ninety-six girls in the Teachers College High School of

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<sup>1</sup>Jasmine Rudd Burks, "An Analysis of Grooming Problems of the High School Girl," Unpublished Master's Thesis, Department of Home Economics, North Texas State College, Denton, Texas, 1940, pp. 2, 31.



Denton, Texas, which was a part of the instructional and laboratory service of the North Texas State Teachers College. Data were collected by checking a score card for personal grooming after observing the girls during personal interviews. The investigator concluded that the girls' major problems in grooming included care of complexion, arrangement and condition of the hair, condition and appearance of the finger nails, repair and polish of shoes, and neat, attractive clothing. Burks' study is much more limited in scope than the present study, but it is related to it in that both studies emphasize the importance of good grooming.

Enderby<sup>2</sup> made an appraisal of the offerings of homemaking classes in four Dallas junior high schools in 1943. A measuring instrument, with special emphasis on social development, which was developed by the American Association of School Administrators and presented in their Nineteenth Yearbook, was applied to the homemaking practices in the participating schools by four principals and four teachers. Among other things, the writer concluded that the four Dallas junior high schools were somewhat better than average in meeting adequately the personality needs of almost all groups and types of children of junior-high age. The investigators

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<sup>2</sup>Lillian Enderby, "The Appraisal of the Practice of Homemaking in the Dallas Junior High Schools," Unpublished Master's Thesis, Department of Education, North Texas State College, Denton, Texas, 1943, pp. 1, 67-68.

recommended that the homemaking course should encourage the development of wholesome friendships, attachments, and feelings of security, and should provide opportunities for developing wholesome standards of conduct between the sexes. The need for the development of personal security was emphasized.

In 1948 Moore<sup>3</sup> carried on an experiment which involved personality development in a stenography class of the Edinburg, Texas, High School. The purpose of the study was to survey personality-training procedures adapted to instructional problems in schools which had a large Latin-American enrollment and to use those procedures in correlating personality development with a course in stenography and job finding. The experiment covered one school year and was made with two mentally and chronologically equated groups, each consisting of thirty seniors, of whom twelve were Latin-Americans.

Each pupil was rated by himself, another pupil, and five teachers in order to determine his personality status as compared with a compilation of desirable traits obtained from literature. In addition, three scientific personality inventories were administered at the beginning of school.

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<sup>3</sup>Phelma Newton Moore, "An Experimental Study of Personality Development in the Stenography Class of the Edinburg, Texas, High School," Unpublished Master's Thesis, Department of School of Business Administration, North Texas State College, Denton, Texas, 1948, pp. 1, 6-8, 51-52.

The experimental group received correlated but specific training in personality development during the entire year of their stenography, while the control group received only incidental training. At the end of school, the three personality inventories were administered again and scores were compared with the initial scores. The results indicated that the experimental group showed marked improvement over the control group. The experimenter concluded that specific training in personality development appeared to be more effective than incidental training.

In 1950 Fagg<sup>4</sup> made a study of the relative effectiveness of two methods of teaching personal development to thirty-four girls in homemaking classes of the Tioga, Texas, High School. Two groups, composed of eighteen juniors and seniors and sixteen freshmen and sophomores, respectively, were enrolled in first-year homemaking. All girls had access to the same references and supplementary material, and both groups participated in units related to the same areas of homemaking. In addition, the freshmen and sophomores participated in an additional unit on personality development. The results of the study showed that the following three types of problems were important to all of the girls: (1) courtship, sex, and marriage; (2) personal-psychological

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<sup>4</sup>Carmen Fagg, "Relative Effectiveness of Two Methods of Teaching Personal Development to Homemaking Girls," Unpublished Master's Thesis, Department of Home Economics, North Texas State College, Denton, Texas, 1950, p. 7.

relationships; and (3) social-psychological relationships. Girls who did not participate in the additional unit on personality appeared to be more aware of their personality problems than the girls who participated in the unit. However, maturity was considered to be a factor in this finding, and the difference in achievement of the two groups was found to be insignificant.

#### Statement of the Problem

The consensus of opinion among educators is that an effective homemaking program produces results. With this concept as a criterion, the investigator endeavored to measure the effectiveness of a specialized unit on personal development in improving the social adjustment of homemaking girls. The study was based on the assumption that the girl's personal development is the basis for her social adjustment. As the unit grew, guidance in attaining this development was the warp while subject matter was the woof of the experiment.

## PROCEDURE

### Pre-planning the Experiment

In pre-planning this experiment, it was necessary to select a typical high school within commuting distance of Denton, Texas, which would grant permission for the experimenter to carry on the following activities: (1) Select and equate two homemaking classes; (2) administer pre- and post-tests; and (3) teach a four-weeks unit on personal improvement. The high school in Gainesville, Texas, met these requirements and was arbitrarily selected. Plans were made for the testing program to begin in March, 1951. The actual teaching of the unit was scheduled for the month of April, and the post-testing planned for the first week in May.

### Problems Encountered in the Experiment

When the pre-planning was completed, four major problems arose for which special data were needed. The first problem was concerned with equating the experimental and control groups. The second problem dealt with selecting an instrument for measuring the adjustment of the two groups. This measurement was necessary in order to determine the effectiveness of the specialized unit. The third problem consisted of obtaining personal information about members of the experimental group for use in constructing a functional unit on

personal-social adjustment. The last problem was the actual construction of the unit. Procedures used in solving each of the preceding problems are given in the succeeding discussions.

Equating the groups.--The California Test of Mental Maturity, Intermediate, Short Form<sup>5</sup>, was administered to the experimental and control groups at the beginning of the study. This test measures memory, spatial relationships, logical reasoning, numerical reasoning, and vocabulary. The purpose of the test was to determine equality in intelligence quotients, chronological age, and mental age.

The school's permanent record files were examined for other information which would help in equating the groups as to socio-economic status, school classification, and school achievement. Results of this investigation are shown in the section of the study dealing with an analysis of data.

Selecting instruments for measuring adjustment.--After several instruments for measuring adjustment had been examined, the California Test of Personality, Secondary, Form A<sup>6</sup> was decided upon. It was administered to both groups at the beginning of the study. This test is divided into two sections--self adjustment and social adjustment. The purpose of its two divisions is explained in the following statements

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<sup>5</sup>Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tieg, California Test of Mental Maturity, Intermediate, Short Form, Grades 7-10, Adult, 1950.

<sup>6</sup>Ernest W. Tieg, Willis W. Clark, Louis P. Thorpe, California Test of Personality, Secondary, Form A, 1942

by the authors:

The purpose of Section I is to indicate how the student feels and thinks about himself, his self reliance, his estimate of his own worth, his sense of personal freedom, his feeling of belonging. In this section the student also reveals certain withdrawing and nervous tendencies which he may possess. Section II consists of social adjustment components. Its purpose is to show how the student functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school, and community relationships.<sup>7</sup>

The results were treated statistically and arranged in tabular form.

The sociometric test described by Schorling<sup>8</sup> was another measuring instrument selected and administered to both groups at the beginning and again at the end of the experiment. The purpose of the first test was to determine the student's social status within the group, and the post test was to determine if any measurable change had taken place as a result of the specialized unit.

