

11-01-01

State of Iowa
1947

home

conomics

Published by
THE STATE OF IOWA
Des Moines

3-1257

State of Iowa

1947

Development of Paper-and-Pencil
Tests To Evaluate the Ability
To Apply Generalizations
In Home Economics

Prepared by
Hester Chadderdon, Iowa State College
Sara Ann Brown, Catherine Downing
and Kathryn Kendall Kelley,
Home Economics Teachers

Issued by the
Board for Vocational Education
Jessie M. Parker, Chairman
L. H. Wood, Director
Des Moines, Iowa

25c

Published by the
STATE OF IOWA
Des Moines

TABLE OF CONTENTS

	Page
FOREWORD	5
INTRODUCTION	6
STEPS IN DEVELOPING A PAPER-&-PENCIL TEST.....	8
INTERPRETING THE RESULTS	12
SHORT-ANSWER VERSUS ESSAY TESTS	17
TEST—MARY & HER FOOD PROBLEMS	18
ANSWER SHEET	31
Key	32
GENERALIZATIONS INVOLVED IN THE TEST.....	33
TEST—PERSONAL & FAMILY PROBLEMS OF HIGH SCHOOL STUDENTS—	
FORM A	35
ANSWER SHEET	47
KEY	48
FORM B	49
ANSWER SHEET	61
KEY	62
GENERALIZATIONS INVOLVED IN THE TEST	63

FOREWORD

Home economics teachers who are participating in the state curriculum revision program in Iowa recognize their need for help with evaluation. Having defined the objectives for various areas in home-making and ways of determining changed behavior, ideas and practices of pupils are necessary to check progress toward the attainment of accepted goals.

This publication on evaluation is presented as an attempt to provide one of the kinds of help that teachers requested. General improvement in the state home economics program is dependent upon each teacher's effort to analyze the effectiveness of her instruction and to plan further in light of the findings. This pertinent discussion of evaluation techniques followed by specific illustrations of two tests will be useful in such appraisal. It will also serve as the basis for group study of newer techniques for measuring learning.

The material has been prepared by Dr. Hester Chadderdon, Professor of Home Economics Education at Iowa State College and by Sara Ann Brown, Catherine Downing, and Kathryn Kendall Kelley who undertook different phases of evaluation for their theses problems when studying for their master's degrees at Iowa State College.

It is hoped that teachers will find these tests in the areas of foods and relationships useful and suggestive in planning their evaluation for all areas of home economics. Constructive criticism of the bulletin will be welcomed.

EDNA KRAFT, State Supervisor of Home
Economics, Des Moines.

FLORENCE FALLGATTER, Head, Home
Economics Education, Iowa State College,
Ames.

INTRODUCTION

Educators of all types—classroom teachers, administrators, and those responsible for preparing teachers—are becoming more and more aware of the desirability of an evaluation program that is closely related to all educational objectives. The evidence piles up that the ability to repeat isolated facts is not closely associated with changed behavior in the living situation. Teachers, recognizing this discrepancy, want help in finding or developing more adequate evaluational procedures. The problem is particularly acute in the field of home economics.

Along with an awareness of the need for better evaluation has come a more varied use of evidence regarding behavior. Evaluation can assist the teacher in several ways:

1. Furnishing information for grades and reports.
2. Aiding in discovery of where pupils are in relation to goals so that next steps can be planned.
3. Helping to determine obstacles to learning.
4. Discovering the most effective means of teaching.
5. Giving a basis for personal satisfaction of the teacher derived from seeing the results of her efforts and providing stimulation for professional growth.
6. Motivating the learning of pupils.
7. Providing experience for pupils in self-evaluation.

No longer do good teachers see valuation as primarily concerned with providing a basis for grades and reports, important as that purpose may be. They want assistance in determining the stage of learning to which a pupil has advanced in order to recognize the point at which teaching should begin. Efficiency is gained by starting where the previous experience stops rather than duplicating unnecessarily or leaving gaps in learning. Evaluation should enable the teacher to discover the areas in which pupils are encountering difficulties in order that a suitable remedial program may be provided. The field of home economics requires the use of many methods of teaching to achieve its goals. Some methods are more effective than others for a particular type of learning. Evaluation is needed to determine what kind of experience brings about the desired change in behavior.

Many home economics teachers secure personal satisfaction by noting the growth of their pupils and are better teachers because of the stimulation received. The more effectual the evaluation of her teaching, the better her basis for deciding what she is achieving and where she needs to improve.

Teachers often neglect to plan for adequate participation of pupils in evaluation. Such participation is important for two reasons, first, it enables pupils to know how nearly they are approaching objectives

which have been accepted as worth while, thus providing one of the soundest methods of motivation of learning. Second, it enables the pupils to develop the facility of determining whether they are making progress toward their own goals—an important part of the growing-up process.

This bulletin has been prepared to aid high school teachers in evaluating the status and progress of their pupils in relation to objectives which have been accepted as important. However, the material here is limited to one type of device and to one objective—a paper-and-pencil test designed to determine ability to apply generalizations or principles in situations new to the pupils. The tests included are in the two areas of (1) family and social relations¹ and (2) foods and nutrition.² These tests are here used to illustrate an approach to the development of satisfactory instruments of evaluation. The steps, however, can be applied to other areas of home economics as well.

¹Brown, Sara Ann. Effectiveness of a course in personal and social living in developing the ability of high school seniors to apply principles in personal social relations. Unpublished M.S. Thesis, Ames, Iowa: Iowa State College Library, 1942.

Kendall, Kathryn. Instruments for evaluation in home economics education: I. Test of application of generalizations to personal and social problems for senior high school girls. Unpublished M.S. Thesis, Ames, Iowa: Iowa State College Library, 1944.

²Downing, Catherine A. Instruments for evaluation in home economics education: II. Test of application of generalizations to food selection problems for eighth grade. Unpublished M.S. Thesis, Ames, Iowa: Iowa State College Library, 1944.

STEPS IN DEVELOPING A PAPER-AND-PENCIL TEST

Tyler³ has proposed a series of steps which will yield satisfactory instruments in evaluation. His proposal has been slightly modified for the present purpose, without fundamental change, however.

The steps suggested, which may be followed by home economics teachers in developing tests for use in their evaluation of pupil progress, are as follows:

1. Formulating objectives.
2. Defining each objective in terms of desired pupil behavior.
3. Identifying the places where the behavior should show itself.
4. Collecting evidence indicating whether or not desired behavior has taken place.
5. Administering the test and refining it, if necessary.

Step 1. Formulating Objectives.

Any program, whether for manufacturing cars or for helping adolescents grow in desirable directions, has its goals or objectives, and these form criteria for determining the degree to which the program is satisfactory. The manufacturer counts his success in terms of cars produced and profits accumulated; the teacher, in terms of desired changes in behavior of pupils. Hence, developing a program for changing pupil behavior and a program for evaluating the desired changes taking place in pupil behavior require a careful formulation of objectives.

The statements of objectives differ from one school to another. Yet in most statements, there appears one objective which is uniformly ranked high in importance—ability to apply generalizations or principles in situations new to pupils. This is the objective which has been singled out for special study in this bulletin. Furthermore, of the many areas of home economics in which this ability might be expressed, only two have been chosen, viz.,

1. The ability to apply generalizations to personal and family living.
2. The ability to apply generalizations to the wise choice of foods for self and others.

³Tyler, Ralph W. A generalized technique for constructing achievement tests. Educational Research Bulletin 10: 109-208, April 15, 1931.

Although the two statements are, no doubt, the same objective applied to different areas, for convenience, they will be referred to as the first and second objectives.

Step 2. Defining Objectives in Terms of Desired Pupil Behavior.

The two objectives have been stated in a general way in terms of pupil behavior but their meaning is not sufficiently clear for purposes of evaluation.

More specific definition of the first objective may be expressed in such behavior for high school girls as:

1. Chooses food for herself which meets her needs.
2. Helps her mother plan menus for the family, taking into account such factors as cost, nutrition, time, and equipment.
3. Plans menus for parties which are appropriate for the occasion.

No claim is made that the foregoing statements include all of the desired behavior principles in their respective areas. They are, however, sufficiently detailed to give direction to evaluation for the purpose of providing examples of test building to be described later.

It is also necessary in this step to reach some measure of agreement on the generalizations to be included in the evaluation. One method for assembling the generalizations, and the one here followed, consists of submitting a master list of generalizations to subject matter specialists in the areas involved. Their consensus of the desirable generalizations to be included in the program forms the basis for the test. A list of generalizations for each objective is shown on pages 33, 34 and 63.

Step 3. Identifying the Places Where Behavior Should Show Itself.

No adequate evaluation can take place until the places are identified where evidences of desired behavior exist. In the behavior—Is considerate of the rights of other people—Step 3 means consideration of the rights of classmates, teachers, clerks, parents, brothers, sisters, and others in such places as school, home, store, restaurant, and school cafeteria.

Step 4. Collecting Evidences Indicating Whether or Not Desired Behavior Has Taken Place.

One method of collecting evidences of behavior is direct observation. Thus, with the objective, consideration of rights of others, evidence could be gleaned by observing the girl in several situations in which she had the opportunity to be considerate.

If the teacher could be a "mouse in the corner" frequently enough to be reasonably sure of the girl's typical reaction, she would have a method of collecting evidence which would be open to little criticism. Unfortunately such direct observation is usually limited. To a large extent, at least, the teacher is forced to use other methods for assembling needed evidences of behavior.

A paper-and-pencil test, if well designed, can help to determine whether the girl can apply generalizations in new situations. Such a test might describe a series of problems involving the basic generalizations previously agreed upon. The number of problems needed would depend to some degree on the number of generalizations. However, if the list of generalizations is long, a sample may be selected from it. In the beginning it is better to have more problems than may be needed, since some may prove unsatisfactory. (Further discussion of the length of tests will be found on pages 13 and 14). The nature of the objective will determine the nature of the reaction desired. If the objective is defined in terms of ability to see what factors are involved in a situation, the problem would be described and the question asked might be: Which factors would you consider if you had this problem? Still another type of response might be appropriate: In what order would you do these jobs? Or, How would you solve this problem?

