THE INFLUENCE OF SOCIAL COMPREHENSION ON
THE ADJUSTMENT OF COLLEGE STUDENTS

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THE INFLUENCE OF SOCIAL COMPREHENSION ON THE ADJUSTMENT OF COLLEGE STUDENTS

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TABLE OF CONTENTS

LIST OF TABLES . . . . . . . . . . . . iv

INTRODUCTION . . . . . . . . . . . . 1

Review of Related Studies
Statement of Problem

PROCEDURE . . . . . . . . . . . . . . 12

Source of Data
Selection of the Testing Instrument
Statistical Treatment of Tests

RESULTS . . . . . . . . . . . . . . . . 18

Explanation of Tables
Discussion of Findings

SUMMARY . . . . . . . . . . . . . . . . 35

BIBLIOGRAPHY . . . . . . . . . . . . . . 40

APPENDIX . . . . . . . . . . . . . . . . 42
LIST OF TABLES

Table                                         Page

1. Gains Made by Various Subject Matter Groups . 19

2. Comparison of Various Groups Showing Difference Between Mean Gains on Adjustment Factors . 26
INTRODUCTION

An important concern in the education of young men and women is their personal and social adjustment during high school and college. Much has been done and is still needed to determine the factors responsible for personal and social development and for the general adjustment of individuals. The results of several studies show that the teaching method used is an important factor in student adjustment.

These studies show that when the group process is used in classroom teaching, more learning takes place and students show significant improvement in personal and social adjustment as well as in emotional control.

Review of related studies. — In an introductory personal and social adjustment course, Pinkston, 1948, compared the textbook method with the group process method of teaching to find the effects of these methods upon the general adjustment of the eighty-three freshmen participating. The Guilford-Martin Temperament Inventory was used for pre- and final testing. There were forty-four students in

each group. The experimental group planned their course content according to their needs and interests, as pointed out in the pretest, and employed the group process technique throughout the semester. Upon completion of the course, both groups were given the final test and scores were analyzed. Whereas the control group showed no improvement, the experimental group had achieved significant gains in the traits, freedom from depression, cycloid tendencies, inferiority complex, and nervousness. Improvement in social leadership and the development of a cheerful and optimistic disposition were also realized by the students in the experimental group.

During ten or twelve trials with the group process method of teaching in class groups of twenty-five to fifty members, Mauck, previously a faculty member in the School of Home Economics at Ohio State University, found that students made consistent improvement in certain personality traits. Because it provided a broad scope of subject matter and necessitated the use of the library, this method led the student to become a semi-authority on a phase of subject matter, thereby developing self-reliance, self-assurance, and self-confidence. Mauck also found that the method provided a proper and sufficient stimulus for the timid, non-expressive student, and proper restraint for the assured, talkative student.

3Ibid.
Other studies show that personal improvement and social experience are important factors in adjustment. In 1951, Wester measured the effectiveness of a specialized unit on personal development in improving the social adjustment of homemaking students. Two homemaking classes of sixteen members each, chosen from a small high school, and comparable in intelligence quotient, chronological age, mental age, school classification, and socio-economic status, were used as experimental and control groups. A specialized unit on personal improvement of one month's duration was used with the experimental group while the control group had opportunity for only incidental help with this problem. The results of the tests showed that the experimental group made significant improvement on eight of the twelve personality components, whereas the control group made no comparable improvement. Sociograms indicated a marked improvement in students' relationships; therefore, the specialized unit was judged to be effective in improving the social adjustment of the homemaking students.

The social background of the student and social skills gained in school and community activities are probably contributing factors in adjustment. A comparative study of the adjustment of students and of

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factors influencing their adjustment was made by Odell, 1941. One group of freshmen composed of fifty girls chosen alphabetically from dormitory files, and a group of fifty senior girls chosen in the same manner were used as subjects. The Sims Score Card and the California Test of Personality, Adult Form A, were used to determine the home background and the personal and social adjustment of each individual.

The results of the study reveal that the senior group achieved higher mean and median percentile ranks on total adjustment than did the freshman group. The freshman group, however, made higher scores on social standards, social skills, and community relations. These findings suggest that the freshmen, through some type of social activity, had gained more information on social ethics, and a better understanding of socially accepted standards, than the seniors.

Another study points to course content as a factor in adjustment. In a study with high school students, Moore, 1948, used three tests, the Guilford-Martin Inventory I, Every-Day Life, and the California Test of Personality, Secondary Form A, to serve as an inventory of students' personality traits at the beginning of the year. With the


results of these tests to define student problems, and with a list of fourteen personality traits necessary for success in business as a recognized objective, the course content of the stenography class was planned jointly by the students and the teacher in the experimental group. The control group, consisting of twelve Latin-Americans, and eighteen Anglo-Americans, was equated with the experimental group on the basis of number, nationality, and intelligence quotient as shown by the California Test of Mental Maturity. Differences in pre- and final tests indicated that the experimental group made significant gains in the adjustment variables while the control group which followed the regular course of study showed no improvement. Moore concluded that personality traits can be measured scientifically with some degree of reliability and that personality can be improved through systematic training.

Another influencing factor in adjustment and in the development of temperament traits is the classification of students. In 1952, Gresham compared the adjustment progress of the four levels of college classes to determine whether increased knowledge of social conduct is accompanied by comparable improvement in the personal and

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7 Ibid.

social adjustment of freshmen, sophomores, juniors, and seniors. Data for the study were obtained from one hundred students enrolled in a social fundamentals course in the School of Home Economics at the North Texas State College. Definite gains were found in social, health, and emotional adjustment of each college class as well as in the knowledge of social usage. Consistently high and significant gains were also shown in objectivity, co-operativeness, and agreeableness. Comparisons between the different groups showed no measurable gains in favor of any one group in the areas of home adjustment, health adjustment, and social usage, but the juniors were superior in social adjustment; moreover, the freshmen made greater gains in emotional stability than did the sophomores, juniors, and seniors. Gresham concluded that, measured by adjustment inventories, an increase in the knowledge of desirable social conduct is accompanied by pronounced improvement in home, health, social, and emotional adjustment.

In at least one other study, the change of attitude during four years of college was found to be an influencing factor in adjustment. An investigation by Arsenian, 10 1942, showed the amount and direction of change of students' attitudes during four years of college in theoretical,

9Ibid.

10Seth Arsenian, "Change in Evaluative Attitudes During Four Years in College," Journal of Applied Psychology, 27 (September, 1942), 338-349.
economic, aesthetic, social, political, and religious areas. Upon entering a men's college in New England, three successive freshman classes were given the Allport-Vernon Study of Values Test. The test measures six evaluative attitudes: the theoretical, with interest in the discovery of truth; the economic, with interest in the practical; the aesthetic, with chief interest in the artistic episodes of life; the social, tending strongly toward the love of people; the political, aiming at place, prestige, dominance, and power; and the religious, desiring to comprehend the cosmos. For three successive years the order of values among the students was: religious, political, social, theoretical, economic, and aesthetic. Compared with students who stayed to graduate, those who left showed a weaker social motivation and stronger economic and political interests. However, when the seventy-six students who remained to graduate were given the Allport-Vernon test shortly before graduation, the pattern of attitude had changed. The social attitude climbed from fourth place in the freshman year to first place in the senior year. From this study students seemed to have become more socially adjusted as classification advanced.

Teacher-pupil relationships have been found by several investigators to constitute an influencing factor in the adjustment of the student. Using three high schools with a total of 405 students and teachers
in Madison, Wisconsin, Bollinger, 11 1945, studied the social impact of the teacher on various aspects of student adjustments. The purpose of the study was to discover the significant differences in social adjustment, in attitudes, and in behavior of the teacher-pupil groups; to determine whether the student was influenced by the teacher's social adjustment; and to determine whether the student's social relationships would show significant changes in a period of six months. The Washburne Social Adjustment Inventory, Wood's Right Conduct Test, and Bell's Adjustment Inventory, as well as several other social adjustment tests, were employed. Analysis of the data indicated that according to the critical ratios, pupils in these three schools had approached significant gains in adjustment, but that in a period of six months only one school group had made a significant gain. Moreover, approximately 85 per cent of the students thought that the teacher's character and personality had an important influence on their adjustment. One hundred per cent, 88 per cent, and 66 per cent of the teachers, respectively, in the three schools, thought that the students expect teachers to be models of good conduct.

Maione, 12 1953, also made a study to determine whether or not teacher-pupil relationships brought about improvement in social adjustment. Thirty-three homemaking students from a small high school were used as subjects for the investigation. Well integrated with the goal-seeking method of teaching was a carefully planned program of extracurricular activities, home visits, and informal out-of-class contacts with students. The Washburne Social Adjustment Inventory was used for determining the social and emotional adjustment of the students. The results of the study warrant the conclusion that teacher-pupil relationship is an important factor in bringing about a change in the social adjustment. Possibly the greatest influence is effected in the student's development of a feeling of well-being and contentment.