At the end of the study the California Test of Personality was re-administered to both the experimental and control groups. The test scores were treated statistically for the purpose of showing whether any measurable changes in the girls' adjustment had occurred and for measuring the effectiveness of the specialized unit.

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<sup>7</sup>Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, Manual California Short Form Test of Mental Maturity, Intermediate, Grades 7-10, Adult, 1950.

<sup>8</sup>Raleigh Schorling, Student Teaching, pp. 37-39.

Gathering data for the unit.--At the beginning of the study, Bell's Adjustment Inventory<sup>9</sup> was administered to the experimental group. The purpose of this test, which measures home, health, social, and emotional adjustment, was to obtain personal information needed in constructing a functional unit on personal-social adjustment. Personal interviews were held with each member of the experimental group for the purpose of obtaining a better understanding of the adjustment problems which were to be considered in formulating the specialized unit.

Construction of the unit.--Members of the experimental group and the experimenter planned the unit on personal improvement cooperatively. This unit was taught to the experimental group by the experimenter. A detailed description of the unit, interest approaches, pupil's objectives, outline of content, and activities are included in the next section.

#### Summary of Steps in Procedure

The steps in the procedure were as follows:

1. A typical high school was selected and permission granted for making the study.
2. Two groups, comparable as to chronological age, intelligence quotients, school classification, socio-economic status, mental age, and school achievement, were selected, one for the experimental group, the other for a control group.

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<sup>9</sup>Hugh M. Bell, The Adjustment Inventory, Student Form, Grades High School and College, 1934.



3. Three standardized tests and a sociometric test were administered at the beginning of the study. The standardized tests, which will be referred to from time to time throughout the study, included the following: (1) the California Test of Mental Maturity, Intermediate, Short Form, (2) Bell's Adjustment Inventory--Student Form, and (3) the California Test of Personality, Secondary, Form A. The sociometric test was the type described by Schorling<sup>10</sup> and showed social status.

4. Interviews were held with individual students to discover their personal problems and to gain further information for constructing a functional unit.

5. A four-weeks unit on personal development was planned cooperatively by members of the experimental group and the experimenter. This unit was taught by the experimenter.

6. The sociometric test was re-administered to both groups to show if any change in social status had taken place.

7. The California Test of Personality, Secondary, Form A, was re-administered to both the experimental and control groups at the end of the unit. The test scores were treated statistically to show whether any measurable changes had occurred.

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<sup>10</sup>Schorling, op. cit., pp. 37-39.

## THE SPECIALIZED UNIT

The specialized unit which was taught to the experimental group that participated in the experiment was related to the personal improvement of the individual pupil. Since the experiment included four weeks of classroom teaching, the problems related to the study were organized into the following major units:

- Development of desirable personality qualities.
- Improvement of posture and movement.
- Development of good grooming practices.
- Development of desirable social relations with own sex and opposite sex.

Each unit had its specific objectives, but each and all of the aims were related to one big objective--the personal improvement of each girl. The program was based on the concept that the individual's personal development is conducive to better social adjustment.

The experimenter was aware of the fact that an instructional unit is not merely a body of subject matter but that it includes many activities and audio-visual aids which are effective tools for the realization of certain aims and objectives. As a result, an effort was made to use such aids as bulletin board displays, exhibits, reference library, dramatizations, games, personal conference, panel discussions,

demonstrations, and social activities which would meet the personal needs of the teen-age girl.

In addition, an effort was made to provide an attractive setting for class discussions. The homemaking room was converted into an inviting meeting place by the use of flowers, pictures, books, and attractive furniture arrangements. Each day meant the introduction of something different in the way of exhibits, displays, color scheme, or the arrangements of of the room's equipment.

Various approaches were used to stimulate interest in the problems to be discussed. All of them were geared to the level of teen-agers and were related to true-to-life situations with which the girls were familiar. As an example, the bulletin board often carried such approaches as the following which appealed to high school girls: "How to get a football jacket," "How to get the right one," "Acquire that 'movie star look'," or "Tips on being irresistible, charming."

All approaches were selected on the basis of attracting attention and creating interest. The instructional material and the activities which followed were designed to meet specific needs of each individual girl and ultimately to result in her personal-social improvement.

#### Development of Desirable Personality Qualities

Interest approach.--The extent to which subject matter is humanized determines how much the high school girl is concerned with training in personality development. Her

interest in the opposite sex takes on new forms and manifestations and often provides an avenue of approach. For instance, as an interest center or a motivating introduction to the unit on "Desirable Personality Traits," the experimenter told the girls that she wanted to read them a letter from a real high school boy. She caught their interest at once. Then she read a letter entitled "My Ideal Girl,"<sup>11</sup> which was published in a family magazine several years ago. In the letter, the boy described personality traits which boys admire in girls. The letter led to an immediate discussion of desirable personality qualities and later to several activities which appeared to have value for all of the girls.

Student objectives.--The following objectives were set up by the students for the unit on desirable personality qualities:

1. To become acquainted with desirable personality traits.
2. To become acquainted with own individual good and bad personality traits.
3. To improve and develop individual personality.
4. To develop an understanding of pleasing personality qualities and their relation to social acceptance.

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<sup>11</sup>Audrey E. Hasson, "My Ideal Girl," Country Gentleman, (September, 1935), p. 4.

Outline of content of unit.--The following outline describes the major concepts included in the unit on personality development:

- I. Development of self
  - A. Understand yourself
    1. Accept your limitations
    2. Make use of your talents
  - B. Have confidence in yourself
  - C. Be yourself
    1. Be natural
    2. Forget self
  - D. Make peace with yourself
    1. Overcome prejudices
    2. Minimize trouble
    3. Forget bitterness
    4. Abandon injuries
  - E. Eliminate conflicts between beliefs and actions.
- II. Development of personality
  - A. Different types of personality
    1. Social types
      - a. Submissive
      - b. Expressive
      - c. Extrovert
      - d. Introvert
      - e. Dominant
      - f. Friendly

- g. Unfriendly
  - h. Repressive
  - 2. Physical types
    - a. Asthenic
    - b. Energetic
    - c. Inactive
  - 3. Emotional
    - a. Normal
    - b. Particular
    - c. Imaginative
    - d. Anti-social
    - e. Variable
- B. Personality qualities liked by others
- 1. Kindness toward others
    - a. Patience
    - b. Agreeableness
    - c. Tactfulness
    - d. Sympathy
    - e. Consideration
    - f. Thoughtfulness
    - g. Courtesy
  - 2. Interest in others
    - a. Graciousness
    - b. Sincerity
    - c. Encouragement
    - d. Approval

- e. Praise
- f. Admiration
- 3. Friendliness toward others
  - a. Warmth
  - b. Enthusiasm
  - c. Sense of honor
- 4. Poise
  - a. Fearlessness
  - b. Dignity
  - c. Gracefulness
  - d. Naturalness
- C. Personality qualities disliked by others
  - 1. Self-centered individuals
  - 2. Feelings of inferiority
  - 3. Feeling of superiority
  - 4. Emotional outbursts
  - 5. Excuse making
  - 6. Unkindness
- D. Suggestions for the development of desirable personality qualities
  - 1. Know destination
  - 2. Be strict with self
  - 3. Avoid second best

Activities for unit.--The following activities were used for stimulating interest and presenting material in the unit on personality development:

1. Make bulletin board displays of articles and pictures significant to the unit.

2. Read aloud and discuss a boy's letter entitled "My Ideal Girl."<sup>12</sup>

3. Develop a check list of personal qualities commonly found in boys and girls.

4. Write an evaluation of your own good points and of characteristics which you would like to improve. Make a plan for working on this improvement.