If the teacher wants to develop a test which can be taken in less time than an essay test and which is more easily scored, she will need to secure some incorrect solutions to the problems which illustrate the kinds of errors made by youngsters of the age or grade for which the test is being designed. Since it is very difficult for an adult to foresee all of the kinds of mistakes which adolescents might make, a useful device is to give the test the first time as an essay test. That is, presenting the problems and asking for the answers to be written. The solutions given by the pupils will indicate mistakes that are typical of the group. These can be used in the short-answer or objectively-scored form by changing the questions to: Which of these factors would you consider if you had this problem? Or, which of these solutions do you think is best? Of course one of the solutions given would be sound from the standpoint of the generalization involved; the others would be incorrect, representing the types of errors made.

It is often desirable to carry the problem to another stage, that of justifying the solution or factors selected. This gives the teacher a chance to determine whether the pupils can not only select a good solution but also whether they understand the reasons why it is a good one. The most commonly used method of doing this is to list a series of reasons, some of which are sound and some of which illustrate the mistakes pupils most frequently make. These reasons can be secured by observing misunderstandings in class and by asking for the pupils' reasons when the essay test suggested above is given. For example, as a nutrition test was being developed for a group of college freshmen, it was discovered that they had several misconceptions that needed to be

considered. A problem on weight control was given to them and their reactions asked in essay form:

Mildred Green is quite a little overweight and thinks she will be more attractive and popular if she loses some pounds. There is a special diet table at the hospital, but she believes that by leaving out her noon lunch and not eating certain foods she can reduce by herself.

One day last week this is what she ate:

<i>Breakfast</i>	<i>Dinner</i>
Grapefruit	Roast Beef
Sweet Roll Butter ($\frac{1}{2}$ pat)	Potatoes Asparagus
Coffee (no cream)	Celery and Carrot Sticks
	Apple Pie
4:30 Candy Bar	Milk

Which of these foods should she have omitted or eaten in smaller quantities if she wanted to reduce her weight but not endanger her health? Why? Some of the misconceptions which this problem brought into the open are indicated in these: "When you want to reduce, it is best to eat mostly fruits and vegetables;" "Meat is fattening because it contains protein;" "Milk contains fat so she should reduce the amount." In setting up the test in a short answer form these mistakes were included in the list of reasons to be checked, along with statement that were nutritionally sound.

Step 5. Administering the Test and Refining It If Necessary.

The proof of good test construction can seldom be found prior to the time the test is administered. Even though the directions, problems, solutions, and reasons all seem clearly stated some pupils will often misunderstand them. These items can be improved before the test is used the second time by noting the questions asked when the pupils take the test and the mistakes they make due to misunderstanding. Also it is well to arrange the test problems or items in order of increasing difficulty and this can be done after the test has been given once. A tabulation of the number of pupils checking each solution or factor and each reason indicates the difficulty. A solution or reason may not be checked by any pupil. This suggests that the statement is in need either of being revised so that it is more plausible or being dropped from the test.

The key for scoring the test will need to be worked out carefully so that it is consistent with the generalizations. Arriving at a score on the test is another problem needing consideration. Weighting certain parts of the test may seem desirable, but the value gained is usually too small to justify the extra effort involved. Test technicians recommend, however, that some deduction from the score be made for incorrect answers to discourage guessing. Also, negative scores, which are difficult to interpret to pupils, can be avoided by multiplying the number of correct solutions and reasons by 2 after which the number of incorrect responses can be subtracted.

INTERPRETING THE RESULTS

A teacher who wants a test to do more than give her a basis for assigning grades or marks will wish to interpret the results of the test in several ways. If she is concerned whether the girls in her class have made a reasonable degree of progress toward the objective, she would administer the test before the course or unit is given and again at the end of the instructional period. Of course, this would mean that there had been no class discussion of the test problems between the two unless there are two forms of the test. Ideally, one should have two forms which are of the same difficulty.

Using the test as a pretest can aid the teacher in discovering what misconceptions her pupils hold and what kinds of problems they have difficulty solving. Such information will be helpful in deciding what to emphasize in teaching. Scores on a pretest will not be enough to serve this purpose. She will need to analyze the test items to find which ones were most frequently answered correctly and which ones incorrectly.

After teaching a unit there is need to see how effective it has been in order to secure some idea of whether the experiences used have brought about the desired results and to determine whether more or different experiences are necessary to achieve the objective. A standard which can be used to check desirable attainment is a norm. This is usually available for published tests and is frequently given in terms of the median or middle score for a given grade after giving the test to several hundred pupils. The norms for the two tests included in this bulletin are as follows:

Mary and Her Food Problems

Grade	Number of cases	Median
7th	269	41
8th	279	49
9th	374	50

These norms were obtained by giving the test in 19 Iowa towns in the spring of 1945¹. The populations of these towns varied from 589 to 159,819 and a majority of them contained less than 3,000 persons.

¹The authors wish to express again their sincere appreciation of the assistance of Iowa teachers and supervisors who administered the tests to their pupils.

Personal and Family Problems of High School Students

Grade	Number of cases	Median ¹
10th	355	96
11th	267	99
12th	288	100

This test was taken by pupils in 18 towns in Iowa in the spring of 1945 and the populations had the same variations as those in which the foods test was administered.

Care must be taken in using any set of norms, however. Norms are like a standard budget for a family, neither necessarily indicate the most desirable situation for a class or family. Some classes, like some families, should differ greatly from the norm or a standard budget. A class of girls which had spent a large amount of time on a given objective should make higher scores than the median based on a large group, many of whom probably spent less time on that objective. When the norms for the tests were being determined, no attempt was made to discover how often the classes met, how long the class periods were, or how much emphasis was placed on the two objectives in the various schools in which those tests were given. Doubtless there were great variations represented. Another reason why a particular class should vary from the norm is that a teacher may have a group of pupils who are decidedly above or below normal in one or more respects: intelligence, experience, social maturity. She would expect a class that is above normal to achieve a higher median than that based on a large number of unselected pupils. Or the converse would be true if the class is below normal.

Within a class there often is wide variation in scores on a test, particularly if the group is made up of girls with widely varying abilities. Also the scores of different grades will usually overlap. The extreme scores² for the foods test were:

7th grade	1 to 104
8th grade	-5 to 107
9th grade	7 to 130

In the case of the personal and family problems test these extreme scores were secured when both forms were put together and given as one test³.

10th grade	29 to 169
11th grade	30 to 179
12th grade	33 to 181

¹These medians are based on the test when the two forms were considered as one test. Since the two forms are of approximately equal difficulty, the norm on one form could be obtained by dividing by two.

²The highest possible score on this test is 158.

³The highest possible score on this test when the two forms are combined is 234.

The use to which a test can be put is determined, in part, by whether it is long enough to give the teacher a sound basis for deciding the achievement of individual girls or only that of the class as a whole. In the language of a test technician, this is the reliability of a test and is determined by correlating the scores which pupils make on the two forms of the test or, in case there is only one form, on the two halves of the test. The correlations do not need to be so high to be dependable for use with a group as with an individual case.

The test entitled MARY AND HER FOOD PROBLEMS was designed for use in a single period of 45 minutes, since a class period frequently is this length in junior high school. As a result of limiting the test to such a short amount of time, the reliability is sufficient to indicate only group achievement, the reliability correlation being .684. To make it reliable for a good estimate of the achievement of an individual pupil, it would be necessary to make the test considerably longer, approximately 2.5 times as long. However, it can be of value in aiding the teacher to determine the growth or achievement of a pupil if the score is supplemented by other evidence. For example, a ninth-grade pupil might have made a high score on the test and in class work, and at home have displayed ability to plan simple meals. This much information would give a teacher a reasonably sound basis for deciding the pupil's achievement in relation to this objective. On the other hand, a high score coupled with great difficulty in meal planning in class or at home would suggest to the teacher that the test score was unreliable.

The reliability correlations for the test, PERSONAL AND FAMILY PROBLEMS OF HIGH SCHOOL STUDENTS, is .79 when the two forms are combined, and .65 for one form alone. Since .85 is accepted by some authorities as satisfactory for individual testing, the two forms given as one test are not long enough to indicate the achievement of individual pupils. By adding 17 items equal in difficulty the test coefficient of reliability would be brought up to .85. However, either form is sufficiently long to give a reliable estimate of the achievement of a group of pupils. Checking the test score of a pupil against other evidence of achievement would be valuable, particularly if only one form of the test had been used. Observation of her ability to achieve desirable relations with her own agemates and family members would aid in establishing her degree of achievement of the objective: The ability to apply generalizations to personal and family living.

In addition to securing scores on each test at the end of the unit, there is need to analyze each item to determine which ones the pupils most frequently answered incorrectly. This analysis will aid in determining which generalizations are best understood and which ones need more emphasis. Here are the figures for one test item in the foods test taken by 117 ninth grade girls:

TEST ITEM

The girls in Mary's Home Economics class are planning to serve a

dinner for their mothers. They only have one hour class periods to finish preparation, serve, and eat the meal. Some of the food will have to be prepared the night before or in the morning before school. Which of the following dinners would be best for the girls to prepare and serve in the length of time they have during the one-hour class period, if they can prepare part of the meal in the half hour after school and between 8:30 and 9:00 the morning of the dinner?

A	B
Sausage	Roast Beef
Baked Potatoes	Scalloped Potatoes
Fresh Tomato Salad	Buttered Cabbage
Hot Muffins	Gelatin Salad
Strawberry Shortcake	(Cabbage, carrot, celery)
	Cherry Pie

C
Beef Steak
Mashed Potatoes
Buttered Peas
Cabbage Salad
Canned Peach Sauce
Cookies

Mark on your answer sheet the meal you think the girls will have time to prepare after or before school and in the class period.

Mark on your answer sheet the reasons that show your choice is correct.

1. The salad can be prepared the night before the dinner is to be served.
2. Boiled and fried foods take less time to prepare than baked foods.
3. Roast beef and scalloped potatoes do not require constant watching while they are cooking.
4. The cookies can be prepared the night before.
5. Muffins take twenty minutes to bake and would hurry the girls to get finished in time.
6. Scalloped potatoes could be started before school in the morning.
7. Beef steak can be fried in 15 to 20 minutes during the class period.
8. Shortcake can be made in the morning before school.

Solution	A.	26	pupils
	B.	27	"
	C.	64	"

Reason:	1.	36	"
	2.	36	"
	3.	19	"
	4.	40	"
	5.	6	"
	6.	12	"
	7.	43	"
	8.	18	"

The three generalizations involved in this problem are

1. We should select foods that can be prepared in the length of time that we have to get the meal.
2. Since baked foods take longer to cook, it would be advisable to select boiled or fried foods if you are in a hurry to prepare a meal.

3. If time for preparation just before a meal is limited, select some foods that can be prepared earlier and some that do not need constant watching or last minute preparation.