Social comprehension is another factor which influences the personal and social adjustment of college students. Luecke, 13 1952, made a study of 141 students enrolled in four sections of a social fundamentals course to investigate the influence of social comprehension on the development of personality traits. The students and teachers planned the course content and activities jointly. The Guilford-Martin Personnel Inventory, Stephenson and Millett's Test on Social


Usage, Forms A and B, and the Bell Adjustment Inventory were administered as pre- and final tests. The analysis of the data show that with a knowledge of social usage, college men and women improve in several personality traits as well as in personal and social adjustment. There is evidence of better home, health, social, and emotional adjustment. Luecke\textsuperscript{14} pointed out that further study is needed to determine the importance of course content and class procedures in influencing student adjustment; for such studies, a control group is suggested along with sociometric evaluations.

\textbf{Statement of problem.}—As already stated, previous studies show that students in social fundamentals classes make significant gains in social adjustment as measured by the adjustment inventory, but they point out that further study is needed to determine whether such gains are due to social comprehension alone, to social skills developed as a result of the experiences in the course, to the influence of the group process method employed in developing the course, or to other factors.

The purpose of this investigation is to extend the study of the influence of social comprehension on the adjustment of college students by (1) determining the adjustment progress of students in the social fundamentals classes, and (2) comparing the adjustment

\textsuperscript{14}Ibid.
progress of men and women in these home economics classes with the progress of men and women in other subject-matter fields.
PROCEDURE

Source of data.—Data for the present study were obtained from tests administered in the fall term of 1952 at North Texas State College. The subjects of the study were enrolled in five elective social fundamentals classes, four business administration classes, and four education classes. Students in the business administration and education classes were the control group; students in the social fundamentals classes were the experimental group. One hundred sixty-nine students from the School of Home Economics, 111 students from the School of Education, and seventy-one students from the School of Business Administration participated in the study. Incomplete data from fifteen students, nineteen students, and twelve students, respectively, were discarded.

The students in the social fundamentals courses planned the course content and the activities with teacher guidance. The objectives of the class were set up jointly, and procedures for gaining social skills were planned. To provide experience in social skills, five social functions were designated. These included an informal picnic, a semi-formal tea, a formal dinner, a formal dance, and a mock wedding. The course content was based on social usage for
various occasions such as entertaining friends, table etiquette, conversation, and various other typical social activities. Class procedure included informal group discussions, reports, lectures, socio-drama, committee work, and demonstrations. Films were also used.

Four sections of business administration students and four sections of education students were used as controls for the experiment. These classes were selected because in them the group process method of teaching was employed and the classroom procedure was similar to that of the social fundamentals classes. The class procedures included informal group discussions, reports, lectures, committee work, demonstrations, and individual help for students seeking information.

Selection of the testing instrument. — To measure the degree of personal and social adjustment of students, the Bell Adjustment Inventory\(^1\) (see Appendix) was administered as a pre- and final test to all students participating in the School of Home Economics, the School of Business Administration, and the School of Education. This self inventory test consists of 140 questions, thirty-five in each of the categories, home, health, social, and emotional adjustments. The reliability coefficients for the four measures are reported as

\(^1\)Hugh M. Bell, The Adjustment Inventory, Student Form (for students of high school and college age).
0.89, 0.80, 0.89, and 0.85, respectively. Low scores on the test indicate positive adjustment. The inventory is similar to personality tests, of which Tiegs writes:

... In spite of certain as yet unsolved problems, the personality inventory or test is the most satisfactory device for measuring and evaluating personality yet devised. More objective, reliable, and useful data may be obtained by this type of instrument in forty to fifty-five minutes for a whole class than could be obtained by many other methods for a single pupil in a much longer period. 2

As an instrument for measuring the social comprehension of the students in the social fundamentals course, the Furbay-Schrammel Social Comprehension Test 3 (see Appendix) was administered at the beginning and end of the semester. Among the pioneer tests in the field of social behavior, this test is made up of 330 items which measure the student's acquaintance with and understanding of the rules of correct behavior in all types of social situations. The divisions of the test measure social comprehension related to: social calls, teas, receptions, parties, introductions, invitations, table etiquette, dress and personal habits, public courtesies, correspondence, house guests, conversation, travel, funerals, dances and balls, courtship, engagements and weddings, and miscellaneous social

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2Ernest Tiegs, "Measuring Personality Status and Social Adjustment," Education, 63 (1943), 631-635.

3John H. Furbay and H. E. Schrammel, Social Comprehension Test, 1941.
situations. The test is interesting to the student and has reported reliability coefficients of $0.87 \pm 0.016$. Since only one form of the test is available, the odd numbered questions were used for the pre-test and the even numbered ones for the final test.

The teachers in the different subject matter areas chosen for the experiment were asked to explain the proposed personality and adjustment study to the students, enlisting co-operation in the use of the pre-test during a regular classroom period. Students were encouraged to be as objective as possible in taking the test so that the results for the class would not be obscured by carelessness or untruthfulness. Near the end of the first semester, students were given the results of the pre-test, and a discussion of what could be done about maladjustments followed. The final test was then given. In order to make a comparison of the student's scores, the pre- and final tests were tabulated and analyzed to determine whether any measurable gains were made by the groups. Then comparisons were made between the mean scores to determine differences of score gains made by the men and women in the different subject matter fields. In each case, comparisons were made on the basis of score gains between paired groups.

Statistical treatment of tests. — After the tests were scored, the following statistical methods of determining score gains were used:
Scores of the pre- and final tests for social comprehension and adjustment were tabulated and the mean differences between the two tests were determined. The mean difference ($M_D$) was found by dividing the total difference between the pre- and final test scores by ($N$), the number of students in the group. The formula is: $M_D = \frac{\sum X}{N}$.

For a more accurate measure of the variables of the groups, the standard deviation was calculated. Here the differences between the pre- and the final test scores were squared and totaled; after the square of the mean difference had been subtracted, the square root of the remainder was derived. The formula is:

$$S_D = \sqrt{\frac{\sum X^2}{N} - M_D^2}$$

The standard error of the mean was calculated from the formula:

$$S_m = \frac{S_D}{\sqrt{N-1}}$$

Here the standard deviation of the difference was divided by the square root of ($N-1$).

In order to determine whether the gains between two sets of scores were real, their means were compared. The critical ratio or $t$ value was derived from the formula:

$$CR = \frac{M_D}{S_m}$$
If the ratio of the standard error of the two groups to their mean difference equalled or exceeded Garrett's[^4] 5 per cent level of confidence, the difference was judged significant.

To discover whether the difference in gains between two groups was significant, the standard error of the difference between the two means was calculated. Since no correlation was assumed between the groups, the following formula for uncorrelated groups was used:

\[
\frac{S_{m_1} - m_2}{S_{m_1}} = \sqrt{\frac{S_{m_1}^2}{S_{m_2}^2}}
\]

The standard errors of the paired groups were squared and added; then the square root of the sum was extracted. The critical ratio was derived from the standard error of the means of the two groups and the difference between their means. In each case, comparisons were made on the basis of score gains between paired groups. A random sampling was taken from the larger group to match the smaller one in number; the two were then equated on the basis of pre-test scores.

RESULTS

Results of the statistical analysis of the several tests show the gains made by each class on the various adjustment factors, the comparative gains in social comprehension made by men and women, and the comparative gains in adjustment made by classes in the different subject matter fields.

Explanatio of tables. — Table 1 presents the mean difference ($M_D$), the standard deviation of the difference ($S_D$), the standard error of the mean ($S_m$), and the critical ratio ($t$) computed from the difference between the pre- and final test scores of students in home economics, business administration, and education. The same statistical items show the relative gains in adjustment for men and women.