5. Keep a list of all things you find yourself complaining about. Try to analyze whether the fault is with you. If so, try to make improvement.

6. Using reference material as background, discuss causes and effects of personality conflicts among family members. Repeat for fellow classmates.

7. Dramatize personality qualities disliked by others, such as self-centeredness, emotional outbursts, feeling of superiority, and feeling of inferiority.

8. Participate in the following character analyses which are short tests enabling each girl to check personal characteristics privately, score them, and compare the score with a norm which has been placed on the blackboard:

Do you believe in yourself?  
Are you courteous?  
Do you discipline yourself?

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<sup>12</sup>Ibid.



Do you control your emotions?  
 Are you self-centered?  
 Are you selfish?  
 Are you sincere?  
 Are you tactful?  
 Are you attractive?  
 Do you bluff?<sup>13</sup>

9. Have panel discussion on what makes a person attractive and admired. Include such factors as posture, health, cleanliness, manners, and general behavior.

#### Improvement of Posture and Movement

Interest approach.--The homemaking class provides many opportunities for helping each girl to learn how to express or accentuate her personality through correct posture. As an interest approach to this phase of the homemaking program, the investigator used an informal dramatization. When the girls assembled for class, she suggested that they pretend to be sitting in a hotel lobby. Then she imitated the passersby. Some of them waddled, loose and hippy; some scurried, with chins out and eyes set dead ahead; some slouched, limp and exhausted; some sailed along, billowing slightly out in the middle; some trotted; and others clumped heavily along. Finally, one with correct posture passed in review and afforded the desired comparison. The girls were intrigued by the humorous dramatizations and entered enthusiastically into the unit on posture.

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<sup>13</sup>Wells Carr, Know Thyself, pp. 19, 51, 130-140.

Student objectives.--The following student objectives were set up for the unit on the improvement of posture and movement:

1. To understand the relationship of posture, movement, and personal appearance.
2. To learn the value of good posture in relation to health.
3. To recognize some common postural defects.
4. To develop correct posture and graceful movement.

Outline of content of unit.--The content of the unit on improvement of posture and movement is as follows:

- I. Importance of good posture
  - A. From the standpoint of health
  - B. From the standpoint of emotional stability.
  - C. From the standpoint of aesthetic appreciation
  - D. From the standpoint of personal appearance
- II. Characteristics of good posture
  - A. Standing
  - B. Walking
    1. Rules to follow
    2. Exercises to practice
  - C. Going up and down stairs
  - D. Entering a room
  - E. Sitting
    1. Sitting on a sofa
    2. Sitting on a bench
    3. Sitting on the floor

- F. How to be seated gracefully
    - 1. Approaching chair from front
    - 2. Approaching chair from side
  - G. Getting in and out of an automobile
  - H. Principles which flatter
  - I. Hand positions that lend poise and grace
- III. Common postural defects and means of correcting them
- A. Kyphosis (humpbacked) and exercises for correcting
  - B. Lordosis (curvature of spine forward) and exercises for correcting
  - C. Scoliosis (lateral curvature of spine) and exercises for correcting
  - D. Forward head and exercises for correcting
  - E. Protruding abdomen and exercises for correcting
- IV. Means of minimizing defects

Activities.--The following activities were used in presenting the unit on the improvement of posture and movement:

1. Watch teacher dramatization--"Imitations of the Passerby."
2. Class members divide into groups and select chairman from each group to read and make brief report on importance of good posture from the standpoint of physical, emotional, aesthetic, and personal appearance.
3. Examine pictures of good posture in Manners Made Easy by Mary Berry.<sup>14</sup> Discuss.

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<sup>14</sup>Mary Beory, Manners Made Easy, pp. 52-53, 58-59.

4. Demonstrate effect of good and poor posture on appearance of clothing or impression of poise and self-confidence.

5. Practice standing, sitting, and walking.

6. Make self-evaluation of posture and carriage.

7. Group participation in rhythmic activities for correcting postural defects and for improving ease of movement.

#### Development of Good Grooming Practices

Interest approach.--To interest the girls in good grooming, a surprise package containing a deodorant, an anti-per-spirant, hand lotion, and a small bottle of cologne was presented to each member of the experimental group. The cosmetics, attractively wrapped in gold and brown, were donated by a local druggist. The girls also received a plastic make-up cape from the experimenter. Both gifts were used in various demonstrations throughout the week preceding the high school's Sweetheart Banquet. Since most of the girls were planning to attend this function, the practical interest approach was especially timely and appropriate.

Student objectives.--The following student objectives were set up for the unit on good grooming:

1. To acquire an understanding of the relationship of good grooming and personal and social attractiveness.

2. To learn what constitutes good grooming.

3. To acquire an understanding of the qualities desired in a good complexion.

4. To understand individual differences in application of cosmetics.

5. To understand the relation of healthy, attractive hair to personal attractiveness.

6. To become acquainted with hair arrangements suitable for individual needs.

7. To promote the development of standards of good grooming.

Outline of content of unit.--The following outline describes the major concepts included in the unit on good grooming:

- I. The meaning of grooming
- II. The importance of good grooming
  - A. Socially
  - B. Personally
- III. Constituents of good grooming
  - A. Personal daintiness and grooming
    1. Types of baths and their functions
      - a. The sponge bath
      - b. The cleansing bath
      - c. The stimulating bath
      - d. The tub bath
      - e. The soothing bath
      - f. The shower bath
    2. Frequency of bath
    3. Importance of deodorants

- B. Oral hygiene and grooming
  - 1. Teeth
  - 2. Gums
  - 3. Mouth washes
  - 4. Importance of dental care
- C. Relation of hands and grooming
  - 1. Cleanliness
    - a. Importance of soap, water, and towels
    - b. Proper care of hands
  - 2. Manicuring nails
    - a. Frequency of manicuring
    - b. Design of nails
    - c. Use of polish
      - (1) Frequency of polishing
      - (2) Choice of color
  - 3. Nail biting
    - a. Effects of nail biting
    - b. Remedial procedures
- D. Relationship of make-up and grooming
  - 1. Application
  - 2. Attractiveness
  - 3. Suitability
- E. Relationship of hair and grooming
  - 1. Cleanliness
  - 2. Hair styling
  - 3. Daintiness

F. Relationship of clothes and good grooming

1. Cleaning and care of clothes

- a. Hats
- b. Coats
- c. Lingerie
- d. Blouses and sweaters
- e. Suits and dresses
- f. Gloves and handbags
- g. Shoes and stockings

2. Storing clothes

- a. Arrangement of closet and drawers
- b. Attractiveness of closets
- c. Convenience of storage

IV. Good grooming schedule

Activities.--The following activities were used to stimulate interest in the unit on good grooming:

- 1. Display charts on care of teeth, hands, hair, make-up, and good grooming.
- 2. Set up and study exhibits of (1) anti-perspirants, (2) deodorants, (3) dentifrices, and (4) cosmetics.
- 3. Discuss need for frequent bathing; specific care of feet, hands, and face.
- 4. Discuss the exhibit on dentifrices, deodorants, and cosmetics.
- 5. Award each student with a surprise package (sample packages of cosmetics furnished by local drug store and a plastic make-up cape made by the experimenter).