Almost one-half of the group failed to apply the second generalization. They chose menus A or B which involve a baked food: baked potatoes and scalloped potatoes. Also only 36 checked Reason 2: Boiled and fried foods take less time to prepare than baked foods. However, twelve accepted the idea that the scalloped potatoes could be started before school.

Only 40 of the 64 chose Menu C made use of the third generalization by checking Reason 4: The cookies can be prepared the night before.

SHORT-ANSWER VERSUS ESSAY TESTS

Some teachers may question whether short-answer tests are as good as essay tests. They may think that suggesting the solutions and reasons makes the test easier than if the pupils were given the problem and asked to propose solutions and reasons. When the two tests were being developed, a group of pupils were given the problems both in an essay test and in a short-answer test, the former first. When the scores on the two were correlated it was found that they were closely related. The foregoing correlations, however, were less than 1.0 for two reasons. First, each of the tests correlated were to some extent unreliable and, second, the tests probably did not evaluate exactly the same pupil behavior. In order to eliminate the effect of the unreliability of the tests, the coefficient of correlation was corrected for unreliability. The degree to which the essay test and the short-answer test measured the same function is indicated by a coefficient of correlation of .98 for foods tests and .86 for the personal and family problems test. Both of these correlations are high enough to indicate that the short-answer type of test is enough like the essay type to be used as a substitute for the two objectives under study.

The two most important reasons for using a short-answer test rather than an essay test for these two objectives are:

1. More problems can be solved in a class period if the short-answer test is used.
2. The teacher can score the short-answer test more quickly and more objectively.

TEST—MARY AND HER FOOD PROBLEMS

Mary Roberts lives with her mother, father, and seven-year-old brother, Joe. She is thirteen years old and attends junior high school. Mary is trying to learn to choose foods wisely for herself and others. She would like to have your help.

On the following pages are some of her problems. The first one is a sample problem already worked out for you on the answer sheet. Read it carefully with your teacher so that you will know what to do with the other problems which follow it.

Mary eats her noon meal in the school lunchroom. Which one of the following lunches do you think it would be best for her to buy?

A

Macaroni and Cheese
White Bread—Butter
Plain Gelatin

B

Cream of Tomato Soup
Whole Wheat Bread Sandwiches
Baked Apple
Milk

C

Mashed Potatoes
Buttered White Bread Toast
Sliced Peaches

Which of these reasons explains why you chose this lunch?

1. It has the greatest variety of foods.
2. The foods are all alike.
3. She gets a liberal amount of milk.
4. Everyone likes potatoes.
5. Cheese will help her grow.
6. It is necessary to eat fruit for lunch.

Directions for recording your answers:

On the separate answer sheet put your name, school, date of birth, grade, and date of taking the test. Read each problem carefully, then mark (x) in the space in front of the letter that indicates the *one* meal that you think is best. Also mark X in front of the number of the reason or reasons that explain your choice of meal. Do not hurry even though you do not finish all of the problems.

Note that in the sample problem an X is placed in front of B, 1, and 3 to indicate the right solution and reasons.

I

Mary's mother has joined a Red Cross class that is studying good foods for the family. She has brought home with her a group of meals to decide certain things about them. Mary is quite excited to think that her mother is studying some of the same things that she has been discussing in her Home Economics class. Mary has decided to answer the questions and compare with her mother's.

If a growing girl has the following foods for breakfast and dinner

Breakfast:

Sweet Roll
Cocoa

Dinner

Meat Loaf Bread — Butter
Creamed Potatoes Cookies
Buttered Peas Milk

which one of these four lunches would be best to complete her meals for the day?

A

Potato Salad
Rice Pudding
Milk

B

Peanut Butter Sandwich
Pea and Cheese Salad
Cornstarch Pudding
Lemonade

C

Tomato Lettuce Salad
Minced Meat Sandwich
Fresh Fruit — Sugar
Milk Cookie

D

Sliced Ham
Cheese Sandwich
Milk

Put an x on your answer sheet in front of the letter of the menu which you think is best.

Put an x on your answer sheet in front of the numbers of the reasons why your choice is the best.

1. She should have one full serving of meat or fish daily.
2. One serving of potatoes should be eaten daily.
3. Peanut butter sandwiches are very good for lunch.
4. She needs a quart of milk a day and milk for lunch helps her get the amount she needs.
5. She should eat some fruit each day.
6. One serving of cheese can take the place of meat for the day.
7. Rice pudding gives strength to work well.
8. One serving of sweets each day gives heat and strength.

II

Grace Brown, a friend of Mary's, does not eat breakfast because she says she is not hungry in the mornings. She walks ten blocks to school and doesn't want to carry a lunch so she buys a hamburger or candy bar at noon and hurries out on the playground to play baseball. By three o'clock she is too tired to work her arithmetic problems. Mary tells her that in order to get all of the foods she needs each day to keep her healthy and physically fit she must eat three meals a day. Grace laughed at Mary but has agreed to try it out with Mary's help. Which of the two day's meals would be best for Grace?

A

Breakfast:

Cream of Wheat
Nut Muffins
Apple Sauce
Cocoa

Lunch:

Mashed Potatoes
Green String Beans
(buttered)
Whole Wheat Bread
Chocolate Cake
Milk

Dinner:

Macaroni and Cheese
White Bread — Butter
Buttered Cabbage
Potato Salad
Cream Pie
Cocoa

B

Breakfast:

Orange Juice
Oatmeal
Whole Wheat Toast
Milk

Lunch:

Vegetable Soup
Crackers
Baked Apple
Cookie
Milk

Dinner:

Creamed Eggs
Baked Potatoes
Head Lettuce Salad
Whole Wheat Bread and
Butter
Canned Peach Sauce
Milk

Mark on your answer sheet the one that you think is the better of the two to give Grace the foods she needs for the day.

Mark on your answer sheet the reasons why you think your choice is the better of the two.

1. The meals contain two servings of whole wheat cereal.
2. The meals contain a citrus fruit which should be eaten every day.
3. The dinner contains cocoa which is hot and gives her some milk.
4. Buttered cabbage gives one of the kinds of vegetables needed daily.
5. The meals contain a quart of milk which she needs every day, to give her strength and keep her from getting tired.
6. Eggs make our bodies grow and should be eaten at least 3 or 4 times a week.
7. Cheese takes the place of the meat and builds muscles.
8. Cake and pie give sugar and fat which our bodies need for heat and strength.

III

Mary went to a nearby town to visit her Aunt Margaret. Her Aunt met her at the bus and they stopped downtown to have lunch. Mary had eaten for breakfast:

Stewed Apricots
Cream O' Wheat White Toast

Aunt Margaret said they were going to have Mary's favorite foods for dinner:

Roast Beef
Mashed Potatoes Gravy
Peach, Pear and Pineapple Salad
Hot, White Cloverleaf Rolls
Strawberries and Cream
Milk

Considering these two meals, which of the following lunches should Mary select to get the things she needs every day?

A

Ham Sandwich
(Plain Bread)
Pea and Cheese Salad
Candy Bar
Milk

B

Peanut Butter Sand-
wich (Plain Bread)
Potato Salad
Rice Pudding
Milk

C

Scrambled Eggs
Head Lettuce Salad
Bran Muffins
Milk

Mark on your answer sheet the lunch that you think would be best for Mary.

Mark on your answer sheet the reasons why you think your choice is the best.

1. Sandwiches are a good luncheon food. Peanut butter gives fat needed every day for body heat.
2. Candy will give her strength and pep, and one sugar food should be eaten each day.
3. A whole wheat bread should be eaten every day.
4. The lunch contains a green vegetable.
5. All girls like peanut butter.
6. Meat sandwiches help get the meat requirement.
7. One green or yellow vegetable should be eaten every day to keep us in good health.

IV

Mary and her family have moved into a new home. Much of their equipment is still packed and the stove cannot be connected until the next day. Mrs. Roberts anticipated this difficulty and brought with her in the car a quart thermos bottle, a two-burner electric grill, an electric baking dish, a toaster, frying pan, two kettles, and some serving dishes and spoons to use until the other materials can be unpacked.

Considering the things that Mary and her mother have to use, which of the following lunches do you think they could prepare?

A

Spaghetti with Meat Balls
Hot Muffins
Fresh Fruit Salad
Chocolate Pudding
Cocoa

B

Fried Ham
Baked Potato
Lettuce Salad
Whole Wheat Bread
Pear Sauce
Milk

C

Scrambled Eggs — Bacon
Buttered Peas
Brown Bread Sandwiches
Sliced Peaches and Cookies
Milk

Mark on your answer sheet the menu that you think she can prepare with her equipment.

Mark on your answer sheet the reasons why you think your choice is best.

1. Cocoa can be made and kept in thermos bottle.
2. Eggs and bacon can be cooked on one burner or grill.
3. Spaghetti and meat balls can be cooked in the baking dish.
4. Only two burners are needed.
5. The dessert requires no cookery.
6. Cookies could be made before moving.
7. Ham may be fried in the frying pan.
8. Salad requires no special equipment.

V

Mary eats her lunch at school. For breakfast she had:

Oatmeal Orange
 White Toast
 Milk

For supper or dinner she will probably have:

Pork Chops
Baked Potato Buttered Corn
Whole Wheat Bread — Butter
Canned Peach Sauce
Milk

Mary usually has 15 cents to spend for her lunch. Which of the following lunches would give her the foods she needs to satisfy her body?

A	B	C
Hamburger Sandwich (Plain Bread)	Deviled Egg Salad	Egg Sandwich (Plain Bread)
Potato Salad	Cream of Potato Soup	Cabbage Salad
Cottage Cheese	Crackers	Baked Apple
Chocolate Pudding (15 cents)	Apple Pie (15 cents)	Milk (15 cents)

Mark on your answer sheet the lunch that you think Mary should buy to help get the things her body needs each day.

Mark on your answer sheet the reasons why you think Mary should choose this lunch.

1. Potato salad is a good luncheon food to serve with the salad.
2. She should eat two vegetables daily besides potato. It is best to have one green or yellow.
3. One quart of milk should be included daily in her meals.
4. Meat is needed once a day; helps to make us grow.
5. Cottage cheese is made from milk and builds the body.
6. Eggs should be eaten at least three or four times a week, and will make her grow, repair her body, and keep her health.
7. Potato soup contains milk and a vegetable which she needs every day.