Inspection of the table shows relatively high mean differences with relatively low standard errors. Except for home and health adjustment for women in the School of Business Administration, and the home adjustment of men and women in the School of Education, all of the classes have critical ratios high enough to indicate significant gains.
TABLE 1

GAINS MADE BY VARIOUS SUBJECT MATTER GROUPS

<table>
<thead>
<tr>
<th>Adjustment Factors and Subject Matter Groups</th>
<th>Mean Difference Between Scores on Pre-test and Final Test</th>
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</thead>
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<tr>
<td></td>
<td>Total (169)</td>
</tr>
<tr>
<td></td>
<td>Total (169)</td>
</tr>
<tr>
<td>Home Economics</td>
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</tr>
<tr>
<td>Home</td>
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<tr>
<td>Total adjustment</td>
<td>11.91</td>
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<tr>
<td>Education</td>
<td>Total (111)</td>
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<tr>
<td>Home</td>
<td>.62</td>
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<td>Health</td>
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<td>Social</td>
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<tr>
<td>Emotional</td>
<td>1.59</td>
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<tr>
<td>Total adjustment</td>
<td>5.35</td>
</tr>
</tbody>
</table>

*Garrett's t values for determining the reliability of statistics for specified degrees of freedom are: 18, t.01 = 2.88, t.05 = 2.10; 53, t.01 = 2.68, t.05 = 2.01; 63, t.01 = 2.66, t.05 = 2.00; 71, t.01 = 2.65, t.05 = 2.00; 169, t.01 = 2.61, t.05 = 1.98.
TABLE 1—Continued

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<th>Standard Error of Difference</th>
<th>Critical Ratio (t)*</th>
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<td>Emotional</td>
<td>2.49</td>
</tr>
<tr>
<td>Total adjustment</td>
<td>7.56</td>
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</table>

<p>|                                             | Total (169) | Men (63) | Women (106) |
| Social comprehension (Home Economics)       | 12.82       | 11.68    | 11.85       |</p>
<table>
<thead>
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<th></th>
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<td>Total</td>
<td>Men (53)</td>
</tr>
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<td>Men (63)</td>
</tr>
<tr>
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In the School of Home Economics, critical ratios for score increases in home, health, social, and emotional adjustment are 7.64, 7.52, 8.62, and 9.49, respectively. Compared with Garrett's 1 percent value, 2.61, for one hundred sixty-nine degrees of freedom, these values indicate highly significant gains in the adjustment variables. The total adjustment ratio, 10.93, also shows a highly significant gain.

Of the one hundred sixty-nine students in the social fundamentals course, there were one hundred six woman and sixty-three men. The t values for these numbers are: men, $t_{0.01} = 2.66$, and $t_{0.05} = 2.00$; women, $t_{0.01} = 2.63$, and $t_{0.05} = 1.98$. Here again the critical ratios for the men's score increases, namely, 4.65, 8.62, 5.62, and 6.55, for home, health, social, and emotional adjustment, respectively, indicate highly significant gains. Furthermore, the ratios for the score increases for women, 5.19, 6.33, 6.51, and 6.99, are much higher at the .01 level of confidence, than the tabular value of 2.63 necessary for significance at that level. The total adjustment for both men and women is higher than the tabular values of 2.66 and 2.63, respectively, necessary for significance at the .01 level.

In the School of Education, the critical ratios for total score increases for health, social, and emotional adjustment are 3.71,

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5.28, and 4.82, respectively. All of these ratios exceed Garrett's t value of 2.63, for one hundred eleven students. The home adjustment ratio, 2.31, falls short of the 2.63 value required for significance at the .01 level, but the ratio for total adjustment, 5.70, exceeds it.

Garrett's t values for the fifty-nine men and fifty-two women in the education group are: men, t .01 = 2.66, and t .05 = 2.00; women, t .01 = 2.68, and t .05 = 2.01. The critical ratios for health, social, and emotional adjustment, for both men and women, exceed the highly significant point. The critical ratio for men's home adjustment, 2.74, is significant while the women's home adjustment, .41, is relatively low in comparison with the other adjustment gains; the ratio for the total adjustment of these groups, 5.70, is higher than Garrett's tabular t .01 value of 2.63.

The values for score gains on home, health, social, and emotional adjustment for the seventy-one students in the School of Business Administration are 3.02, 3.04, 6.08, and 4.79, respectively. Compared with Garrett's 2.65, necessary for significance at the 1 per cent level, these gains are high. Fifty-three members of this group were men and eighteen were women. Garrett's critical ratio

\[ \text{Ibid.} \]
for these numbers are: men, \( t_{.01} = 2.68 \), and \( t_{.05} = 2.01 \); women, 
\( t_{.01} = 2.88 \), and \( t_{.05} = 2.10 \). It is apparent that all of the score increases for men are significant, whereas the score increases for women's home and health adjustment scores are below 2.10, required for significance. The women's emotional and social adjustment scores, 2.96 and 2.75, respectively, show a significant gain at the .05 level of confidence.

A comparison of the critical ratios for the social comprehension test with Garrett's \(^7_t\) values, for groups of sixty-three and one hundred six, shows that the score gains are highly significant for both men and women. The ratios, 7.23 for men and 11.33 for women, are much higher than the tabular values of 2.66 and 2.63 necessary for significance at the .01 level of confidence for the respective groups. Similarly, the ratio of 15.63, for gains made by the total home economics group on social comprehension exceeds the 2.61 value for one hundred sixty-nine degrees of freedom, and is highly significant.

Table 2, "Comparison of Various Groups Showing Difference Between Mean Gains on Adjustment Factors," shows the comparative gains in adjustment made by the three subject matter groups. In the first section, home economics classes are compared with classes

\(^7\text{Ibid.}\)
TABLE 2

COMPARISON OF VARIOUS GROUPS SHOWING DIFFERENCE BETWEEN MEAN GAINS ON ADJUSTMENT FACTORS

<table>
<thead>
<tr>
<th>Adjustment Factor</th>
<th>Home Economics vs. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Home</td>
<td>1.50*</td>
</tr>
<tr>
<td>Health</td>
<td>1.46*</td>
</tr>
<tr>
<td>Social</td>
<td>1.05</td>
</tr>
<tr>
<td>Emotional</td>
<td>2.48*</td>
</tr>
<tr>
<td>Total adjustment</td>
<td>6.56*</td>
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</table>

*Indicates significant difference in adjustment.
TABLE 2—Continued

<table>
<thead>
<tr>
<th>Home Economics vs. Business Administration</th>
<th>Business Administration vs. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Men</td>
</tr>
<tr>
<td>.98*</td>
<td>1.38</td>
</tr>
<tr>
<td>1.15*</td>
<td>2.10*</td>
</tr>
<tr>
<td>.56</td>
<td>1.12</td>
</tr>
<tr>
<td>1.58*</td>
<td>2.69*</td>
</tr>
<tr>
<td>4.35*</td>
<td>7.27*</td>
</tr>
</tbody>
</table>
in education; in the second, the comparison is between home economics and business administration; and in the third, the comparison is between education and business administration. In each section, means of the second group are subtracted from the means of the first; for instance, in section one the mean difference between gains made by home economics students and education students in home adjustment is 1.50, in favor of home economics. Similarly, the men in home economics classes made a 1.49 greater gain in home adjustment than the men in education classes. The asterisk indicates that the difference between the two means being compared is significant.

Further examination of Table 2 shows that, in home adjustment, the home economics women made significant score gains over the education women. Compared with Garrett's \(^8\) values, the critical ratio 3.14 exceeds the 1.98 required for significance at the 5 per cent level of confidence. The men in two of the three groups being compared made no significant gains over one another in home adjustment, but the critical ratio for their combined score gains is high enough to bring the total home adjustment gain for home economics men and women above that of men and women in business administration.

In health adjustment, the home economics men's score gains are significant over the men in other subject matter fields, but the women's

\(^8\)Ibid.
score gains fall short of significance. Due to home economics men's high score gains, the total health adjustment scores are high enough to indicate significant gains over both the education and the business administration groups. The home economics men's adjustment ratio is 4.65, while the total health adjustment ratio for this group is 3.45.

No particular group gained over another in social adjustment; however, the men in the home economics group approached significant gains over the education group, as shown by the critical ratio of 1.90, compared with Garrett's tabular value, 1.98.

Both men and women in the home economics classes made significant gains over the education group in emotional adjustment. The critical ratios for men, 3.62, and for women, 2.65, are above Garrett's tabular values of 2.61 and 2.62, respectively, for these groups at the 1 per cent level of confidence. Home economics men also gained in emotional adjustment over the business administration group; this critical ratio was 2.71 and is significant when compared with Garrett's tabular value of 2.62. Home economics women's emotional score gains were not significantly greater than business administration women's score gains.

Discussion of findings.—A review of the significant gains made by the various groups during the study shows that all of

9Ibid. 10Ibid. 11Ibid.
the students in home economics classes made highly significant gains on the social comprehension test; the critical ratio for women's score gains on these tests was higher than the ratio for men's scores. Various reasons may account for the superiority of the women over the men. Much of the activity of women is centered in social entertaining in the home, and the experiences encountered are deserving of a knowledge of social comprehension. It is a mark of distinction among women to be well acquainted with the fundamentals of social entertaining because society demands such knowledge. Women in social fundamentals classes recognize this and apply themselves well in gaining the necessary knowledge. Possibly another reason why the women made higher gains than the men in the social fundamentals classes was the fact that some of the social activities upon which the course content is based are engaged in more extensively by women than by men. Such activities include teas, receptions, table service, and wedding details. Men are interested in developing enough skill in these social activities to make a favorable impression at social affairs, but there are limiting factors, and until the need for such knowledge arises, men hesitate to accept these phases of life as important to them.

Since home economics students made real gains in social comprehension, it is reasonable to infer that these students developed social skills and improved behavior as well as a better understanding of social
fundamentals. The fact that this group made gains over the other groups in three of the adjustment factors is also significant. Apparently, there were forces at work in the content of the social fundamentals course that had a special influence on adjustment.