6. Give brief demonstration by two class members showing the correct technique used for manicuring nails. Report on "nail biting."
7. Collect pictures and magazine articles on use of make-up and current hair styles for teen-agers. Bring to class for discussion.
8. Demonstrate proper brushing, shampooing, and hair-setting procedures. Cut and style hair for class member.
9. Determine face contour by use of a square piece of wrapping paper cut out to hair line.
10. Present socio-drama showing incorrect use of cosmetics; demonstrate correct usage.
11. Try on colors for becomingness. Make individual charts of personal coloring and becoming colors.
12. Try on collars of different shapes to judge effect of line on shape of face.
13. Plan ways to keep clothing neat when it is not being worn. Examine illustrations of well-equipped clothes closets, and list ways to make a closet convenient and attractive. Make something to protect your clothes, such as garment protector, shoe bag, hose box.
14. Using girls in class as models, demonstrate effect of changing position of belt, wearing a blouse outside or inside of skirt.
15. Present style show using clothes loaned by local dress shop. One girl models clothes for different occasions, some suited to her personality, others not.



16. Plan to improve personal appearance through home practice of grooming procedures. Make a schedule to be checked daily.

17. Participate in the following character analysis tests:

Do you make the most of your appearance?  
 Are you attractive?  
 Are you charming?<sup>15</sup>

Development of Desirable Social Relations  
 With Own Sex and With Opposite Sex

Interest approach.--To interest the girls in establishing desirable relationships with boys as well as with girls, ten of the most popular high school boys were invited to serve on a panel to discuss problems of dating and other boy-girl relationships. The presence of the boys and their contributions to discussion provided effective motivation for the unit. Refreshments served at the end of the period added to the social atmosphere.

Student objectives.--The following student objectives were set up for the unit on desirable social relations:

1. To determine personality traits that contribute to the forming of friendships.
2. To determine the qualities of desirable social relations with own sex and with opposite sex.
3. To develop and practice desirable social behavior.

Outline of content of unit.--The following outline describes the major concepts included in the unit on desirable social relations:

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<sup>15</sup>Carr, op. cit., pp. 12, 15, 35.

## I. Friendships

### A. Meaning of friendship

1. Need of forming friendships
2. Importance of broad circle of friends

### B. Types of friendships

1. Acquaintances
2. Casual friends
3. Intimate friends

### C. Forming friendships with own sex

1. Importance of having friends of own sex
2. Desirable qualities that aid in friendship
3. Undesirable qualities between friends of own sex
  - a. Too few friends
  - b. Fixation on a particular friend

### D. Forming friendships with opposite sex

1. Importance of having friends of opposite sex
2. Desirable qualities in girls
  - a. Femininity
  - b. Naturalness
  - c. Respect for opposite sex
3. Undesirable qualities between friends of opposite sex.

### E. General factors that contribute to the forming of friendships

1. Attractive personality
2. Varied interests

3. Consideration of others
4. Conversational ability
5. Mutual interests

F. Factors that destroy the forming of friendships

1. Inconsiderateness
2. Selfishness
3. Superiority complex
4. Inferiority complex
5. Lack of interest
6. Jealousy
7. Boredom

II. Behavior in public

- A. Public manners
- B. Audience attitudes and actions
  1. Church
  2. Theater
  3. School
  4. Recreation hall

III. Popularity

- A. The meaning of popularity
- B. Desirable qualities of popularity
  1. Cheerful disposition
  2. Understanding
  3. Graciousness
  4. Courtesy
  5. Self-confidence
  6. Sustaining interest

7. Sympathy
  8. Tolerance
  9. Good personal habits
  10. Versatility
- C. Obstacles to popularity
1. High temper
  2. Inconsiderateness
  3. Grouchiness
  4. Boredomeness
  5. Jealousy
  6. Timidity
  7. Laziness
- D. Rules for making friends
- E. Forms of introductions
1. Young people to elders
  2. Men to women
  3. Boys to girls
  4. New acquaintances to friends
  5. Friends to family

Activities.---The following activities were used for stimulating interest and presenting material in the unit on desirable social relations:

1. Prepare list of characteristics you desire in a friend.
2. Decide on those characteristics of friendship you wish to develop through practice.

3. Discuss in class ways that friendship is expressed to members of one's own group.

4. Dramatize successful or unsuccessful relationships, such as sharing, selfishness, cheerfulness, grumbling.

5. Decide how to be friendly toward a new class member, someone not previously considered a friend, or to a friend.

6. Make a plan and practice improvement in being a better conversationalist. Discuss difference between gossip and conversation. Play the game, "gossip."

7. List, without signing, and place in box, five practical questions about dating. Use best questions for panel.

8. List things to talk about on a date.

9. List dating customs in your community; choose some for discussion.

10. Plan acceptable procedures which boys and girls should follow in dating:

Manners

Ettiquette of telephoning

Calling for a girl

Appropriate dress

Boy's obligation to girl's family

Showing courtesy to chaperones

11. Discuss and list types of possible entertainment and recreation for girl and boy friends.

12. Dramatize in class some rules of etiquette for introductions, behavior on the street and in public places, and telephone conversations.

13. Describe parties at which you have had the most fun. Analyze reasons for the enjoyment.

14. Each class member introduce and teach game to group; games for getting acquainted, mixing up, and other games which are suitable for home parties.

15. Cut out clippings from popular magazines such as Seventeen, Calling All Girls, and McCall's that deal with specific problems of good manners. Mount clippings on the bulletin board. Discuss.

16. Memorize "A Collect for All Women."<sup>16</sup>

17. Participate in character analysis tests:

Do you Discipline Yourself?  
 Are you Entertaining?  
 Do you Hold Your Friends?  
 Are you a Go-Getter<sup>17</sup>

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<sup>16</sup>Mary Stewart, "A Collect for All Women," A Golden Treasury on the Art of Living.

<sup>17</sup>Carr, op. cit., pp. 77, 88, 104, 108.

## ANALYSIS OF DATA AND RESULTS

The purpose of this study was to determine whether a specialized unit on personal development resulted in improved personal-social adjustment of homemaking students. In order to accomplish this purpose, it was necessary to carry on an experiment with two comparable groups. One class of sixteen members was designated as the experimental group, while another class of nineteen members was designated as the control group. Three members in the latter group did not complete their tests and were excluded from the study. The resulting groups were thereby equated as to number of members.

The groups were further equated by administering the California Test of Mental Maturity. The results of this test appear in Table 1.