VI

Mary's parents have a small trailer. Every summer they go to the lakes for a week and live in it. There are many less things in the trailer than they have at home, so Mary and her mother find that they can't prepare some of the foods that they usually do at home. The trailer has a three-burner oil stove, a portable oven, to fit on one burner, a small one-shelf ice box, a frying pan, 3 kettles, 3 bowls, some cups, spoons, knives and forks needed for ordinary cookery, and they brought their toaster with them.

A

Fried Fish
Creamed Potatoes
Buttered Corn
Nut Muffins
Baked Pudding
Milk

B

Baked Pork Chops
Oven Browned
Potatoes
Raw Carrot Strips
Whole Wheat Bread
Fresh Peaches
Milk

C

Pork Roast
Baked Potato
Scalloped Corn
Bran Muffins
Apple Sauce and
Gingerbread
Milk

Mark on your answer sheet the meal that Mary and her mother could prepare best in the trailer.

Mark on your answer sheet the reasons why you think they could prepare the one you chose.

1. The fish and corn could be cooked on the same burner.
2. The dessert could be prepared in the morning.
3. The meat and potatoes could be cooked together.
4. Three of the foods could be cooked in the oven.
5. The pudding could be cooked in the oven.
6. Gingerbread can be made in the morning, leaving the oven free to be used just before meal time.
7. The meal can be prepared in the oven on one burner of the stove.
8. Only one pan would be required to cook the meal.

VII

Mary likes to help her mother at home because it gives her a chance to put into practice the things she has learned in her Home Economics class. Mary is helping her mother get ready to serve a luncheon to the Adult Study Club of which her mother is a member. They agree that all three of these meals are wholesome, but are trying to decide which of the three is the best in color, flavor, and pleasing food combinations.

A

Cold Sliced Meat
Canned Pear Salad
Whole Wheat Bread
Cocoanut Cake
Coffee

B

Spaghetti with Meat Balls
Mixed Vegetable Salad
(Cabbage, celery, carrot)
Corn Meal Muffins
Sliced Peaches
Coffee

C

Scalloped Potatoes and Cheese
Cabbage Salad
Baking Powder Biscuits
Chocolate Pudding
Coffee

Mark on your answer sheet the lunch that you think is the best in color, flavor, and pleasing food combinations.

Mark on your answer sheet the reasons why you think your choice is the best.

1. The meal has some soft and crisp foods.
2. Cake is a more attractive dessert than fruit.
3. All the foods are soft and have a milk flavor.
4. Cake is a good dessert to be served after a light lunch.
5. The lunch contains raw foods which improve the appearance and flavor of the meal.
6. Fruit gelatin gives a pleasing flavor and color contrast.
7. Mixed vegetable salad gives more color than canned pear salad.
8. Cabbage salad gives a good contrast with potatoes and cheese.
9. Combinations of hot and cold foods add contrast to the meal.

VIII

Mary has learned at school that some meals are more attractive than others and often people like them better because they are more appealing. She found some breakfast menus in one of her mother's magazines and is trying to decide which one has the most pleasing colors.

A

Sliced Bananas
Buttered Toast
Cream O' Wheat and Milk
Dates
Milk

B

Stewed Prunes
Waffles

C

Sliced Oranges
Poached Egg on Toast
Cocoa

Mark on your answer sheet the one that you think is the most pleasing in color.

Mark on your answer sheet reasons why you think it has the most pleasing colors.

1. Waffles are golden brown.
2. Toast is golden brown.
3. Eggs are orange and white.
4. Cream O' Wheat and dates give a pleasing contrast.
5. The orange is a yellow color and attracts the eye.

IX

The girls in Mary's Home Economics class are planning to serve a dinner for their mothers. The girls only have one hour class periods to finish preparation, serve and eat the meal. Some of the food will have to be prepared the night before or in the morning before school. Which of the following dinners would be best for the girls to prepare and serve in the length of time they have during the one-hour class period if they can prepare part of the meal in the half hour after school and between 8:30 and 9:00 the morning of the dinner?

A

Sausage
Baked Potatoes
Fresh Tomato Salad
Hot Muffins
Strawberry Shortcake

B

Roast Beef
Scalloped Potatoes
Buttered Cabbage
Gelatin Salad
(Cabbage, carrot, celery)
Cherry Pie

C

Beef Steak
Mashed Potatoes
Buttered Peas
Cabbage Salad
Canned Peach Sauce
Cookies

Mark on your answer sheet the meal you think the girls will have time to prepare after or before school and in the class period.

Mark on your answer sheet the reasons that show your choice is correct.

1. The salad can be prepared the night before the dinner is to be served.
2. Boiled and fried foods take less time to cook than baked foods.
3. Roast beef and scalloped potatoes do not require constant watching while they are cooking.
4. The cookies can be prepared the night before.
5. Muffins take twenty minutes to bake and would hurry the girls to get finished in time.
6. Scalloped potatoes could be started before school in the morning.
7. Beef steak can be fried in 15 to 20 minutes during the class period.
8. Shortcake can be made in the morning before school.

X

Mary's class in Home Economics is planning to serve a Christmas luncheon. Since they have a limited amount to spend, they are going to have to select inexpensive foods so that they will have enough money to pay for the meal. Which of the three meals listed below would cost the least?

A

Cream of Pea Soup
Crackers — Butter
Head Lettuce Salad
Cherry Topped Cake
Milk

B

Creamed Chipped (dried) Beef
on Toast
Raw Cabbage Salad
Graham Muffins — Butter
Strawberry Shortcake
Milk

C

Escalloped Potatoes and Cheese
Apple Salad
Whole Wheat Bread — Butter
Fruit Gelatin (Orange and Home Canned Pears)
Milk

Mark on your answer sheet the lunch that you think would cost the least.

Mark on your answer sheet the reasons that show why you made your choice of the least expensive lunch.

1. Most vegetables cost less than meat or cheese.
2. Fresh foods in season that are plentiful cost less than foods that are not in season.
3. Canned pears and cherries do not cost as much at Christmas time as fresh or frozen strawberries.
4. Chipped beef on toast makes use of dry bread on hand and reduces waste.
5. Cabbage is usually less expensive than lettuce at Christmas time.
6. Crackers cost less than muffins.
7. Salads made out of home canned pears help reduce the cost of the meal.
8. Escalloped potatoes and cheese is a less expensive dish than dried beef on toast.

XI

Six of the girls who come to Mary's school live in the country and their fathers take turns bringing them to school and calling for them at night. One afternoon in the spring a heavy rainstorm delayed the father who was to come after the girls. Mary asked them to come to her home to wait. Since most junior high girls are hungry after school, Mary's mother told her that she might serve the girls a lunch from the things that were on hand in the pantry and in the refrigerator. Mary found that she could serve one of the following lunches.

A

Orange
Gingersnaps
Milk

B

Peanut Butter
Sandwich
Cake
Milk

C

Deviled Eggs
(Prepared)
Crackers
Lemonade

Mark on your answer sheet the lunch that you think would be best for the girls.

Mark on your answer sheet the reasons why you think your choice is the best.

1. Deviled eggs are a body building food.
2. Milk is a healthful drink and good at all times.
3. This lunch will not spoil their appetite for the evening meal.
4. Peanut butter is liked by almost everyone.
5. Light, simple foods should be served in the afternoon.
6. Fruits are good foods upon which to lunch.
7. Sandwiches are eaten for lunches.
8. Lemonade is a healthful fruit drink.
9. Crackers satisfy the appetite.

XII

Mrs. Roberts works downtown in a department store on days when they are having a sale. She does not get home until 5:30 p. m. and Mary takes care of Mrs. Brown's children from 4 to 6 every evening. Since Mr. Roberts works on the night shift he goes to work at 7 p. m. This means that Mrs. Roberts has about one hour to prepare the evening meal. Often she prepares some foods the night before she expects to use them or on the morning before going to work. Which of the following menus can she plan to serve in the time she has to prepare supper?

A

Baked Pork Chops
Mashed Potatoes
Buttered Peas
Gelatin Salad
Peaches and Cookies

B

Fried ham
Baked Potatoes
Scalloped Corn
Fresh Fruit Salad
Gingerbread and Cream

C

Roast Beef
Candied Sweet Potatoes
Cream Peas and Carrots
Cabbage Salad
Muffins
Baked Apple

Mark on your answer sheet the menu that you think can be prepared in one hour if some food is prepared the night before or in the morning.

Mark on your answer sheet the reasons why you think your choice is best.

1. The meat can be cooked in an hour.
2. Salad can be prepared ahead of time.
3. Gingerbread can be made the night before.
4. No food takes more than an hour to prepare.
5. Mashed potatoes take less time than baked potatoes.
6. Cabbage salad can be made in the morning.
7. Potatoes and corn can be baked in 20 minutes.
8. No food requires constant watching.
9. Baked apple can be cooked the night before.

XIII

During the year the Home Economics Club girls learn how to prepare some foods suitable for lunches and parties. Every June the Club girls in the school which Mary attends gives an afternoon party or tea for their mothers. Mary belongs to the Club and would like to have some suggestions for refreshments to serve. The girls want to prepare everything themselves. They know how to prepare all of the foods in the following lunches. Which one do you think would be the best one for the girls to serve to their mothers?

A
Tomato Soup
Lettuce Sandwich
Tea

B
Strawberry Ice Cream
Cookies
Coffee

C
Meat Loaf
Fruit Salad
Bread and Butter Sandwiches
Coffee

D
Potato Salad
Cookies
Lemonade

Mark on your answer sheet the one that you think would be that for an afternoon lunch for the mothers.

Mark on your answer sheet the reasons why you think your choice is the best.

1. Dessert and a beverage are enough to serve for an afternoon lunch.
2. Sandwiches are often served for lunches.
3. The foods are less apt to interfere with the evening meal.
4. The foods are substantial and filling.
5. The girls can prepare most of the food in the morning.
6. Tea is an adult drink which is often served in the afternoon.
7. Lemonade is a suitable drink for a June afternoon.
8. Coffee is a beverage which is enjoyed by many adults.

XIV

Mary has also learned that there are other things besides color which we should consider when selecting menus. Which breakfast do you think has the best combination of crisp, soft, fluid, and solid foods?

A	B	C
Sliced Bananas	Stewed Prunes	Sliced Oranges
Buttered Toast	Waffles	Poached Egg on Toast
Cream O' Wheat and Dates	Milk	Cocoa
Milk		

Mark on your answer sheet the breakfast that you think has the best combination, of crisp, soft, fluid, and solid foods.

Mark on your answer sheet the reasons why you think your choice has the best combination of crisp, soft, and solid foods.