One of the areas in which home economics students made gains over others is home adjustment. The women in this group made greater improvement in home adjustment than did the women in education. No similar gains were made by either business or education women over one another. The gains in home adjustment made by the home economics group may be explained by the change in attitude which may be expected in the study of personal and social responsibility and in the consideration of the importance of the family to wholesome living. A sympathetic understanding of the family is developed which gives rise to a determination to contribute to a happy, well-adjusted family life in their own homes.

Another area in which home economics students made significant gains over students in other subject matter fields was in health adjustment. The fact that comparable gains were not made by education over business administration, or vice versa, indicates that forces within the social fundamentals classes had a substantial influence on the health adjustment of students. Both men and women made significant score gains. Home economics men made higher score gains on
health than either education or business administration men; however, home economics women did not make greater gains than education and business administration women. Apparently, home economics men benefit more by health instruction which constitutes a part of the personal improvement unit, than do home economics women.

In emotional adjustment, the home economics students made significant score gains over both the education and business group. Since neither the education nor the business administration group excelled one another on this adjustment trait, the content of the course in social fundamentals stands out as being responsible for the gain of the home economics students. Probably the feeling of security which results from a knowledge of correct social behavior and from an understanding of factors which contribute to personal development contributes to emotional adjustment as well as to social adjustment.

It is noteworthy that of the four adjustment factors, no comparatively greater gain was made by any one group on social adjustment. Reference to the table of means shows that social adjustment was average for all of the groups. This may be accounted for by the socializing influence of the college activities, especially the broad social program provided through club activities, the entertainments and shows, dances, athletic events, and other social activities provided by the college. Extensive participation in church activities by
students in college has a wholesome effect on the social and personal adjustment of the students. Another socializing factor which may have been responsible for comparable progress in social adjustment by all of the groups was the group process method of teaching used in the classes which participated in the study and which was one of the bases for equating the three subject matter groups.

From a careful examination of Table 2, "Comparison of Mean Differences in Adjustment Factors for Various Groups," it is apparent that comparatively more gains were made by home economics men than by home economics women. The men made significant gains in home, health, and emotional adjustment over both the education and business administration groups, while the women failed to gain materially over the women of education and business administration groups in health adjustment. Home economics women gained in emotional adjustment over the education women, but failed to gain over business administration women. Several factors may account for the superiority of the men's score gains over the women's. Among them is the fact that the men are impressed by the responsibility they must assume for home, health, social, and emotional adjustment as a result of their changing role as a joint homemaker with the modern women who help to earn the family living. Contrariwise, women are so much concerned with their social responsibilities,
their problems of dating, engagement, and marriage, and their added obligations in earning money that, temporarily, their responsibilities as homemakers are relatively less important. Possibly for this reason the men were more receptive to the learning techniques used in the classroom as well as to the course content, and so made greater gains. There is a possibility, too, that the score gains of the education women and of the business administration women were obscure on account of the relatively small number of women in the education and business administration groups which were used in this study.
SUMMARY

Comparisons of score gains on adjustment were made of one hundred sixty-nine students in a social fundamentals course, one hundred eleven students in education courses, and seventy-one students in business administration. The purpose of the investigation was to determine the influence of social comprehension on adjustment by comparing the adjustment progress of students in the social fundamentals classes with the adjustment progress of men and women in other subject matter fields. The study resulted in the following findings:

Test scores show that social fundamentals classes in home economics made significant improvement in social comprehension during the period of the study. The gains made by women were generally higher than the gains made by men.

Although consistently high and significant gains were made in the adjustment of all of the participating groups, the home economics group made greater progress than did either the education group or the business administration group. The fact that all of the groups gained in adjustment suggests that factors were operative in all of the classes of the different subject matter groups which contributed to the home, health, social, and emotional adjustment of the college students.
With three exceptions, these groups gained in all of the areas of adjustment. The exceptions are: women in education classes did not improve in home adjustment; also, women in business administration classes did not improve in home or in health adjustment.

Men and women in the home economics group made greater gains on home adjustment than the men and women in education, but neither men nor women gained over the business administration group in this trait. Less change occurred in home adjustment than in any other adjustment area. This suggests that home adjustment is not influenced by the factors in these college classes which contribute to total adjustment, to the extent that social and emotional adjustment is influenced by them.

No one group improved more than another in social adjustment. The fact that all of the groups made comparable score gains on this trait, indicates that common factors were influential in all of the classes. One of the factors may have been the group process method of teaching, which was one of the bases used for equating the groups, and which was used in all of the classrooms. These findings suggest that social adjustment precedes, or at least parallels home, health, and emotional adjustment.

Home economics men made greater improvement in health adjustment than men in education or business administration classes,
but no particular women's group made a significant gain over another in health adjustment. Both men and women in home economics made greater progress in emotional adjustment than did the men and women in education; furthermore, home economics men gained over the business administration men, but home economics women failed to gain over the business administration women. Neither the education nor the business administration group made greater improvement in any adjustment area than another group.

From the results of the study one may conclude that social comprehension is an important factor in the adjustment progress of college students. Similar factors, such as social skills and social experiences, which precede, parallel, or follow social comprehension are probably equally important, or even more important. At all events, social comprehension, or a combination of the factors related to it, makes a contribution which is not provided by the content of the courses in education and business administration represented in this study. This conclusion points out the importance of recognizing the contribution which a course in social fundamentals makes to the program of general education and of giving it a place of importance in the college curriculum.

From the consistent score increases achieved by the different groups participating in the study one may also conclude that there is
widespread interest in, and recognition of, the importance of achieving satisfactory personal and social adjustment. Probably college life brings into focus the need for home, health, social, and emotional adjustment, and students realizing this need, strive objectively and persistently for such adjustment.

Further study of the influence of social comprehension on the personal and social adjustment of college students is needed. A long-range study in which seniors, who took the adjustment tests in their freshman year, are retested would be invaluable. Such a study would measure the adjustment progress of each identical class rather than estimate progress by comparing selected groups of similar classification with one another.

Further study should be made of the influence on adjustment of such factors as social skills, social experiences, and social background of the student. For such studies more recent tests, which include categories and items in which men and women are equally interested, should be used to measure social comprehension; if possible, adjustment tests which provide different forms for pre-testing and re-testing should also be employed.

A comparative study of the influence of social comprehension on student adjustment in the different class groupings—freshmen, sophomores, juniors, and seniors—should be made. Moreover,
further studies are needed to determine the influence of the teaching methods used in the classroom, and of the impact of the teacher on the adjustment progress of the students.
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THE ADJUSTMENT INVENTORY
STUDENT FORM
(For students of high school and college age)

By HUGH M. BELL

Published by
STANFORD UNIVERSITY PRESS
Stanford University, California

NAME

AGE

SEX

NAME OF SCHOOL

SCHOOL CLASS

DATE

DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer honestly and thoughtfully all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself.

There are no right or wrong answers. Indicate your answer to each question by drawing a circle around the “Yes,” the “No,” or the “?” Use the question mark only when you are certain that you cannot answer “Yes” or “No.” There is no time limit, but work rapidly.

If you have not been living with your parents, answer certain of the questions with regard to the people with whom you have been living.

<table>
<thead>
<tr>
<th>NO</th>
<th>SCORE</th>
<th>DESCRIPTION</th>
<th>REMARKS</th>
</tr>
</thead>
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<td></td>
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<tr>
<td>b</td>
<td></td>
<td></td>
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<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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2

Yes No ? Do you day-dream frequently?

2b Yes No ? Do you take cold rather easily from other people?

2e Yes No ? Do you enjoy social gatherings just to be with people?

2d Yes No ? Does it frighten you when you have to see a doctor about some illness?

2c Yes No ? At a reception or tea do you seek to meet the important person present?

Yes No ? Are your eyes very sensitive to light?

2a Yes No ? Did you ever have a strong desire to run away from home?

2e Yes No ? Do you take responsibility for introducing people at a party?

2e Yes No ? Do you sometimes feel that your parents are disappointed in you?

2f Yes No ? Are you subject to hay fever or asthma?

2c Yes No ? Do you frequently have spells of the "blues"?

2d Yes No ? Have you ever had scarlet fever or diphtheria?

2c Yes No ? Did you ever take the lead to enliven a dull party?

2c Yes No ? Does your mother tend to dominate your home?

2b Yes No ? Are you subject to attacks of influenza?
Have you frequently been depressed because of low marks in school?

Do you have difficulty in starting conversation with a person to whom you have just been introduced?

Have you had considerable illness during the last ten years?

Have you frequently disagreed with either of your parents about the way in which the work about the home should be done?

Do you sometimes envy the happiness that others seem to enjoy?

Have you frequently known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?

Do you frequently suffer discomfort from gas in the stomach or intestines?

Have there been frequent family quarrels among your near relatives?