TABLE 1

THE MEAN CHRONOLOGICAL AGE, MENTAL AGE, AND INTELLIGENCE QUOTIENT FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

Groups	I. Q.	Chronological Age	Mental Age
Experimental	103.48	16.99	17.58
Control	105.54	16.99	17.66

From an examination of the table, it is seen that there was a mean difference of 2.06 in intelligence quotient, 0.33

point in chronological age, and 0.08 in mental age. Although it was impossible to arrange the personnel of the two groups so that they were exactly equated, they were considered comparable in these three factors.

As a means of further equating the groups a thorough study was made of the school's permanent record files. These data indicated that the two groups were comparable also in school classification, school achievement, and socio-economic status.

The results of Bell's Adjustment Inventory were not treated statistically but were used to supply background data for the personal interviews and to identify various adjustment problems. These data were very valuable for constructing the unit.

Personal interviews provided means for establishing rapport with each member of the experimental group and for discovering their interests. Moreover, they provided the basis for cooperative planning of the specialized unit.

#### Statistical Methods

The personality tests which had been given at the beginning and again upon completion of the unit were scored and analyzed. Mean scores were drawn for the pre- and post tests of the various groups, and the corresponding scores compared to determine results. Since numerical mean differences of designated amounts cannot be interpreted as representing real changes in the groups tested, it was necessary to use



a statistical technique for determining whether the pre- and post test differences were significant. The technique used for this purpose was finding the critical ratio by dividing the mean difference for the two groups being compared by the standard error of the difference for these groups. The formulas used for the various statistical procedures were as follows:

1. The Mean or average:

$$M = \frac{EX}{N}$$

E = the total or sum

X = the score

N = the number of samples

The mean is found by adding the scores and dividing by the number of samples.

2. The Mean Difference:

$$D = M_2 - M_1$$

The mean difference, D, or the difference between the means of the two groups, was determined by subtracting the arithmetic means.

3. The Mean Variance:

$$V_x = E(X)^2 - \frac{(EX)^2}{N}$$

To compute the mean variance,  $V_x$ , the raw scores, X, were added and their sum squared and divided by the number in the group to obtain a correction factor. This correction factor was then subtracted from the sum of the squared scores. The remainder was divided by the number to obtain the mean variance. This method was used for groups that were not paired.

## 4. The Variance of the Difference:

$$v_d = \frac{E(X_2 - X_1)^2}{N}$$

Where  $X_2$  is the score for the post test and  $X_1$  is the score for the pre-test, the variance is computed by a summation of the squares of the differences between the paired scores. The total is then divided by the number of pairs. This formula was used when groups were paired.

## 5. The Standard Error, for groups that were not paired:

$$s_d = \frac{\sqrt{Vx_1 + Vx_2}}{N}$$

To determine the standard error, the two mean variances were added and divided by the number of samples. Then the square root was extracted. In the formula,  $Vx_1$  = mean variance for first group;  $Vx_2$  = the mean variance for second group.

## 6. The Standard Error, for groups that were paired:

$$s_d = \frac{\sqrt{2v_d}}{N}$$

The standard error of the difference between the two means was computed by extracting the square root of twice the variance of the differences divided by the number of paired scores.

7. The Critical Ratio or  $t$  Value:

$$Cr = \frac{D}{s_d} \text{ or } \underline{t} = \frac{D}{s_d}$$

The critical ratio was determined by subtracting the arithmetic means of the two groups being compared and dividing

the results by the standard error of the difference. The significance of the difference between the two means was determined by reference to Fisher's Tables of F and t.<sup>18</sup> These tables show  $\underline{t}$  values for samples of various sizes. For samples of sixteen,  $\underline{t} = 2.120$  at the five per cent level. This means that in only five per cent of the cases would a  $\underline{t}$  value this large occur if there were no real differences between the groups. A value this large is significant. Similarly,  $\underline{t} = 2.921$  at the one per cent level. This means that in only one per cent of the cases would a  $\underline{t}$  value this large occur if there were no real differences between the groups. A value this large is therefore highly significant.

In comparing group differences for this study, the difference was considered significant if the  $\underline{t}$  value was as large as Fisher's<sup>19</sup> five per cent value and highly significant if it was as large as his one per cent level.

#### Analysis of Adjustment Scores

The California Personality tests were given at the beginning and again at the end of the experiment. They were then scored and the means computed for total adjustment, personal adjustment, and social adjustment for both the experimental and control groups. Similar computations were made for each of the personality components for the two groups.

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<sup>18</sup>R. A. Fisher, Statistical Methods for Research Workers, p. 89.

<sup>19</sup>Ibid.

Finally, various means were compared to determine whether measurable changes had occurred.

Table 2 contains comparative data on the pre-test and post test adjustment scores. Self adjustment and social adjustment are treated separately to show their relation to total adjustment. The mean, difference, standard error of mean, and the critical ratio are shown.

The mean pre-test score on self adjustment for the experimental group is 67.31; for Group B, the control group, it is 65.68. The critical ratio, 0.448, in favor of Group A, compared with Fisher's<sup>20</sup> five per cent value, 2.120, is not significant. On the post test Group A had a mean score of 78.25 and Group B had a mean score of 64.75. The critical ratio of 6.498 is highly significant and indicates that Group A greatly excelled Group B in self adjustment.

The mean pre-test score on social adjustment is 75.44 for Group A and 72.12 for Group B. The critical ratio, 1.111, is not significant but indicates that the two groups were comparable on this component at the beginning of the investigation. Group A's post mean score is 82.56, while Group B's is 70.87. The critical ratio, 3.697, is highly significant and indicates that Group A was much better adjusted socially than Group B at the end of the four-weeks experiment.

On total adjustment, Group A had a mean score of 142.75 on the first test, whereas the mean score for Group B was

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<sup>20</sup>Ibid.

TABLE 2

THE MEAN, DIFFERENCE, STANDARD ERROR OF MEAN,  
AND t VALUE FOR GROUPS A AND B ON THE  
CALIFORNIA PERSONALITY TEST

Adjustment	Group A	Group B	D = M <sub>2</sub> -M <sub>1</sub>	Sd = $\frac{\sqrt{Vx_1+Vx_2}}{N}$	t = $\frac{D}{Sd}$
Self adjustment					
Pre-test	67.31	65.68	1.630	3.642	0.448
Post test	78.25	64.75	13.500	2.077	6.499
Social adjustment					
Pre-test	75.44	72.12	3.320	2.988	1.111
Post test	82.56	70.87	11.690	3.162	3.697
Total adjustment					
Pre-test	142.75	137.80	4.950	8.732	0.567
Post test	160.81	135.62	25.190	6.240	4.036

137.80. The critical ratio, 0.567, in favor of Group A is not significant. On the second test Group A had a mean score of 160.81, and Group B had a mean score of 135.62. The critical ratio was 4.036 in favor of Group A. This is highly significant.

An analysis of the preceding data shows that Group A and Group B were comparable in self adjustment, social adjustment, and total adjustment at the beginning of the investigation. However, after participating in the unit on personal improvement, Group A excelled Group B to a great

extent in both personal and social adjustment. Apparently Group A made much more progress in personal development during the four-weeks period of the study than Group B.