1. This breakfast has four different types or kinds of food.
2. Buttered toast is a crisp food.
3. Toast is a crisp food and eggs a soft food which gives a good food combination.
4. Waffles are crisp.
5. The breakfast has soft foods that are easy to eat.
6. Cocoa and fruit give a contrast which adds interest to the meal.
7. Prunes are soft and waffles are crisp; this contrast stimulates the appetite.

XV

For a class problem Mary's Home Economics class is to plan an inexpensive May Day luncheon that they can serve to the teachers. Each girl is to plan three menus and the class will discuss them, and decide which one to use. Mary has planned the following lunches and now is trying to decide which of the three would be the least expensive.

A
Salmon Loaf with Creamed Peas (fresh)
Head Lettuce Salad
Whole Wheat Bread
Frozen Strawberries
Coffee

B
Creamed Chicken on Mashed Potatoes
Sliced Tomato Salad
Raisin Bread Sandwiches
Cake
Coffee

C
Scalloped (canned) Corn with Meat Balls
Gelatin Salad (Pears and Cottage Cheese Balls)
Whole Wheat Muffins
Chocolate Drop Cookies
Coffee

Mark on your answer sheet the lunch that you think would be the least expensive for the girls to prepare.

Mark on your answer sheet the reasons why you think your choice is the least expensive.

1. Vegetable salads are usually less expensive than fruit salads.
2. Cookies are less expensive than cake.
3. Fish may be substituted for meat in inexpensive meals.

4. Foods in season are less expensive than foods out of season.
5. Ground meat is less expensive than chicken.
6. Cake is less expensive than strawberries.
7. Muffins are less expensive than bread we buy.

XVI

Mrs. Roberts, Mrs. Brown, and Mrs. Smith are on the June refreshment committee for the Parent-Teacher Association meeting. The meetings are held in the evening so that the fathers can attend. At school their daughters have been studying lunches for various occasions and are helping their mothers decide which of the following groups of foods to serve. The girls all agree on the same one. Which one do you think would be best to serve as an evening lunch?

A	B
Fresh Sliced Peaches	Ice Cream
Frosted Angel Food Cake	Drop Cookies
Coffee	Coffee
C	D
Fruit Salad (Oranges, Apples, Grapes)	Meat Sandwiches
Doughnuts	Apple Pie
Coffee	Coffee

Mark on your answer sheet the one that you think is best to serve for an evening lunch.

Mark on your answer sheet the reasons that show your choice is the best.

1. Fruit is desirable for lunches.
2. The foods are the easiest to prepare.
3. The fruit salad can be prepared ahead of time.
4. Light simple foods should be served at night.
5. Most men like pie better than they do salads.
6. The lunch requires the least amount of last minute preparation.
7. Dessert and beverage are enough for evening refreshments.
8. It is the least expensive menu.

MARY AND HER FOOD PROBLEMS ANSWER SHEET

Name		School	
Date of birth	Grade in school	Date	
Sample problem			
Meals	III Meals	VI Meals	IX Meals
A	A	A	A
x B	B	B	B
C	C	C	C
Reasons	Reasons	Reasons	Reasons
x 1	1	1	1
2	2	2	2
x 3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
	7	7	7
	8	8	8
			9
I Meals	IV Meals	VII Meals	X Meals
A	A	A	A
B	B	B	B
C	C	C	C
D			D
Reasons	Reasons	Reasons	Reasons
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
			9
II Meals	V Meals	VIII Meals	XI Lunch
A	A	A	A
B	B	B	B
	C	C	C
Reasons	Reasons	Reasons	Reasons
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6		6
7	7		7
8			8
			9
			XIV Meals
			A
			B
			C
			No. right
			x 2
			minus
			No. wrong
			Score

GENERALIZATIONS INVOLVED IN THE TEST

Not less than one serving of either meat, fish, or cheese should be served daily to build and repair the body.

Since milk is our most perfect food and helps build strong bones and teeth, growing boys and girls should include 1 quart in their meals each day. This may be in other foods or in the form of cheese or other milk products.

Fruits give us pep and good health so we should eat at least 2 servings each day, one a citrus fruit or tomato.

At least one serving of fats and sugars should be served daily to help strengthen the body and give us heat.

If space and equipment are limited, easily prepared foods that need no special utensils should be attempted, and possibly some foods that need no cooking.

Plan several foods that can be cooked in the same pan, if utensils are limited.

When selecting a food, consider how it is to be cooked so that you are sure that you have the utensils necessary.

If utensils are limited some foods may be cooked ahead of time to leave utensils available just before the meal.

Since baked foods take longer to cook, it is advisable to select boiled or fried foods if you are in a hurry to prepare a meal.

We should select foods that can be prepared in the length of time that we have available.

If time for preparation is limited just before a meal, select some foods that can be prepared "ahead of time," or some that do not need constant watching or last minute preparation.

One course, a dessert and a beverage, is usually sufficient for evening refreshments.

Refreshments should include some foods which can be prepared in advance because this gives the hostess more time to spend with the guests.

When planning refreshments for lunch consider the ages of people who are to eat it, the season of the year it is to be served, the cost and time necessary to prepare it, foods generally liked, and the utensils needed to prepare the foods.

Afternoon lunches should not interfere with the evening meal. (Not too many sweets.) (Easily digested.)

Foods of varied types (hard, soft, smooth, coarse; raw cooked) should be combined in a meal to avoid monotony and make the meal more appetizing.

Use pleasing color combinations (such as green and yellow, or red, green and white) which are found naturally in foods, because they stimulate the appetite and add to the enjoyment of the meal.

Include at least one colorful food and foods that blend well in color.

A combination of both hot and cold foods should be served at a meal to give contrast.

Expensive out-of-season foods should seldom be included in meals when the income is limited.

It is usually advisable to use foods on hand and foods prepared at home to meet the daily needs because they are less expensive.

A meat substitute or meat extended is used frequently as the main dish of a lunch because it is economical.

Whole-grained cereals and enriched breads which help regulate the body and give us energy should be included in our meals daily.

Vegetables help strengthen the body, give roughage, and thus contribute to healthy bodies. We should eat daily at least two vegetables, besides potato, one of which is green or yellow.

Eggs should be included in our meals at least three or four times a week because they contain materials that make our bodies grow.

No food contains in the right amounts all the things our bodies must have every day to keep us in good health; therefore, we must select meals that contain many different kinds and classes of foods.

PERSONAL AND FAMILY PROBLEMS OF HIGH SCHOOL STUDENTS

FORM A

This is part of a study to discover the ideas of young people in regard to certain problems. You will find attached descriptions of actual life situations. Please read each case carefully. Any factors not mentioned are to be considered as near average or "near normal." Answer the questions following each case as completely and carefully as you can even if you do not complete all of them.

SAMPLE PROBLEM:

Martha Ellen is nervous and ill at ease when she is with anyone except her very best friends. She is always conscious of any difference in dress and manner and constantly wonders if people like her and how she can overcome her "terrible self-consciousness." No matter what they talk about she turns the conversation back to herself. She hasn't noticed that Mary often begins a conversation like this, "Congratulations! I'm certainly glad to hear that you won that prize in the Library Club Contest." "When I came by your house today, I saw your mother had some beautiful dahlias. She's going to enter them in the flower show, isn't she?" Which girl would most people rather have for a friend?

- A. Mary.
- B. Martha Ellen.

Which reasons explain your selection?

1. Mary sees the good qualities of other people.
2. We aren't self-conscious unless we think about ourselves all the time.
3. "I" should not be the favorite topic of conversation if you want to be liked by others.
4. To be an interesting conversationalist, we must have many things to talk about.
5. A person who is always talking about herself thinks everyone else is paying attention to her.

Directions for recording your answers:

On the separate answer sheet put the date, your name, school, grade, and date of birth. Read each problem carefully then make (x) in the space in front of the letter that indicates which solution you accept and in front of the reason or reasons which explain your selection.

Note that in the sample problem an x is placed in front of A and 1, 3, 4 to indicate the right solution and reasons.

I

Catherine Dundee was a good student and a good mixer but lacked confidence in her own ability. Whenever she was asked to be on a committee, accept an office in an organization, or make a report at a meeting, she always said, "No, I couldn't do it. I'd only disgrace you." When she had been persuaded to do something, she usually did a good job and her friends had never been sparing in their praise. Last week she was elected vice-president of her class. What do you think Catherine should do?

What solution do you believe to be the better one?

- A. Catherine should refuse.
- B. Catherine should not refuse.

What reasons support your choice?

- 1. If she failed, her friends might lose confidence in her.
- 2. People refuse to do things when they think they are not good leaders.
- 3. If the job is within reason, it might help to build up her self-confidence.
- 4. When one is self-conscious, he is afraid of appearing foolish or at fault before those he would like to please.
- 5. In order to be popular, Catherine wants to appear that she thinks she cannot take responsibility.
- 6. She may discover some abilities she didn't know she had.

II

Betty is president of a girls' social club in high school. She is doing everything she can to keep Ruth out of the club. Betty says Ruth is boy-crazy, that her mother works, and that Ruth wouldn't be a good member of the club. Ruth has little allowance but she has many friends, is a good leader, and is willing to cooperate in any group. A short time ago, Bob, who had been taking Betty out, started to take Ruth to school functions and parties. Why do you think Betty talked the way she did about Ruth?

Which solution do you believe to be the better one?

- A. Betty is keeping Ruth out of the club because she comes from a poor family.
- B. Betty envies Ruth her popularity.

Check the reasons to support your choice.

- 1. Betty showed poor sportsmanship by keeping Ruth out of the club.
- 2. Betty knew Ruth was a good leader and feared she might take her place in the club.
- 3. Betty thinks the true worth of a person can be measured by the amount of money she has.
- 4. Ruth may be boy-crazy and the club can help her with that problem.
- 5. Bob has been showing Ruth too much attention lately.
- 6. Betty feared that since Ruth was well liked she would spoil her popularity in the club.

III

Phyllis Duffy was a very good looking girl, well liked by everyone. One day she was riding with her mother when they had an accident and Phyllis was severely injured. She spent two years in the hospital and had several skin-grafting operations in an attempt to improve her personal appearance but she is still very unattractive. The family has moved to another state and Phyllis has no friends in this town. Her mother, who had been a high school teacher, is willing to teach Phyllis at home. However, she thinks Phyllis should go to school and try to make friends by accepting her handicap and being friendly. Phyllis believes that if she goes to school her classmates and teachers should make allowances for her appearance. What do you think Phyllis should do?