Do you find it easy to make friendly contacts with members of the opposite sex?

Do you get discouraged easily?

Do you frequently have spells of dizziness?

Have you frequently quarreled with your brothers or sisters?

Are you often sorry for the things you do?

If you were a guest at an important dinner would you do without something rather than ask to have it passed to you?

Do you think your parents fail to recognize that you are a mature person and hence treat you as if you were still a child?

Are you subject to eye strain?

Have you ever been afraid that you might jump off when you were on a high place?

Have you had a number of experiences in appearing before public gatherings?

Do you often feel fatigued when you get up in the morning?

Do you feel that your parents have been unduly strict with you?

Do you get angry easily?

Has it been necessary for you to have frequent medical attention?

Do you find it very difficult to speak in public?

Do you often feel just miserable?

Has either of your parents certain personal habits which irritate you?

Are you troubled with feelings of inferiority?

Do you feel tired most of the time?

Do you consider yourself rather a nervous person?

Do you enjoy social dancing a great deal?

Do you often feel self-conscious because of your personal appearance?

Do you love your mother more than your father?

When you want something from a person with whom you are not very well acquainted, would you rather write a note or letter to the individual than go and ask him or her personally?

Do you blush easily?

Have you frequently had to keep quiet or leave the house in order to have peace at home?

Do you feel very self-conscious in the presence of people whom you greatly admire, but with whom you are not well acquainted?

Are you subject to tonsillitis or laryngitis?

Are you ever bothered by the feeling that things are not real?

Have the actions of either of your parents aroused a feeling of great fear in you at times?

Do you frequently experience nausea or vomiting or diarrhea?

Are you sometimes the leader at a social affair?

Are your feelings easily hurt?

Are you troubled much with constipation?

Do you ever cross the street to avoid meeting somebody?

Do you occasionally have conflicting moods of love and hate for members of your family?
Yes  No  ?  If you come late to a meeting would you rather stand or leave than take a front seat?

Yes  No  ?  Were you ill much of the time during childhood?

Yes  No  ?  Do you worry over possible misfortunes?

Yes  No  ?  Do you make friends readily?

Yes  No  ?  Have your relationships with your mother usually been pleasant?

Yes  No  ?  Are you bothered by the feeling that people are reading your thoughts?

Yes  No  ?  Do you frequently have difficulty in breathing through your nose?

Yes  No  ?  Are you often the center of favorable attention at a party?

Yes  No  ?  Does either of your parents become angry easily?

Yes  No  ?  Do you sometimes have shooting pains in the head?

Yes  No  ?  Was your home always supplied with the common necessities of life?

Yes  No  ?  Do you find that you tend to have a few very close friends rather than many casual acquaintances?

Yes  No  ?  Was your father what you would consider your ideal of manhood?

Yes  No  ?  Are you troubled with the idea that people are watching you on the street?

Yes  No  ?  Are you considerably underweight?

Yes  No  ?  Has either of your parents made you unhappy by criticizing your personal appearance?

Yes  No  ?  Does criticism disturb you greatly?

Yes  No  ?  Do you feel embarrassed if you have to ask permission to leave a group of people?

Yes  No  ?  Do you frequently come to your meals without really being hungry?

Yes  No  ?  Are your parents permanently separated?

Yes  No  ?  Are you often in a state of excitement?

Yes  No  ?  Do you keep in the background on social occasions?

Yes  No  ?  Do you wear eyeglasses?

Yes  No  ?  Does some particular useless thought keep coming into your mind to bother you?

Yes  No  ?  Did your parents frequently punish you when you were between 10 and 15 years of age?

Yes  No  ?  Does it upset you considerably to have a teacher call on you unexpectedly?

Yes  No  ?  Do you find it necessary to watch your health carefully?

Yes  No  ?  Do you get upset easily?

Yes  No  ?  Have you disagreed with your parents about your life work?

Yes  No  ?  Do you find it difficult to start a conversation with a stranger?

Yes  No  ?  Do you worry too long over humiliating experiences?

Yes  No  ?  Have you frequently been absent from school because of illness?

Yes  No  ?  Have you ever been extremely afraid of something that you knew could do you no harm?

Yes  No  ?  Is either of your parents very nervous?

Yes  No  ?  Do you like to participate in festival gatherings and lively parties?

Yes  No  ?  Do you have ups and downs in mood without apparent cause?

Yes  No  ?  Do you have teeth that you know need dental attention?

Yes  No  ?  Do you feel self-conscious when you recite in class?

Yes  No  ?  Has either of your parents dominated you too much?

Yes  No  ?  Do ideas often run through your head so that you cannot sleep?

Yes  No  ?  Have you had any trouble with your heart or your kidneys or your lungs?

Yes  No  ?  Have you often felt that either of your parents did not understand you?

Yes  No  ?  Do you hesitate to volunteer in a class recitation?

Yes  No  ?  Does it frighten you to be alone in the dark?

Yes  No  ?  Have you ever had a skin disease or skin eruption, such as athlete’s foot, carbuncles, or boils?

Yes  No  ?  Have you felt that your friends have had a happier home life than you?

Yes  No  ?  Do you have difficulty in getting rid of a cold?

Yes  No  ?  Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?
# SOCIAL COMPREHENSION TEST

**Form A**

**Time:** 80 minutes

**Grades:** High School

**Bureau of Educational Measurements**
**Kansas State Teachers College, Emporia**

**FURBAY-SCHRAMMEL**

**SOCIAL COMPREHENSION TEST**

By John H. Furbay, Ph. D., Mills College and H. E. Schrammel, Ph. D., Kansas State Teachers College of Emporia

---

**Name**  
**Sex**  
**Age**  
**Town**  
**State**  
**Date**  
**School**  
**Classification**

**DIRECTIONS:** This is a test to measure your knowledge of social rules and practices. The test is set up in fifteen divisions. Each division consists of true-false statements similar to items one to thirteen. In answering these, if the statement is true, place a plus (+) in the parenthesis before it; if the statement is false, place a minus (—) in the parenthesis. The following examples are correctly marked.

**Examples:**  
(+) A. Apples are good to eat.  
(—) B. Potatoes grow on trees.

Many divisions also contain multiple response questions similar to items fourteen to seventeen. In answering these, write the number of the correct, or the best, response in the parenthesis. Note the example which has been correctly answered.

**Example:**  

For a few other types of items, the specific directions for answering are given with the items.

**Answer every item. If you are not sure of the correct answer, you should give what you consider the best answer. You will be allowed 80 minutes to complete the test. Work as rapidly as you can, but remember that only correct answers will count toward your score. Do not turn the page until the signal to begin has been given.**

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**RECORD OF STUDENT'S SCORES**

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Item Numbers</th>
<th>Possible Score</th>
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<td>I. Social Calls</td>
<td>1-17</td>
<td>17</td>
<td></td>
<td></td>
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<tr>
<td>II. Teas, Receptions, and Parties</td>
<td>18-39</td>
<td>22</td>
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<td>III. Introductions</td>
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<td>IV. Invitations</td>
<td>54-73</td>
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<td>V. Table Etiquette</td>
<td>74-101</td>
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<td>VI. Dress and Personal Habits</td>
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<td>VII. Public Courtesies</td>
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<td>VIII. Correspondence</td>
<td>163-180</td>
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<td>IX. House Guests</td>
<td>181-212</td>
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<td>X. Conversation</td>
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<td>XI. Traveling</td>
<td>234-249</td>
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<td>250-267</td>
<td>18</td>
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<td>XIII. Dances and Balls</td>
<td>268-286</td>
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<td>XIV. Courtships, Engagements, and Weddings</td>
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<td>23</td>
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Copyrighted by H. E. Schrammel, Emporia, Kansas; and John H. Furbay, Mills College, California, 1941
I. SOCIAL CALLS

1. The bride must return calls after the marriage.
2. If a man serves as pall-bearer at a funeral, he should not call on the bereaved family for several months because his presence might make the family feel bad.
3. A call may be answered by leaving a card at the door of an acquaintance.
4. A woman removes gloves, hat, or lighter wrap when calling.
5. An unmarried lady should have "Miss" before her name on her calling card, for example: Miss Elizabeth Doakes.
6. One may make an unannounced call on new neighbors.
7. It is correct to send a note of thanks and appreciation for a dinner, rather than making a personal call.
8. If a new neighbor is wealthier than you are, it is best to wait for him to call on you because of social rules concerning this situation.
9. A tea, formal or informal, requires a call afterward.
10. The hostess should rise to greet a man caller.
11. A newcomer in a community should return every first call within two weeks whether she desires to continue the acquaintance or not.
12. It is a good practice to phone in advance of a call.
13. The relatives of the fiance should call on a girl when her engagement has been announced.