#### Analysis of Personality Components

After comparing the social adjustment and self adjustment scores of the groups, the tests were further analyzed to determine the relative influence of the twelve personality factors included in the California Test of Personality, Secondary, Form A, on total adjustment. The mean pre-test and post test scores were determined for each personality component of the experimental group. The scores were paired, and the score differences squared, added, and averaged to determine the variance of the difference. The square root of the variance was extracted to determine the standard error of the difference. The formulas used were:

$$Vd = \frac{E(X_2 - X_1)^2}{N} \quad \text{and} \quad Sd = \sqrt{\frac{2Vd}{N}}$$

The same procedure for determining the  $\underline{t}$  value was used as the one shown for Table 2.

Table 3 contains the mean, mean difference, standard error of the mean, and the  $\underline{t}$  value for the pre-test and post test scores for the various personality factors of the experimental group. An analysis of the data shows improvement on eight of the twelve personality components ranging from a low  $\underline{t}$  value of 2.141 on feeling of belonging to a very significantly high ratio of 6.929 on community relations. The other

TABLE 3

THE MEAN, DIFFERENCE, STANDARD ERROR OF THE MEAN, AND  
 $t$  VALUE FOR PRE-TEST AND POST TEST SCORES ON THE  
 PERSONALITY FACTORS OF THE EXPERIMENTAL GROUP

Personality Components	Pre-Test A <sub>1</sub>	Post Test A <sub>2</sub>	D = A <sub>2</sub> -A <sub>1</sub>	$\frac{Sd}{\sqrt{2Vd}}$ N	$t =$ $\frac{D}{Sd}$
Self reliance	8.19	11.88	3.69	1.553	2.369
Sense of personal worth	12.43	14.00	1.57	0.690	2.275
Sense of personal freedom	13.00	14.18	1.18	0.492	2.390
Feeling of belonging	12.76	13.94	1.18	0.551	2.141
Withdrawing tendencies	11.12	13.00	1.88	0.896	2.098
Nervous symptoms	9.81	11.25	1.44	0.592	2.432
Social standards	14.88	15.00	0.12	0.124	0.966
Social skills	11.38	14.00	2.62	1.241	2.275
Anti-social tendencies	13.62	14.06	0.44	1.504	0.292
Family relations	12.12	12.43	0.31	0.382	0.811
Social relations	11.56	13.25	1.69	0.690	2.460
Community relations	11.88	13.82	1.94	0.280	6.928

five components for which changes were noted were self reliance, sense of personal worth, sense of personal freedom, nervous symptoms, social skills, and social relations. The improvement in withdrawing tendencies almost reached the five per cent level and probably was significant, but changes in social standards, anti-social tendencies, and family relations were not significant.

An explanation of the lack of improvement in social standards may be found in the fact that a majority of the girls in the experimental group made the highest score possible on the component social standards when the pre-test was given. They could, therefore, show no improvement on the post test. If the scope of the test had been broader, they may have shown a change. The lack of improvement in anti-social tendencies and family relations might be expected. According to reports of the Progressive Education Association,<sup>21</sup> the school cannot, in all probability, eradicate deep-seated feelings involving a lack of socialization and inadequate family relationships in a short time.

Table 4 shows the mean and mean difference for the control group's pre-test and post test scores for each of the

TABLE 4  
THE MEAN, MEAN DIFFERENCE OF THE PRE-TEST AND  
POST TEST SCORES ON THE PERSONALITY  
COMPONENTS OF THE CONTROL GROUP

Personality Components	Pre-test	Post-test	Difference
Self reliance	7.82	7.88	.06
Sense of personal worth	12.00	11.93	-.07
Sense of personal freedom	12.93	12.44	-.49
Feeling of belonging	12.62	12.69	.07
Withdrawing tendencies	10.25	10.06	-.19
Nervous symptoms	10.06	9.75	-.31
Social standards	14.12	14.25	.13
Social skills	11.25	11.18	-.07
Anti-social tendencies	12.25	11.87	-.62
Family relations	12.37	11.56	-.81
School relations	11.50	11.13	-.37
Community relations	10.63	10.88	.25

<sup>21</sup>Progressive Education Association, The Personal-Social Development of Boys and Girls With Implications For Secondary Education, A report prepared by the Committee on Workshops, pp. 54, 65.



twelve personality components of the California Test of Personality, Secondary, Form A. The very slight and unimportant variations in the mean scores indicate that no considerable changes in personality took place during this experiment.

#### Analysis of the Sociometric Test

Figures 1, 2, and 3 show the results of the sociometric tests. The three sociograms indicate each girl's social status in her group at the beginning and at the end of the experiment.

In Figure 1, Sociogram showing relationships within the experimental group on the pre-test, it is indicated that four girls, 6, 14, 15, and 16, in the inner circle received as many as four choices each. The choices which were mutual are designated by the rhombus arrow. Seven girls, 1, 2, 3, 4, 7, 8, and 10, who were chosen three times, are in the second ring; three girls, 5, 9, and 13, who were chosen only once or twice, are in the third ring; and girls 11 and 12, who were not chosen at all, were considered rejected and are outside of the circle.

In Figure 2, Sociogram showing relationships within the control group on the pre- and post test, it is indicated that five girls, 2, 7, 12, 15, and 17 received as many as four choices each and are in the inner circle. Five girls, 1, 3, 8, 13, and 16, who received three choices, are in the second ring; five girls, 5, 6, 10, 11, and 19, who received

one or two choices, are in the third ring; and girl 18, who did not receive any choices, is outside the circle.

A comparison of the social status of the members of the experimental and control groups on the pre-test shows that there were four girls of the experimental group and five of the control group in the inner circle. In the second ring, there were seven of the experimental group and five of the control group; and in the third ring there were three of the experimental group and five of the control group. There were three fringers and two rejected in the experimental group and three fringers and one rejected in the control group.

In the course of the development of the unit, every effort was made to help the fringers and the rejected to feel accepted by the group and to help them establish friendships with at least one or two of their classmates. An examination of the sociometric test given at the end of the study showed that no change in social status had taken place for any member of the control group, but that several changes had taken place among the members of the experimental group. Figure 3, Sociogram showing the relationships within the experimental group on the post test, shows that one clique of five girls was more exclusive at the end of the study than at the beginning, but that other members of the group were more socially conscious. All except one of the girls were now chosen two or more times; furthermore, the two who were formerly rejected were accepted at the end of the experiment.