Check the solution you believe to be best.

- A. Phyllis should let her mother teach her at home.
- B. Phyllis should return to school and expect special consideration.
- C. Phyllis should return to school and try to accept her handicap.

Check the reasons which you think explain your solution.

- 1. It is unfortunate to be disfigured.
- 2. If she has to go out among people, she might be self-conscious.
- 3. Some day Phyllis may have to earn her living so she should get used to being with people.
- 4. Most everyone makes allowances for a handicapped person.
- 5. If a person never does anything to overcome his defect, he cannot be successful.
- 6. If Phyllis doesn't look for sympathy, she is more apt to make friends.

IV

Jim and Sue are a newly-married couple, just graduated from college. They both come from "Good" families and have always been very happy at home, and given every possible advantage by their parents. Soon they found themselves quarreling about many trivial matters. Jim says Sue is spending their money foolishly and that she expects too much of him. Sue cries and threatens to go back to her parents who say she can come if she wants to. Jim thinks he'd better see if his mother and father don't agree that he's right. He says that they have always understood him. What do you think Jim and Sue should do?

Which solution do you think is best?

- A. They should go back to their parents.
- B. They should try to make a decision that is satisfactory to both of them.
- C. They should ask their parents for help in solving their problems.

Which reasons support your solution?

1. Their parents have had more experience so their advice should be good.
2. Marriage is a cooperative and partnership affair.
3. They need some interests like buying a home or planning for children.
4. If children have to have parents settle their difficulties, they aren't grown up enough to manage a home.
5. Since their parents have not trained them before, they should help Jim and Sue now.
6. They are old enough to realize that they should make decisions like adults.
7. It's difficult to understand how to spend money when you are inexperienced.

V

Mary Anderson and Sara Melroy belong to a crowd of boys and girls whose families have low incomes, so there is little money to spend for pleasure. Sara and some others in the crowd believe that they can have a good time doing such things as getting together at each other's homes or going to the youth canteen to dance. Several of the crowd, including Mary, think that you can't have much fun unless you can go to movies or to public taverns. Do you think Sara or Mary is right?

Which solution do you believe the better?

- A. Sara is right.
- B. Mary is right.

Which reasons support your solution?

1. All parents should give high school students some money for recreation.
2. Some parents may not want their homes used by the crowd.
3. If it is not necessary to spend money to have a good time.
4. If they go to the homes, the parents may interfere with their fun.

VI

Mary Joe is a new student in East High School. Her parents are making some real sacrifices to keep her in high school and she feels that one way she can reward them is to have "nice" friends. She looked over the girls in her classes and selected for friends those girls whose fathers had high incomes. These girls could do things Mary Joe's parents could not afford and they were not always courteous to girls who were poorly dressed. When she took them to her home, she noticed the little glances they gave each other when they saw how modestly her home was furnished. What do you think Mary Jo should do?

Which solution do you believe to be best?

- A. Mary Jo should keep these friends but not take them to her home.
- B. Mary Jo should drop these girls and select other friends whose fathers do not have such high incomes.
- C. Mary Jo should drop these girls and choose those who will be real friends.

Which reasons explain your solution?

1. One can have a better time if friends have money.
2. People do not make good friends just because they have money.
3. If there is too much difference in the amount of money people have, they are not companionable.
4. People who are poor in money may be rich in friends.
5. Ideals and habits similar to our own are important things to consider in selecting friends.
6. True friends add to each other's happiness.

VII

Jean, a high school freshman, is a sociable, good-looking girl. The high school has many school dances, but her father will not allow her to dance or have many dates. When she asked him for reasons, he said, "I never had to dance to have fun when I was your age. When I was in high school, we had enough to do to keep us busy without learning something new all the time." Jean insists she must learn to dance.

Which of these reasons do you think explain why her father did not want Jean to dance?

1. Because her father did not enjoy dancing, he doesn't think she should.
2. Her father pays the bills so he should be able to tell her what to do.
3. Her father thinks she should enjoy the things he did when he was in high school.
4. Her father was afraid she would get acquainted at the dances with boys who were questionable.
5. He thinks dancing is wrong.
6. He wants to show his authority at home.

VIII

One of Dorothy Cline's serious problems is what time to get home from a date on week-ends. Dorothy's friends are allowed to stay out until twelve, but Mrs. Cline thinks that is too late for a senior high school girl and that eleven-thirty is late enough. What would you suggest that they do about this?

Which solution do you believe to be the best?

- A. Dorothy should do as her mother wishes.
- B. Dorothy and her parents should discuss the situation and try to reach a compromise.
- C. They should let her mother and father decide.
- D. Dorothy should insist that she be allowed to stay out as late as the other girls.

Which of these reasons explains the solution you chose?

1. Dorothy is young and her mother is insisting on eleven-thirty for Dorothy's own good.
2. If the crowd Dorothy goes with stays out later than she can, she will not be very popular with them.
3. Dorothy is old enough to help make this decision.
4. Her mother and father know what is best for Dorothy.
5. If she can't stay out later, she might lose her boy friends.
6. Parents are responsible if their children get into trouble so they should decide how late the children stay out.
7. Dorothy should help decide since learning to make decisions is part of growing up.
8. Dorothy is too young to know what is good for her.

IX

Ronald Palmer made the varsity basketball team the first time when he was a senior after playing two years on the second team. He was very proud of himself and thought the whole team centered around his "brilliant" playing. Much to his chagrin, he was kept on the bench after the first few games. One day he overheard part of the conversation in the locker room: "Too bad about Ron. Just couldn't take it, could he?" and "That's right. He hasn't grown up yet. Do you suppose he's never caught on why the coach keeps him on the bench?" Ronald thought those remarks over and decided to make good. How do you think he can?

Which solution do you believe to be the best?

- A. Ronald should go to the coach and demand an explanation.
- B. Ronald should say nothing about it but go on in the same way.
- C. Ronald should say nothing but change his ways.

Which reasons support your solution?

1. If he is smart, he already knows why he is benched.
2. The coach should explain the reason to him.
3. Many people do not like those who think a lot of themselves.
4. He can learn to be a good sport.
5. If he has enough pride, he can make good.
6. He might be called a coward if he changes.
7. It was the coach's responsibility to tell him why he was kept on the bench.
8. It would be difficult to change the opinion his classmates have of him.
9. He can profit by his mistakes if he wants to badly enough.

X

Arlene Jacobsen had to work for her board and room in order to go to college. She had some money she had saved before she came to college but that had to go for books and such things. She was a very good student and by using all her spare time for studying could earn A grades. That did not leave her time to attend concerts and lectures, go to athletic contests, or follow her hobby of "birding." Because she worked in a private home she did not have time to cultivate new friends. If she took advantage of these opportunities, she could still get B grades. What do you think she should do?

Which solution do you believe to be the better?

- A. She should get B grades and engage in more activities.
- B. She should continue to maintain her A average.

Which reasons explain your solution?

1. One can learn a lot from new friends and activities.
2. Parents expect children to get the best grades they can while they are in school.
3. High grades don't mean you have the poise or ability to get along with people.
4. There is satisfaction in just knowing you can make A grades.
5. A person who cannot talk about anything but intellectual things is uninteresting to many people.
6. Many young people have to work for their board and room when they go to college.
7. Often when employers select employees they consider personality as important as grades.
8. Personality development is just as important as mental development.
9. Parents should see that their children have time for outside activities.

XI

John Mallory could have made good grades in high school, but he was more interested in playing football than he was in doing well in school. His parents were anxious for him to get good grades because they had never had the opportunity to go to high school. His mother kept two roomers to help out with the family income so that John could have an allowance and not have to work after school to earn his spending money. Football practice lasted from four to seven after school each day. In one of his classes they studied the problems of family finance and one thing they considered was the cost of raising a child. When the total figures were put on the board, John looked at his straight D card and was heard to remark, "Gee, somebody sure needs a refund." Do you think John should spend less time on his football and more on his school work?

Which solution do you believe to be the better one?

- A. Yes, John should spend less time on football.
- B. No, John should not spend less time on football.

Which reasons support your solution?

1. His parents are to blame because they have never taught him the value of money.
2. The school had a low standard if a boy with D grades was allowed to play on the teams.

3. His parents' wishes deserve to be considered in return for what they are doing for him.
4. Playing football teaches a boy to get along with other people.
5. Since he is not trying to do good school work, some of his mother's efforts are being wasted.
6. If John is interested in football, he should be allowed to spend a lot of time on it.
7. The family could probably be more congenial if John were more considerate of his parents.

XII

Josephine is fourteen and has been a good student, but lately her teachers have noticed that she isn't doing good work or showing much interest in her classes. Her parents say that she is always wanting to have dates, go to shows, roller skating, and so on, with the rest of her crowd. Her mother says that she doesn't seem interested in her little brothers and sisters any more and that she is moody. Her father complains because she wants to lie in bed in the morning instead of helping with housework like she used to do. Her grandmother thinks she spends too much time primping. What do you think makes the difference in Josephine?

Which of these statements explain the way Josephine acts lately?

1. When we grow rapidly, we need more rest.
2. She is seeing the world in a new light and it puzzles and perplexes her.
3. She should realize a fourteen-year-old girl needs to be concentrating more on her studies if she expects to get through high school.
4. She doesn't realize that there is plenty of time to date when girls are older.
5. Her parents criticize her too much.
6. When parents disapprove of the things a girl does, she wants to do them all the more.
7. She is getting selfish.
8. She is going through the changes of adolescence.

XIII

Mrs. Larson died when Ruth and Alice were small. Mr. Larson has kept the family together, but the girls have had to assume a good deal of the responsibility for themselves. Ruth is now a high school senior and Alice is a sophomore. The girls are inseparable and usually double-date. Alice thinks that everything Ruth does is quite all right. The

father does not mind if the girls date, but he does not allow them to go in cars to neighboring towns unless they are accompanied by an older person. On Saturday night the girls told their father that they were going roller skating. When they reached the edge of town, Alice found that they were going to a town some twenty miles away. She protested, but Ruth assured her that they'd be back early and that their father would never know. Some three miles beyond the city limits, the speeding car struck a muddy place and overturned. Ruth and the boys were slightly injured but Alice died on the way to the hospital. Do you believe that Ruth should have felt responsible for Alice's death? Give reasons.

Check the solutions which you think to be the better.

- A. Ruth should not have felt responsible for Alice's death.
- B. Ruth should have felt partly responsible for Alice's death.

Check the reasons to support your solution.