II. TEAS, RECEPTIONS, AND PARTIES

14. A formal call (especially if it is the first) should last: 1. not less than ten or more than thirty minutes. 2. about an hour. 3. until there is nothing more to talk about. 4. not less than five minutes or more than sixty minutes.
15. The time for formal calling is: 1. at dinner time. 2. during the morning. 3. after 7:00 p.m. 4. between 3:00 and 4:30 p.m.
16. The guest, on arriving: 1. goes immediately into the room following the butler. 2. waits until he is announced before entering the room. 3. waits until the hostess comes to meet him.

III. INTRODUCTIONS

18. In attending a tea or a reception, it is correct to arrive any time after the first hour named; and twenty minutes before the last hour mentioned on the invitation.
19. At a formal tea, it is essential that all guests be introduced.
20. Even if the party is informal, one should answer the invitation.
21. The polite guest will take what is given her rather than state her preference as to cream, sugar, or lemon.
22. A card is left by each guest at a formal tea or reception.
23. At a formal tea or reception, a guest should leave one card for the hostess and one card for each of the other women mentioned in the invitation.
24. Guests at teas should remove their hats if the hostess does not wear hers.
25. A tea table should be covered with a tablecloth.
26. Specially engraved cards in any form indicate a very formal reception or entertainment.
27. In the receiving line at a formal reception, it is improper to wear gloves.
28. Guests should wait, especially if the group is small, until all are served before beginning to drink their tea.
29. When a guest leaves a tea the hostess should rise and see him to the door.
30. When one enters the room at a tea he at once speaks to the hostess.
31. A garden party is a tea held out of doors.
32. At a tea it is proper to serve food which requires the use of a knife and fork.
33. At a tea each man should ask for a dance with the guest of honor, if there is dancing.
34. Invitations to informal teas may be written on the hostess' visiting card.
35. A tea is the preferred function for introducing an out-of-town guest, a debutante, a new daughter-in-law or neighbor to a large group of friends and acquaintances.
36. Refreshments for a reception are usually served from a large table, but the guests do not sit at the table.
37. The hostess should be ready to receive a half hour in advance of the time set in her invitations.
38. With tea, trays may be passed holding: 1. fried chicken or meat loaf. 2. cakes and sandwiches. 3. waffles and toast. 4. rolls and preserves.
39. When a newly-married couple hold a reception, the husband spends the greater part of the time: 1. in entertaining the ladies. 2. talking with the gentlemen. 3. beside his wife. 4. getting acquainted with the people there.
40. In introducing a person to a group, it is necessary to repeat this person's name each time.
41. There are occasions when women should rise in acknowledgment of an introduction.
42. During an introduction on the street a man removes his hat but may replace it during the conversation with a lady.
43. A newly arriving visitor is introduced to one who is just taking leave.
44. To introduce yourself to someone is a presumption that shows rudeness.
45. One may nod in acknowledgment of an introduction, and say nothing.
46. At a dinner, it is correct to introduce the whole group to an individual.
47. If a lady meets two gentlemen, one of whom she knows, both tip their hats and greet her, but no introductions are made unless she stops to talk.
48. The correct formal introduction is: 1. Mrs. Smith. 2. Mr. Jones. 3. Mrs. Smith, I would like for you to meet Mr. Jones. 4. Mrs. Smith, may I present Mr. Jones? 5. Mrs. Smith, I would like for you to meet Mr. Jones.
49. If a man is seated when a lady is brought into a room to be introduced: 1. he remains seated and says, "How do you do." 2. he rises and offers his hand. 3. he rises and says, "How do you do?"

50. After introductions are made, one should: 1. ask the person his name again if he did not hear it. 2. find, if possible, a topic of mutual interest. 3. just say, "How do you do" and go on.

51. If someone mispronounces your name, it is best to: 1. correct the error at once. 2. ignore the error, and correct it later.

52. The customary acknowledgment of an introduction is: 1. pleased to meet you. 2. charmed. 3. how do you do. 4. the pleasure is mine.

53. In an introduction of a man to a woman, the one who offers the hand first is: 1. the woman. 2. the man.

IV. INVITATIONS

54. Replies to invitations follow the form of the invitation.

55. Formal invitations may be given over the telephone.

56. If a formal invitation cannot be accepted, one should telephone his regrets immediately.

57. A formal dinner invitation may be written as follows:
Mr. and Mrs. O. Martin Walker request the pleasure of Miss Mary Coe’s company at dinner on Tuesday, February 9th, at seven thirty.

58. A correct acceptance of the above invitation is as follows:
Miss Mary Coe accepts with pleasure your kind invitation for dinner on Tuesday, the ninth of February at seven thirty o’clock.

59. It is necessary to reply to an informal invitation.

60. An invitation to a house party should state the date of arrival and the date of expected departure.

61. Only extreme illness or calamity justifies breaking a dinner engagement.

62. The hostess who telephones her invitations should first ask if the person will be busy. If the reply is "yes," the hostess need not give the invitation.

63. A hostess should refuse an invitation when she has a guest staying with her unless the guest is included in the invitation.

64. It is necessary to write a “thank you note” for the hospitality of one’s hostess after having visited in a home.

65. When a hostess sends an invitation she should sign her name as follows: Mrs. J. C. Harvey

66. Wedding invitations require an answer.

67. If a reception is in honor of a certain person, that person’s name must appear on the invitation.

68. Should one wish to send invitations to the John Smith family, composed of husband and wife, two daughters, and two sons, he should address the invitations to Mr. and Mrs. John Smith and family.

69. In writing a formal invitation one should use the following person throughout: 1. first. 2. second. 3. third.

70. In writing an informal invitation one should use the following person throughout: 1. first. 2. second. 3. third.

71. R. S. V. P. on an invitation means: 1. please bring a gift. 2. the favor of a reply is requested. 3. come formally dressed. 4. there will be dancing. 5. refreshments served very promptly.

72. For large formal entertainments it is correct to send invitations which are: 1. typewritten. 2. written in longhand with black ink. 3. engraved. 4. printed with ink.

73. R. S. V. P. appears at the following place on the invitation: 1. right hand corner. 2. left hand corner. 3. middle.

V. TABLE ETIQUETTE

74. Candles may be used at luncheons.

75. When setting the table, if no knife is used, the fork should be placed at the right.

76. If there are no place cards, the host leads the guests to the table.

77. At a dinner, other than a family dinner, relatives, or husbands and wives should not be seated together.

78. The man should draw out the chair to seat the lady whom he has accompanied to the table, or whoever sits on his right.

79. The hostess is the first seated at the table.

80. If there are place cards, the hostess enters with the guest of honor.

81. The hostess is served last.

82. All dishes except those for beverages are passed and served from the left.

83. Glasses should be lifted from the table to be refilled by a waitress.

84. Guests at a dinner begin eating when the guest of honor begins.

85. As a general rule the hostess should make no apologies or excuses for food or service.

86. Today toothpicks have their place at the table.

87. Guests are expected to arrive for a dinner about twenty minutes late.

88. If a dish is passed which you do not care for, you should take a helping but not eat it.

89. Mr. and Mrs. Jones have invited the minister and his wife to dinner, also Mr. and Mrs. Brown. If the persons are numbered thus: 1. Host, Mr. Jones; 2. Hostess, Mrs. Jones; 3. minister; 4. minister’s wife; 5. Mr. Brown; 6. Mrs. Brown; the correct seating is:

90. If a lady arrives late: 1. only the host rises. 2. for politeness no one appears to notice she is late. 3. all men rise. 4. the man next to her rises.

91. The blade of the knife is turned, while at rest: 1. away from the center of the plate. 2. toward the center of the plate.
VI. DRESS AND PERSONAL HABITS

(102) A woman should wear hat and gloves when attending a tea.

(103) It is correct to wear spats with business clothes.

(104) Evening dress is not worn before six o'clock in the evening.

(105) It is proper to wear a light suit to church only if it is customary in the community.

(106) It is permissible for a man to remove his coat at a dance.

(107) A woman should wear a formal dress to a formal tea.

(108) It is correct to wear a colored shirt to church or to formal gatherings.

(109) A well bred lady should not smoke in a conspicuous public place.

(110) A boy need not rise when a girl of his own age enters the room.

(111) In a private home a man may smoke without asking a woman's permission.

(112) Long fingernails have come to be considered in good taste.

(113) Profanity marks a girl as a good sport.

(114) "Body odor" is one of the most serious of all social offenses.

(115) It is correct for a person to clean his fingernails in public if he finds they are dirty.

(116) One should try never to blow his nose so it can be heard by another person.

(117) To chew gum in public is no longer considered bad taste.

(118) Most cosmetics should be used sparingly.

(119) Light-colored suits are preferable on rainy days.

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(120) When applying for a position, a woman should:
1. wear flashy clothes so that she will be remembered.
2. wear plain, unattractive clothes so that she will appear very serious minded.
3. dress conservatively.
4. wear her newest clothes.

(121) Men should remove hats when:
1. riding in a street car.
2. entering a store.
3. riding in an elevator of an office building.
4. eating in public places.