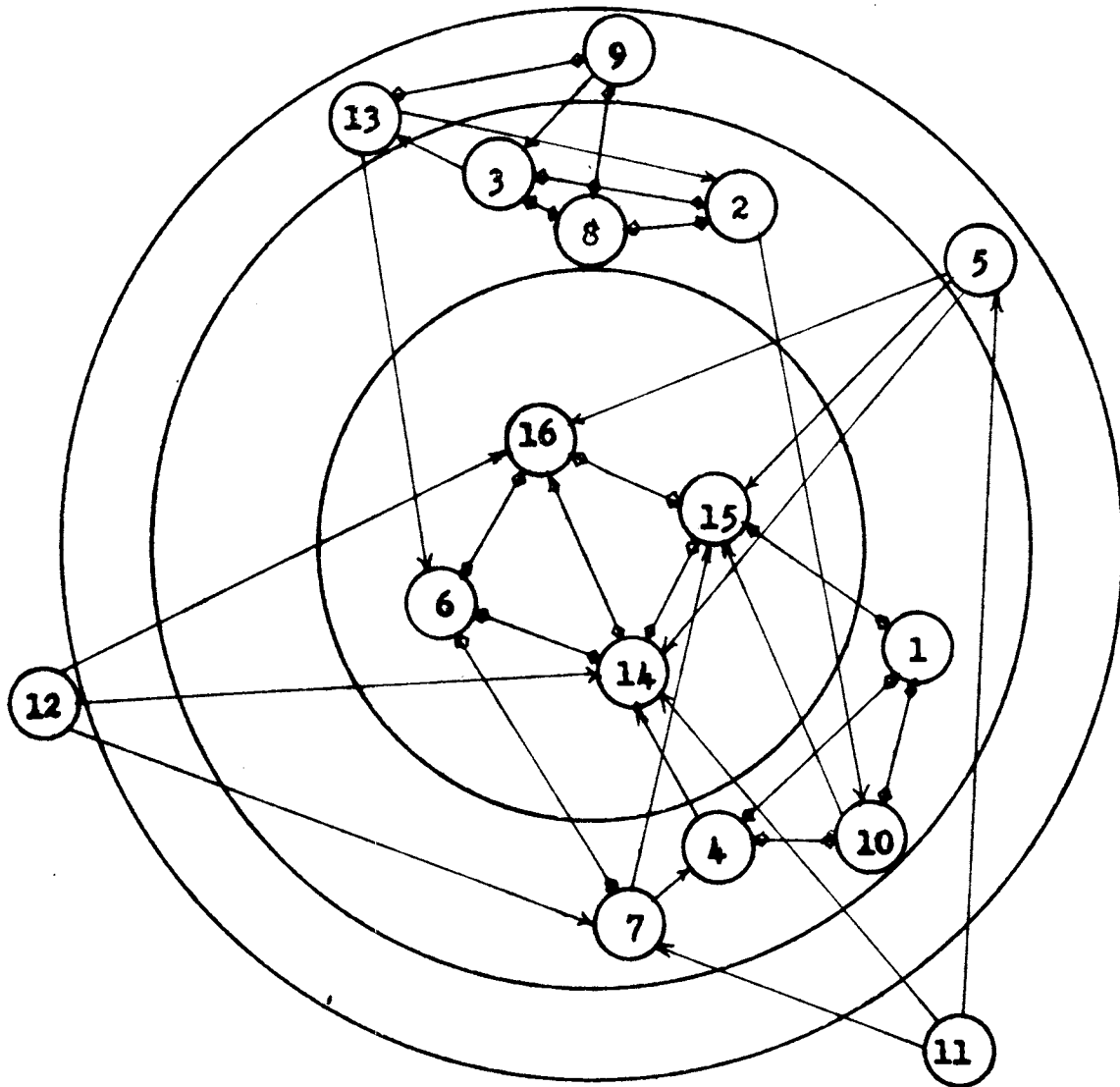


Fig. 1.--Sociogram showing relationships within the experimental group on the pre-test.

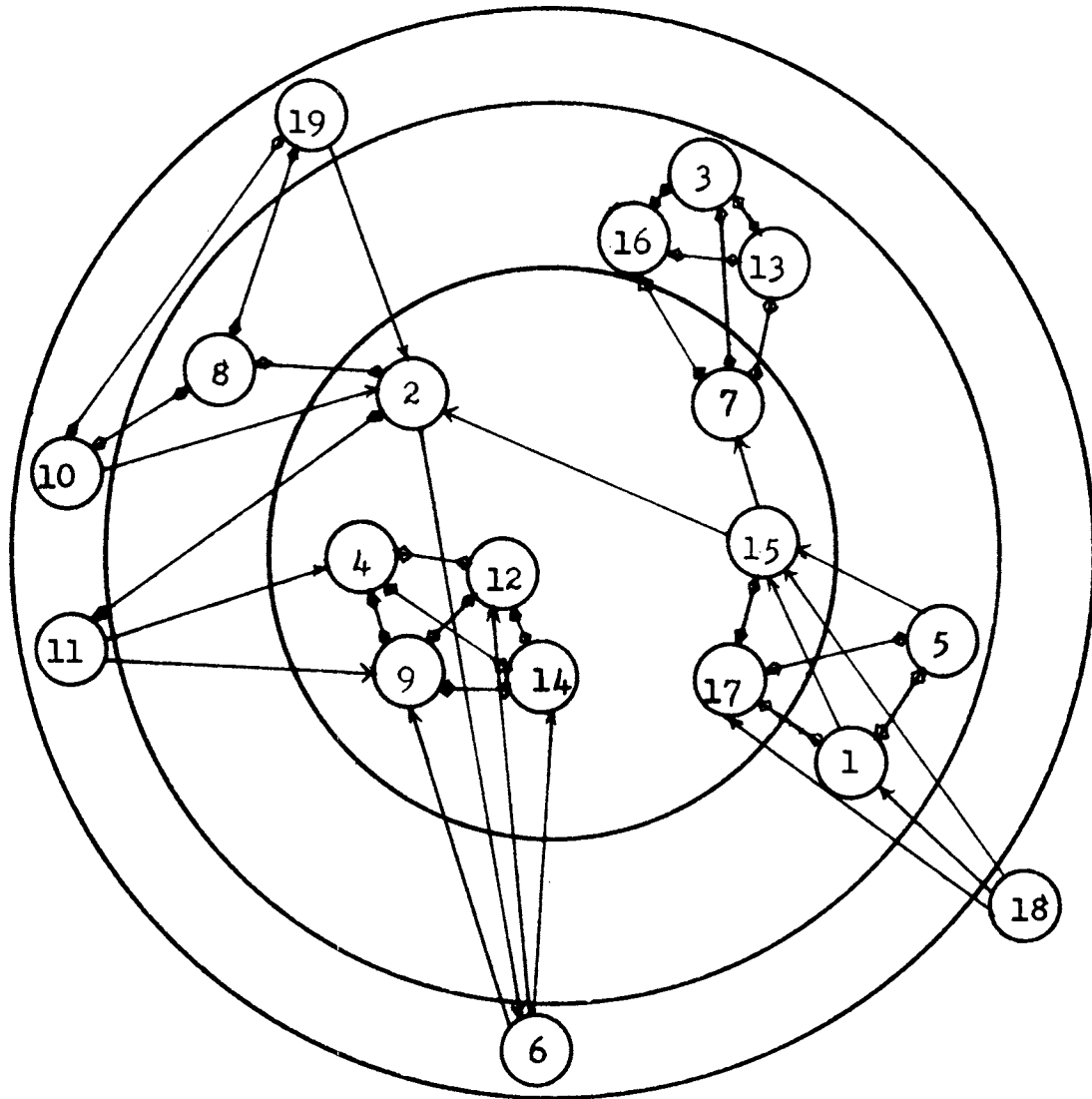


Fig. 2.--Sociogram showing relationships within the control group on the pre-test and post test.