- 1. It is not Ruth's responsibility that the car overturned.
- 2. Alice did not put up a strong argument against going out of town.
- 3. Ruth told Alice that they would be home early.
- 4. Ruth knew that Alice had a great deal of confidence in her.
- 5. If Ruth had known that Alice would have been killed, she would not have gone.
- 6. Older children should set an example for younger children.
- 7. Alice was old enough to be partly responsible but Ruth shouldn't have insisted on going out of town.

XIV

Swea and August Johnson are very envious of their friends who do not have such queer customs celebrated in their homes. When Christmas comes, Mrs. Johnson insists upon serving lutefisk and having those unusual ceremonies like the one with the boar's head. She always puts out a sheaf of wheat for the birds. When they built the new house, their parents put a wreath on the ridge pole to invite the wood spirits to inhabit the house and bring them luck. Their food on other days is different—herring, hard bread, and those fruit soups. And then there was the time when their mother insisted upon sending a rice pudding to the neighbors just because that was the old world way to welcome people who moved into a new home. Do you think foreigners who come to live in the United States should keep their foreign customs?

Which solution do you believe to be the better one?

- A. Observing foreign customs in the U.S.A. is often wise.
- B. Foreign customs should not be observed in the U.S.A.

Which reasons support your solution?

- 1. All countries have superstitions that seem queer to others.
- 2. They should have known that they would have to make sacrifices when they left their own country.
- 3. If children understand the foreign customs of their parents, they will have broader and more interesting experiences.
- 4. Children can appreciate their parents' foreign background if they are taught to be interested in the customs of other countries.
- 5. Foreigners come to this country to be citizens and they should be willing to drop their old country customs.
- 6. Children resent being different so the customs should not be observed.
- 7. Foreigners must like our country or they wouldn't have made the effort to cross the ocean.
- 8. There may be fewer conflicts in the home if children understand their parents' background.

XV

Betty Hubbard and Lois Bond have been meeting at the public library supposedly to study but they spend much of their time talking. Several times the librarian has had to remind them that others come to read and do not wish to be disturbed. Last evening she asked them to leave and both Betty and Lois were very indignant. They went out of the library but made a big noise shoving their chairs when they got up. Why do you think they acted this way?

Which do you believe best explains their actions?

- A. They resented being spoken to in public.
- B. They thought only of themselves.

Which reasons justify your choice?

- 1. No one likes to be disciplined in a public place.
- 2. They are in the show-off age.
- 3. Though they were trying to show they did not care, the fact that they were angry gave them away.
- 4. They did not recognize that you should visit where you do not disturb others.
- 5. Probably they've seen their parents act that way, so they have no respect for law and order.
- 6. Their teachers should have taught them to use the library correctly.
- 7. They were trying to get even with the librarian.
- 8. They had not learned good manners.

George is a sophomore in high school, small in comparison to the other boys in his class and his voice hasn't changed yet. He is not interested in girls like some of his friends are. He has never succeeded in making the athletic teams because of his size and lately he has begun to tell his classmates stories of activities outside the school. Once he told them about an exhibition he gave of a high-powered speed boat; another time he told them how he ran a car in a speed race. The last thing was "I tell you, my Dad's right. A fellow cannot do his best in school if he is always out late, smoking and drinking. But fellas, I tell you, that's real living." The boys' counselor found out from George's parents that none of these things was true; that George is home every night reading or going to an occasional show. Why do you suppose George told these wild tales?

Check the reason you think might apply best to this problem.

- A. George dislikes being different from the other boys.
- B. George is jealous of the other boys.

Check the statements which justify your selection of the reason.

1. We can imagine things for so long that we finally believe they are true.
2. Wild tales sometimes are used to make up for things we do not have.
3. The other boys have many dates and girl friends.
4. If we are different, we may tell wild tales to build up self-confidence.
5. He would like to get into athletics.

PERSONAL AND FAMILY PROBLEMS OF HIGH SCHOOL STUDENTS

FORM A—ANSWER SHEET

Name		School		Date	
Grade in school		Date of birth			
Sample	Reasons	VII	X	Reasons	Reasons
Problem	1	Reasons	Solutions	1	1
Solution	2	1	A	2	2
x A	3	2	B	3	3
B	4	3	Reasons	4	4
Reasons	5	4	1	5	5
x 1	6	5	2	6	6
2	IV	6	3	7	
x 3	A	VIII	4	XIV	
x 4	B	Solutions	5	Solutions	
5	C	A	6	A	
I	Reasons	B	7	B	
Solution	1	C	8	Reasons	
A	2	D	9	1	
B	3	Reasons	XI	2	
Reasons	4	1	Solutions	3	
1	5	2	A	4	
2	6	3	B	5	
3	7	4	Reasons	6	
4	V	5	1	7	
5	Solutions	6	2	8	
6	A	7	3	XV	
II	B	8	4	Reasons	
Solution	Reasons	IX	5	A	No. right
A	1	Solutions	6	B	
B	2	A	7	Reasons	
Reasons	3	B	XII	1	
1	4	C	Statements	2	x 2
2	VI	Reasons	1	3	
3	Solutions	1	2	4	
4	A	2	3	5	Minus
5	B	3	4	6	
6	C	4	5	7	No. wrong
7	Reasons	5	6	8	
III	1	6	7	XVI	
A	2	7	8	Solutions	
B	3	8	XIII	A	Score
C	4	9	Solutions	B	
5		A			
6		B			

PERSONAL AND FAMILY PROBLEMS OF HIGH SCHOOL

FORM A—KEY

Name	School	Date
Grade in school	Date of birth	
Sample	Reasons	VII
Problem	1	Reasons
Solution	2	Solutions
x A	3	x A
B	4	B
Reasons	5	Reasons
x 1	6	x 1
2	IV	2
x 3	A	x 3
x 4	x B	x 4
5	C	5
I	Reasons	x B
Solution	1	C
A	x 2	D
x B	3	Reasons
Reasons	x 4	1
1	x 5	2
2	x 6	x 3
x 3	7	4
4	V	5
5	Solutions	6
x 6	x A	x 7
II	B	8
Solution	Reasons	IX
A	1	Solutions
x B	2	A
Reasons	x 3	B
1	4	x C
x 2	VI	Reasons
3	Solutions	1
5	A	x 2
x 6	B	x 3
x 7	x C	x 4
III	Reasons	x 5
A	1	6
B	x 2	7
x C	3	x 8
4	x 9	XIII
x 5		Solutions
x 6		A
		x B

PERSONAL AND FAMILY PROBLEMS OF HIGH SCHOOL

STUDENTS

FORM B

This is part of a study to discover the ideas of young people in regard to certain problems. You will find attached descriptions of life situations. Please read each case carefully. Any factors not mentioned are to be considered as near average of "near normal." Answer the questions following each case as completely and carefully as you can even if you do not complete all of them.

SAMPLE PROBLEM:

Martha Ellen is nervous, and ill at ease when she is with anyone except her very best friends. She is always conscious of any difference in dress and manner and constantly wonders if people like her and how she can overcome her "terrible self-consciousness." No matter what they talk about she turns the conversation back to herself. She hasn't noticed that Mary often begins like this, "Congratulations! I'm certainly glad to hear that you won that prize in the Library Club Contest." "When I came by your house today, I saw your mother had some beautiful dahlias. She's going to enter them in the flower show, isn't she?" Which girl would most people rather have for a friend?

Which solution do you believe to be the better?

- Mary.
- Martha Ellen.

Which reasons explain your solution?

- Mary sees the good qualities of other people.
- We aren't self-conscious unless we think about ourselves all the time.
- "I" should not be the favorite topic of conversation, if you want to be liked by others.
- To be an interesting conversationalist, we must have many things to talk about.
- A person who is always talking about herself thinks everyone else is paying attention to her.

Directions for recording your answers:

On the separate answer sheet put the date, your name, school, grade, and date of birth. Read each problem carefully, then mark (x) in the space in front of the letter that indicates which solution you accept and in front of the reason or reasons which explain your selection.

Note that in the sample problem an x is placed in front of A and 1, 3, 4 to indicate the right solutions and reasons.

I

Jack and Alice are both twelfth grade students. Neither one of them can enter into sports or strenuous activities because of physical handicaps. Jack is a hunchback and Alice has a dislocated hip. Jack has learned to play the accordion and spends many hours entertaining his friends at home and at school. Last semester he won several prizes in the Stamp Club Exhibit and was elected president of the club this year. Alice doesn't belong to a club and concentrates only on her school work. Recently she remarked to her social science teacher, "I think you should give Jack and me special privileges." Jack protested because he said that being a cripple had not prevented his doing many of the things he liked. Do you think Jack or Alice was more nearly right?

Which solution do you think is better?

- A. Alice should expect special privileges.
- B. Jack has a better attitude.

Which reasons support your choice?

- 1. Even though a person is handicapped physically, he can have many good times if he isn't self-conscious or doesn't want sympathy.
- 2. Those who are well should help people who are crippled.
- 3. Since everyone has some limitations to which he must adjust, he should make the most of the abilities he has.
- 4. There are quite a few people who are as handicapped as Alice is.
- 5. It is usually not wise to accept special favors since they might make a person too dependent on others.
- 6. We should not expect people like Alice and Jack to be able to do everything for themselves.

II

Mabel is eighteen years old. Her father's income is low so her mother works to help keep the children in school. Mabel complains because she does not have as good clothes as the other girls in high school. Do you think Mabel is justified in complaining?

- A. Yes.
- B. No.

Which reasons explain your answer?

- 1. Parents are responsible for their children and should not have more than they can take care of properly.
- 2. A girl her age is often irritable.

- 3. Everyone in a group should learn to share and share alike.
- 4. Her parents have never told her what her share of the family income is.
- 5. One way children can help at home is to show that they appreciate what others do for them.

III

Ann Winthrop was one of the best students in her class when she graduated from high school. She secured a position in an office where there were three other girls who had been there two or three years. Because she was just out of high school and had had the "latest instruction," she felt that her training must be superior to theirs. She made herself so disagreeable that one day she was told they no longer needed her services. She had failed and on her first job. She was angry at first, blaming the "boss" and the other girls and assuring herself that they did not appreciate her services. When she tried to secure other positions, she found that she could not get recommendations. Finally she admitted her mistake to a prospective employer; he hired her because she was honest enough to say, "I was trying to be smarter than the others. I've learned my lesson and I'll do a good job if you'll try me." Do you think she can succeed the second time when she failed the first?