(122) When invited to dinner and one is in doubt as to the correct frock to wear, one should:
1. wear what she wants to.
2. find out what the other guests are wearing.
3. call the hostess and ask her.

(123) Ladies leave their hats on:
1. at formal luncheons.
2. at dinner parties.
3. when eating at a friend's house.

VII. PUBLIC COURTESIES

(124) At all informal parties
1. Full dress

(125) Traveling
1. Traveling dresses

(126) At the theater
1. "Tuxedo"
(dinner coat)

(127) For middle aged men in preference to the cut-away
1. Full dress

(128) At an evening wedding
3. Cutaway, striped trousers

(129) At an afternoon wedding
3. Cutaway, striped trousers

(130) As usher at a wedding in daytime
4. Frock coat

(131) At a ball
5. Business suit

(132) Ordinary, every-day occasions in town
6. Country clothes

DIRECTIONS: (04-101) Put an F in the parenthesis if the food is eaten with a fork, an S if eaten with a spoon, and an H if eaten with the fingers.

(94) berries
(95) soft cake
(96) artichokes
(97) stewed fruits
(98) nuts
(99) olives
(100) jelly
(101) olives

DIRECTIONS: (124-132) Find the correct manner of dressing listed in Column II for each type of occasion listed in Column I, and write the number of the item in column II in the parenthesis before the item of column I. The items of column II may be used more than once.

(123) When invited to dinner and one is in doubt as to the correct frock to wear, one should:
1. wear what she wants to.
2. find out what the other guests are wearing.
3. call the hostess and ask her.
151. A business office is a convenient place to wear out half-worn party dresses and shoes so they will not be wasted.

152. A woman apologizes for gloves when she shakes hands.

153. If a boy and a girl wish to converse on the street, they should continue walking rather than stand on the corner.

154. When persons rise to allow you to pass to your seat in the row of a theater, you would best say:

155. The proper procedure upon entering a church before the service has begun is to: 1. visit quietly with one's neighbors. 2. look over the congregation to see who is there. 3. sit quietly.

156. When there is no usher at a public hall or church: 1. the lady leads the way. 2. the man leads the way. 3. it makes no difference who leads.

157. When there is an usher and a gentleman and a lady enter: 1. the usher leads the way up the aisle, the lady following. 2. the gentleman leads, the lady following. 3. the lady leads, gentleman following, usher last with light.

158. When walking on the street with two women, the man walks: 1. between them. 2. next to the curb. 3. on the inside.

159. A man removes his hat when riding in the elevator of: 1. a factory building. 2. a large store. 3. hotel or apartment. 4. office building.

160. In leaving a street car, a man should: 1. stand in the car, allowing the lady to leave first. 2. stand on the first step and assist the lady. 3. get off the car and assist the lady in getting off.

161. If a gentleman and a lady meet accidentally at lunch: 1. the gentleman should pay for the lunches. 2. the lady should pay for the lunches. 3. each should pay for his own lunch.

162. When a lady comes in late for a dinner party: 1. all the men should rise. 2. the men on each side of her place should rise. 3. to be courteous, nobody should notice her.

163. If the return address is on the envelope of a business letter, it is not necessary to put it on the letter itself.

164. A business letter should be written on one side of the page only.

165. An acceptance or a regret to an invitation may be typewritten.

166. The person who goes away is the one who writes first.

167. Degrees, such as B. A., M. D., D. D., should follow signatures to a letter.

168. The size of handwriting should determine the size of stationery used in personal correspondence.

169. It is best taste not to abbreviate such words as street, avenue, and the name of the state, on the envelope.

170. It is correct to use ruled paper for letters, if the letter is neatly written.

171. It is correct to type social letters.

172. The correct punctuation following the salutation of a business letter should be: 1. Dear Sir, 2. Dear Sir: 3. Dear Sir; 4. Dear Sir:—


174. A young girl who has been visiting at the home of a friend should write a note of thanks to: 1. the girl. 2. the girl's mother. 3. both the girl and her mother.

175. Of the following, the best color of ink to use in letter writing is: 1. green. 2. brown. 3. blue. 4. black. 5. red.

176. In writing a social note of more than two pages, one should: 1. number the pages to save confusion. 2. write in natural sequence of the pages. 3. write first on front of all pages, then on backs.

177. In a business letter, the correct signature for a married woman would be: 1. (Mrs. J. T.) Margaret Pope Manners. 2. Margaret Pope Manners. 3. Mrs. John Thomas Manners.


179. When you have neglected writing, it is best to: 1. say nothing about not writing. 2. say you have been too busy to write. 3. apologize profusely to prove your sincerity.

180. On a business envelope, the return address should be: 1. on the flap of the envelope. 2. on the upper left corner of the envelope. 3. omitted.

IX. HOUSE GUESTS

181. Invitations should state the length of time the guest is expected to stay.

182. Guests should, if asked, intimate their likes and dislikes.

183. An invitation to a young lady to visit her masculine friend's home should be sent by her mother.

184. The guests may give orders to servants.

185. A guest should attempt to straighten up his room and make the bed.

186. If the host and the hostess insist, the guest may stay a while longer than stated in the invitation.

187. A guest should be asked to get up early when necessary in order to eat breakfast with the family before one of the family has to go to work.

188. If a guest is unavoidably late, the hostess should appear undisturbed.

189. If the host or the hostess is unable to meet the guest at the station, they may delegate another person to do so.

190. The hostess should pay taxi and baggage transfer charges when her guest departs.

191. The hostess should see that the guest is straightened up, her room made, and the bed made.

192. The thoughtful guest may show his appreciation to his hostess by giving her some little gift.

193. An invitation to a house party should be sent to the husband, but should make it plain that the wife is included.

194. In taking leave, the guest should bid each member of the family good-bye individually.

195. It is considered correct for a guest to drop in unexpectedly and pay a visit for a day or two.

196. If he is not enjoying his visit, it is permissible for a guest to leave after paying his respects to the hostess.
( ) 197. The hostess should pay baggage and taxi transportation charges when her guest arrives.
( ) 198. If a lady is invited, the hostess should meet her at the station.
( ) 199. During a visit of any length it is permissible for the guest to play host to his hostess by inviting her out to luncheon or to a matinee, and paying the bill.
( ) 200. In inviting a guest, it is necessary to mention the others who are also invited.
( ) 201. A guest may accept invitations from other friends in town without consulting his hostess.
( ) 202. For each guest’s bathroom, the hostess should provide towel, soap, and wash cloth.
( ) 203. The hostess may receive the guests on the porch or in the house.
( ) 204. If the guest does not enjoy the visit, he should make excuses and leave.
( ) 205. The hostess should set a time for the guests to be down for breakfast.
( ) 206. It is correct to tip a servant in the presence of the hostess.
( ) 207. When a person takes his house guest on a long automobile trip, the guest should offer to help pay the expenses, but should not insist upon it.
( ) 208. The dresser drawers of a guest room should be empty.
( ) 209. A guest, when asked as to preferences in entertainment, should say “I don’t care,” so that the hostess may have free choice.
( ) 210. A guest should be expected to be prompt at meals.
( ) 211. If a guest should become sick, it is the duty of the hostess to pay his doctor bill.
( ) 212. Upon arrival, the guests should be shown to their rooms immediately.

X. CONVERSATION
( ) 213. If you happen to be in the South, the West, the East, etc., you should use the local accent in speech to avoid showing that you are a visitor.
( ) 214. A man’s business is an interesting subject of conversation when others talk with him.
( ) 215. It is better to try to follow a conversation on a subject about which you know nothing than to admit your ignorance.
( ) 216. Good grammar is not important in usual social relationships.
( ) 217. If a woman calls her husband by his first name in a conversation, it gives the listener the right also to call him by his first name.
( ) 218. It is courteous to help another person supply a word or anticipate what another person is about to say.
( ) 219. Slang is usually used by cultured persons for it makes others feel at ease.
( ) 220. The average person talks too much rather than too little.
( ) 221. Children should be included in table conversation.
( ) 222. People enjoy cynicism and criticism because it gives variety to conversation.
( ) 223. One is doing the proper and correct thing in making a call to express sympathy.
( ) 224. You should limit your conversation to the one topic you know best.
( ) 225. If a girl fails to notice a boy friend on the street, the boy should attract her attention by calling or whistling to her.
( ) 226. One may laugh at the mistakes of others.
( ) 227. When a boy or man speaks to another man who is escorting a woman, he should always lift his hat.
( ) 228. Saying unkind things about one who is not present is discourteous.
( ) 229. It is impolite to center conversations about persons or incidents of which any of the listeners are ignorant.
( ) 230. A woman should call her husband “Mr. ——” when speaking to the newsboy.
( ) 231. A woman may refer to her husband as “My husband” in conversation.
( ) 232. As a rule, a man should call his wife by her first name when he is speaking to other men.
( ) 233. It is incorrect for a woman to call her husband by his first name when she is talking to other women.