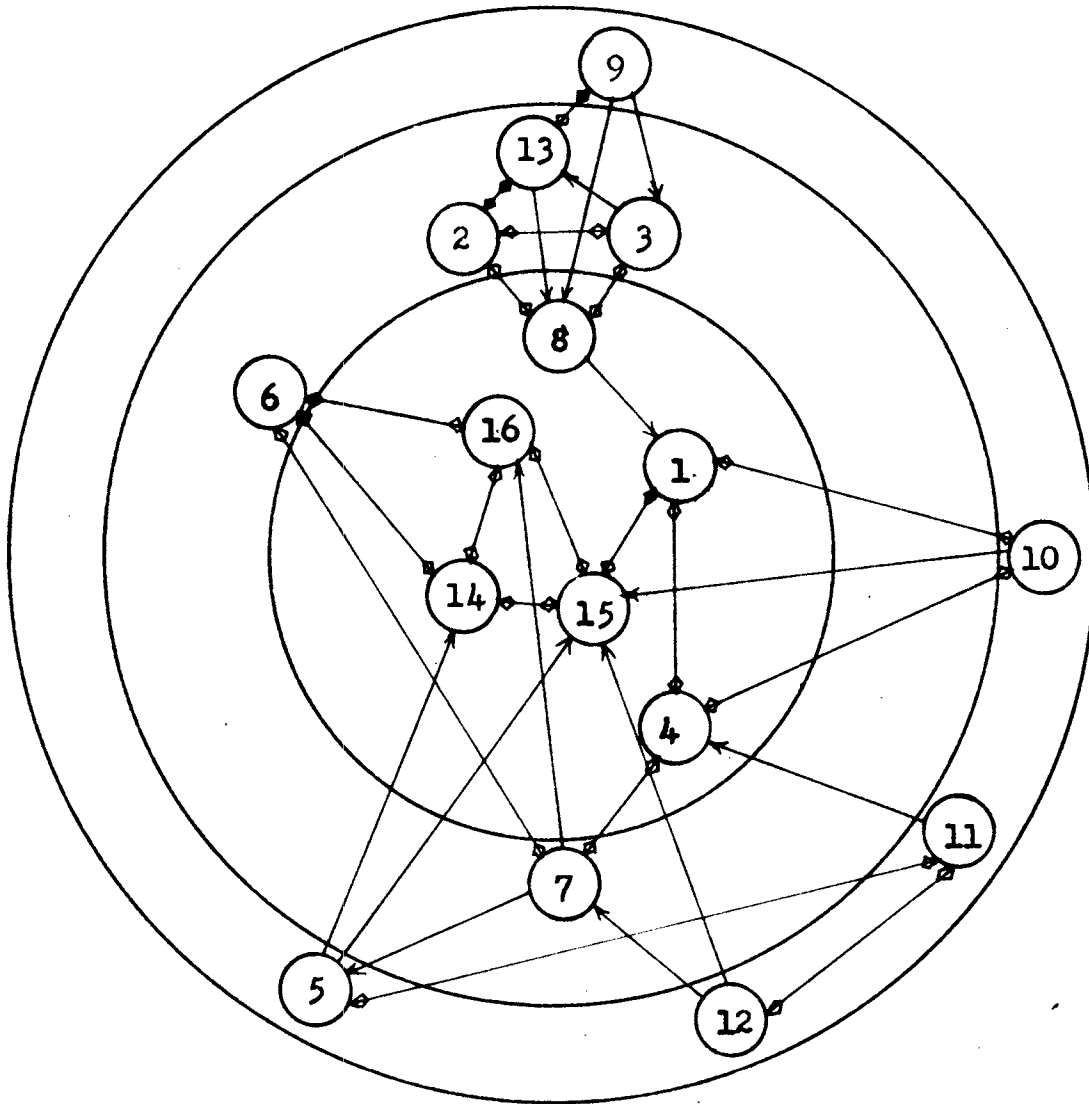


Fig. 3.--Sociogram showing relationships within the experimental group on the post test.

## FINDINGS AND CONCLUSIONS

### Summary of Findings

The problem of this study was to determine the apparent effectiveness of a specialized unit on personal development in improving the social adjustment of high school girls in Gainesville, Texas. An examination of data obtained from the investigation resulted in the following findings.

Generally speaking, the California Test of Personality, Secondary, Form A, was considered an effective instrument for measuring personal adjustment; the section on social adjustment, however, may have been too limited in scope to measure adequately the improvement on all of the personality components listed.

Bell's Adjustment Inventory, the sociometric tests, and the personal interviews were considered adequate means of discovering the pupil's personal problems and social status. Data from these sources were valuable for constructing a functional unit.

The experimental and control groups were comparable as to intelligence quotient, chronological age, mental age, school classification, socio-economic status, and school achievement.

As shown by the small critical ratio, 0.567, the two groups were comparable in total adjustment on the pre-test.

On the post test the experimental group greatly excelled the control group in total adjustment. Here the critical ratio was 4.036, which is highly significant. This shows that the experimental group had improved more in total adjustment than the control group.

On the pre-test, the two groups were comparable in self adjustment. According to Fisher's  $t$  value for the five per cent level the critical ratio, 0.448, for this test was not significant. On the post test the experimental group greatly excelled the control group in self adjustment. The critical ratio for the two groups was now 6.498 which is highly significant.

On the pre-test, the two groups were comparable in social adjustment, with a small critical ratio of 1.111. On the post test, the critical ratio was 3.697, which was highly significant. This showed that the experimental group made marked improvement in social adjustment during the experiment, while the control group made no improvement.

According to a comparison of their pre-test and post test scores, the experimental group showed significant improvement on eight of the twelve personality components. The  $t$  values ranged from a low ratio of 2.141 on feeling of belonging to a very high ratio of 6.928 on community relations. Significant changes were also noted for self reliance, sense of personal freedom, nervous symptoms, social skills, and

social relations. There was no considerable improvement in the control group on any of the twelve personality components.

The experimental group's mean scores on the post test were higher than those of the pre-test in self adjustment, social adjustment, and total adjustment. The control group's mean scores on the post test showed no marked improvement. This indicates that the experimental group improved more in personal and social adjustment by participating in a specialized unit on personal improvement than the control group did by participating in a unit which provided no instruction or guidance on personality development.

#### Conclusions

Responses of the experimental group to the specialized unit showed that high school girls are intensely interested in their personal and social adjustment problems. They are eager for guidance in solving these problems and highly appreciative of wise and sympathetic guidance.

The specialized unit was effective in improving the social adjustment of homemaking students. The effectiveness of the unit was due to several factors. First, pre-testing and collecting data to discover the problems that needed to be solved made the study purposeful and objective. It also helped to insure a close relationship between the instruments of measurement and the technique for bringing about the proposed improvement. In the second place, personal interviews



with the members of the experimental groups created confidence, established a cooperative relationship between the experimenter and the students, and stimulated interest in the experiment. Finally, the cooperative planning of the unit by the students and the experimenter insured the setting up of purposeful objectives and activities which met the students needs and interests.

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