XI. TRAVELING
( ) 234. White is a good color to wear while traveling on a train in the summer, because it is a cool color.
( ) 235. Sport clothes are most correct for traveling on the train.
( ) 236. A train journey gives an excellent opportunity for a woman who is traveling alone to make new friends.
( ) 237. A tip should be given to a trainman who opens a window for you.
( ) 238. When a man is alone he signs his name on a hotel register without using “Mr."
( ) 239. If you visit a friend in a hotel, you should call his room first from a lobby phone.
( ) 240. Hotel bills should be paid before removing baggage from the room.
( ) 241. One should take the least possible amount of baggage on a trip.
( ) 242. One should tip the red-cap according to the amount of baggage one has, and how far he carried it.
( ) 243. A woman should not receive a man caller in her private rooms in a hotel.
( ) 244. Waiters in hotels are usually tipped 25% of the check.

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( ) 245. A man should sign his name and his wife’s on a hotel register in the following way: 1. S. T. and Mrs. Smith. 2. Mr. and Mrs. S. T. Smith. 3. Smith, S. T. and wife. 4. S. T. Smith and wife.
( ) 246. A single woman should sign a hotel register as follows: 1. Irene Jones. 2. Irene Elizabeth Jones. 3. Jones, Irene. 4. Miss Irene Jones.
( ) 247. A married woman traveling alone should sign the hotel register as follows: 1. (Mrs.) F. C. Williams. 2. Mrs. Grace Williams. 3. Mrs. F. C. Williams. 4. (Mrs. F. C.) Grace Williams.
( ) 248. If the children are over 12, Henry James should sign the hotel register as follows: 1. Mr. Henry James, wife, and children. 2. The Henry James Family. 3. Mr. and Mrs. Henry James. 4. Mr. and Mrs. Henry James and family.
249. A person having the lower berth in a Pullman should sit: 1. facing the engine. 2. facing the rear. 3. in either seat.

XII. FUNERALS

250. It is customary to leave a card at the home when death has occurred in the family of a friend, whether or not one is actually received in the home.

251. A pall bearer may send flowers.

252. A request to omit flowers appearing in the notice of the funeral should be carried out, even by intimate friends.

253. The friends should remain standing outside the church without talking until the relatives have left.

254. Relatives may be chosen for pallbearers if the family desires.

255. It is thoughtful to call after a funeral.

256. Members of the bereaved family should be left as nearly alone as possible for the first week or two.

257. Oral thanks for flowers at the time they are brought in is sufficient recognition.

258. If outside talent is asked to sing, the selection of pieces is left to them.

259. An engraved card of acknowledgment is proper when there are many notes to be answered.

260. It is correct to take small children and babies to a funeral.

261. Even if one dislikes funerals, it is necessary for him to attend the funeral of an intimate friend.

262. Regardless of weather conditions, a man should remove his hat if standing outside while a casket is being carried by.

263. Flowers for the funeral should be sent: 1. as soon as notified of the death. 2. the evening before the funeral. 3. two or three hours before the service.

264. Services at the grave are attended by: 1. everyone who has been to the funeral. 2. anyone who wishes. 3. only those relatives and intimate friends who have been invited.

265. Wraps of guest at a home funeral: 1. should be taken by the guests to a designated room. 2. should be taken at the door by an attendant. 3. should be retained by the guests during the services.

266. The place of the funeral: 1. is preferably at the church. 2. is at the funeral home if possible. 3. is at the home only if invalid relatives cannot go elsewhere. 4. depends upon the personal choice of the family.

267. The public announcement of death in the newspaper should not contain: 1. the date of the funeral. 2. the name of the officiating clergyman. 3. the date of death. 4. biographical data.

XIII. DANCES AND BALLS

268. It is not necessary to reply to all dance invitations.

269. A man may ask the hostess of a dance for an invitation for a girl friend of his.

270. A woman may ask the hostess of a large dance for an invitation for a man friend of hers.

271. Guests should greet their hostess as soon as possible after their arrival, even if the dance is a large one.

272. A man may cut in on a friend, even if the friend is dancing with a girl whom the former has not met.

273. Punch is served at all dances, whether formal or informal.

274. A man need not ask his hostess for a dance if there is a large number of guests.

275. A man may request a dance of a woman to whom he has not been introduced if she has no partner for it.

276. Guests may slip away from a dance to motor.

277. If a couple wishes to continue dancing together, they may ignore or refuse anyone who cuts in.

278. After each dance the man claps, but not the girl.

279. Intoxicating liquors should not be taken to dances by guests.

280. When a man wishes to cut in on a couple at a dance, he should: 1. tap the man and ask him if he may dance with the girl. 2. tap the man and ask the girl for the dance. 3. tap the girl and ask her for the dance.

281. A girl may refuse to dance with a man who has cut in: 1. if he is a poor dancer. 2. if she does not like him. 3. if he is intoxicated. 4. if he is shorter than she is.

282. If a girl is left with the same partner for an awkward length of time, she should: 1. ask to be taken to her friends. 2. grin and bear it. 3. ask for an introduction to an unknown man. 4. signal to someone in the stag line.

283. If a girl does not care to dance with a man, she: 1. should say, "I'm sorry, but I'm not dancing this one." 2. may refuse graciously and dance with a more desirable man. 3. should answer, "I'm sorry, but my feet hurt."

284. If a man does not wish to dance with the partner designated on his program, he should: 1. find an excuse to leave. 2. fulfill the engagement by dancing with her anyway. 3. dance with someone of his choice. 4. simply fail to appear when the time comes.

285. A girl should dance with her escort at least: 1. the first and last dances. 2. all dances but four. 3. every other dance. 4. the first and last dances and the dances immediately before and after intermission.


XIV. COURTSHIPS, ENGAGEMENTS, AND WEDDINGS

287. During courtship a young man should give the girl expensive gifts so that she will be more likely to accept his proposal.

288. The well-bred young man, even though it is only a formality, still asks the consent of the girl's parents to their marriage.

289. An engagement may be announced by the man's family if the girl's parents are not living.
290. Demonstration of affection in public is permissible if the couple is engaged.

291. If an engagement is broken, all gifts of value given to the girl should be returned to the man.

292. Engaged couples, if they have to be separated a great deal of the time, may date other persons so long as no misunderstanding arises between them as a result of it.

293. The engagement ring should be a diamond.

294. A man should buy an expensive ring, even though he is poor, to show his affection for the girl.

295. An engagement may be announced by an engraved announcement card, sent by mail.

296. A girl wears her engagement ring publicly before her engagement is announced.

297. The groom or his family should pay the expenses of the wedding.

298. Both the bride and groom should be "congratulated" by guests.

299. The bride should write a personal note of thanks to everyone who sends or brings her a gift, even though she thanked them when she received the gift.

300. The bride's parents send out the wedding announcements and invitations.

301. If the groom is wealthy, he may buy the wedding dress.

302. The bride chooses both her own and the groom's attendants.

303. If wedding gifts are displayed, the cards should be removed.

304. If the pastor of the church in which the ceremony is held does not perform the ceremony, he should be asked to assist in some way.

305. If the engagement ring is worn during the ceremony, it is worn on the right hand.

306. A widow or divorcee, who marries again, should wear a white dress and a veil.

307. If a lady is chaperon for a party of boys and girls she should be treated as a guest.

308. The bride may help to choose her rings.

309. Friends of the groom who do not know the bride send their gifts to him.

310. When there is a large group together for a theater party, the man gives the doorman the tickets and then steps back for his guests to enter.

311. Unless she is in the back row or in a box at the theater, a woman should remove her hat if it is large.

312. Reading over someone's shoulder is permissible when it is a newspaper which is being read.

313. A young man may give a girl some types of clothing for a Christmas present.

314. A girl may accept expensive gifts from her employer if her salary is small.

315. When one wishes to express gratitude, he says, "Thanks."

316. It is usually better to break a rule of etiquette than to hurt somebody's feelings.

317. It is poor etiquette to show a hand of cards to the "dummy."

318. One should have an appointment when going to make a call on an official or any other busy person.

319. A man needs to shave only often enough to keep his friends from remarking about it.

320. In shaking hands, one should press the other person's hand firmly.

321. If a woman plays golf with a man, the man should carry both bags if there is no caddy.

322. It is usually poor taste to phone a person at his home, if the purpose is business.

323. If a lady is chaperon for a party of boys and girls she should be treated as a guest.

324. Once a week is as often as most people need to bathe.

325. One should not leave home after a meal without making sure there is no food clinging to his teeth.

326. It is less important for boys to have clean fingernails than it is for girls.

327. When tipping one's hat, a gentleman should remove a cigar or cigarette from his mouth.

328. A gentleman may smoke while walking along the street with a lady, provided she gives her permission.

329. A person may greet his superiors with "Hello!"

330. Profanity has come to be accepted in good society.