Which solution do you believe to be correct?

- A. Ann is not likely to succeed the second time.
- B. Ann can succeed the second time.

Which reasons are the best explanation for your solution?

- 1. Her old feeling of superiority will crop out and she'll try to tell them what is right and wrong.
- 2. She has started to succeed by admitting she is wrong.
- 3. A person who will not see his mistake does not deserve sympathy.
- 4. It's up to her boss to help her succeed.
- 5. She recognizes the reason for her failure the first time.
- 6. She will have trouble because in her home she was made to feel that she knew more than other people.
- 7. She is able to analyze herself.

IV

There are four families living in one block. No one of the families has a large income. Recreational facilities are limited in this town; about the only type is the movies. There are the four families:

Dennisons—four children, ages, 12, 13, and 15 and 17.

Jacksons—three children, ages 9, 12, and 14.

Moores—two children, ages 7 and 11.

Wrights—two children, ages 18 and 20.

Three of the families helped build a fireplace in Dennison's yard and they enjoy many neighborhood picnics. They also have get-togethers during the winter months in Wright's game room. The Jacksons feel that the only worthwhile recreation their little town offers is the movies which they attend regularly. Which type of recreation do you think would be the better?

Which kind of recreation do you approve more?

- A. The other three families have the better type of recreation.
- B. The Jacksons have the better type of recreation.

Which reasons support your choice?

1. If the Jacksons went with the crowd for their recreation, they would have greater variety of experiences.
2. Necessities should not be sacrificed for recreation.
3. The "neighborhood recreation" may develop cooperation.
4. Children need to have companions of their own age group.
5. The Jacksons could have table games for recreation and save their money.
6. The Jacksons should be more interested in community activities that do not cost money.
7. We can relax when we go to the movies.

V

George Jamison entered the tenth grade at Johnson High at midterm. He drove a car to school, had plenty of money for treats, always offered to take the fellows and girls riding at noon, and was soon the most popular boy in the class. One day in a test he was seen by the others to be copying answers from another boy's paper. He often said that he'd be at a meeting and he'd never show up. When he was asked if he had been smoking in the boys' room he denied it, though the other fellows knew he'd furnished cigarettes for all. Would you choose this boy for a friend?

Which solution is better for this problem?

- A. I might choose this boy for a friend.
- B. I would not choose this boy for a friend.

Which reasons support your answer?

1. This boy is generous and would help me have a better time.
2. No one likes to sponge off his friends.
3. You need to admire your friends.
4. A person who is self-controlled can set a good example for his friends.
5. George would make a good friend. I believe he can be persuaded to do the right thing.
6. We need to remember that friendships are not based on money.

VI

Jean Bassler, a junior in high school, is a good student who gets A's in all her work, but she has to work hard for her grades. She hopes to make the honor society in the spring. She is always very busy studying at home and at school, so busy that when she was asked to join the Girl Reserves she said, "No, I scarcely have time to get all my studying done. Anyhow, I can't see how belonging to the Girl Reserves will help me in my school work." A week later, two girl friends, Mary and Sue, talked to Jean and told her they had joined the group and were doing many things, one was to make colorful scrapbooks for the children's hospital. Jean remarked, "I can't see anything interesting in that—just cutting and pasting pictures." Would you enjoy Jean as a friend?

Which solution do you believe to be the better one?

- A. Jean would be an interesting person to know.
- B. Jean would not be an interesting person to know.

Which reasons support the solution you chose?

1. You might talk her into doing something worthwhile outside of school.
2. Jean's interest in her studies is as important to her as is Sue's interest in Girl Reserves.
3. Jean is interested only in herself and what she is doing.
4. When people have too many interests, it's hard for them to concentrate on any one thing.
5. Because she enjoys her work, she'll have interesting things to talk about.
6. She knows important things about the subjects she's taking, but she wouldn't have anything else to talk about.
7. Jean would be a sincere friend.

VII

Shirley envied her friend Mary Ann because when Mary Ann went home she often found on the kitchen table a note which read, "Mary Ann, would you like to get supper tonight? You'll find some things in the refrigerator but you can make what you like." When Shirley asked her mother for the same privilege her mother's reply was, "When you have a home of your own that will be time enough for you to worry about such things." What do you think Shirley should do?

Which solution do you believe to be the best one?

- A. Shirley should try to convince her mother that she needs to learn how to cook.
- B. Shirley should be glad she isn't asked to take this much responsibility.
- C. Shirley should realize that it is her mother's kitchen and not say any more about it.

Which reasons support your solution?

- 1. It will be difficult for Shirley to learn to do all of these things when she is an adult.
- 2. Shirley and her mother could make a schedule in which they could share the work.
- 3. If Shirley had many things to do at home, she would not have time for extra things at high school.
- 4. Probably Shirley's mother doesn't want the kitchen messed up.
- 5. Shirley's mother is causing her to lose interest in her home.
- 6. When children do not have things to do at home, they don't know how to act when they have responsibility.
- 7. Shirley could do lots of other things because she does not have to work at home.
- 8. Shirley could learn better while her mother can supervise her.

VIII

Leilia was a good student in typing and shorthand but she never seemed sure of herself, always thinking others were much better than she was. Her teacher feared that this attitude would handicap her when she graduated and looked for a position. When the principal asked for a girl to do extra work in the office, Leilia was recommended but insisted she wasn't capable. Then the librarian needed someone to help her but again Leilia refused. Do you think she was wise to refuse even if she thought others might do better?

Which solution do you believe to be better?

- A. She should refuse.
- B. She should not refuse.

Which reasons support your answer?

- 1. If we refuse to do things, we do not build up self-confidence.
- 2. We must recognize that there are others more capable than we are and let them do the job.
- 3. Working for others gives self-confidence.
- 4. Just because she knows some people can do things better than she does is no reason why she should refuse to do what she can do.
- 5. She could wait until she feels more sure of herself.
- 6. The teacher should have insisted that she take these jobs.

IX

Harry Williams is a junior at Lincoln High School. His father is a veteran of World War I and he delights in telling everyone about his experiences as a soldier. He shows them his "army souvenirs" if they will take time to see them and listen to his explanation. Recently when the family was going to have guests, Harry said: "Now, father, please don't tell so many stories. You know people aren't interested in that war." Mr. Williams thinks his son is being rude and Harry thinks his father needs to have better manners.

Which of these statements should be considered in deciding who needs to improve his manners?

- 1. Harry should treat his father with more respect.
- 2. Harry's father should consider the guest's interests as well as his own.
- 3. Mr. Williams enjoys telling these stories so Harry shouldn't stop him.
- 4. After all, a war's a war! Anyone who risked his life to save his country should be honored.
- 5. The guests should be willing to listen to the stories.
- 6. Harry should be more considerate of his father.
- 7. Mr. Williams seems to forget that the family might get tired of hearing his stories.

X

All his life fifteen-year-old Don Williams has accepted without question anything his good-looking older brother, Mark, did or approved of. Unfortunately Mark's choice of companions and his leisure time pursuits have not always been worthy of a younger brother's admiration. Now Don is in serious difficulties with the law. He injured a little girl while racing in his father's car. He was with some of Mark's undesirable friends to whom Mark had introduced him. In your opinion, was Mark in any way responsible for Don's accident?

Which solution do you believe to be the better one?

- A. Mark was not responsible for Don's accident.
- B. Mark was partly responsible for Don's accident.

Which reasons explain your solution?

- 1. Don should have learned that he should not be influenced by people if they are bad.
- 2. Mark knew that Don looked up to him and he should have done things to help his younger brother.
- 3. Don should have had enough judgment to select good companions.
- 4. Mark should have been worthy of his younger brother's admiration.
- 5. Mark should have set a good example for Don.
- 6. Small children should not be allowed to play in the streets.

XI

Betty is thirteen years old and in the second semester of eighth grade. She has grown rapidly and has developed into a very good-looking girl. Lately she has apparently transferred her interest in good grades and her school work to an interest in her personal appearance. She spends what her father calls "just hours" in the evening on the phone talking to girls. Her mother says her conversation appears to be mostly "he said" and "she said." Recently she was scolded by the principal for spending time before the opening of school sessions walking aimlessly and talking in a loud manner near the boys' lockers. Why do you think Betty has changed?

Which solution do you think is the better?

- A. She is going through the changes of adolescence.
- B. She feels superior to her classmates.

Which reasons support your solution?

- 1. She has changed because of her kind of friends and their influence.
- 2. Her size makes her feel out of place.
- 3. She thinks other girls are jealous of her good looks.
- 4. Because Betty has matured early, her mother should pay close attention to her.
- 5. She is conscious of being good-looking.
- 6. She is at the age when girls begin to take an interest in boys and in their own personal appearance.

XII

Fay had a knack of impersonation and her mother was very anxious for her to succeed on the stage. The mother became very dissatisfied with her married life so she left her husband, took Fay to the city and spent the entire time on Fay's training and on making her happy and successful. Fay was very grateful and devoted to her mother and trusted her judgment in almost anything. Then when she was twenty-one, she fell in love with a young man whom she had met in her work. They planned to get married and work as a "team." Her mother said that this would ruin Fay's career, and was so agitated about the situation that she became very ill. What do you think Fay should do?

Which solution do you believe to be best?

- A. Fay should delay her marriage until her mother is well.
- B. Fay should marry and take her mother to live with her.
- C. She should marry and encourage her mother to make a life for herself.
- D. She should leave her mother and marry.

Which reasons explain the solution you chose?

- 1. Fay did not ask her mother to devote her life to her.
- 2. The shock of Fay's marriage might bring on a worse illness.
- 3. Since she cannot always depend on her mother, she should learn to make decisions for herself.
- 4. Her mother's illness will probably not last long.
- 5. Fay's mother needs to be helped to find new interests.
- 6. She should appreciate what her mother has done for her, but her mother should have done this for her anyway.
- 7. It is Fay's responsibility to take care of her mother.
- 8. Fay's mother is afraid of marriage for Fay because her own marriage was a failure.
- 9. Her mother may be using her illness to hold Fay.
- 10. One has to learn gradually to take full responsibility for his own behavior.

XIII

Kvetna Cojka came in from school the other day and said that in her homemaking class every girl might do a demonstration. She was the only Czechoslovakian in the class and she wanted to tell the girls about the Czechoslovakian Christmas customs. In the books at school there was little on the subject, but she knew her mother could tell

her since Grandmother Smrha was born in Czechoslovakia. Her mother looked startled and then said sadly, "Kvetna, I cannot help you. When we first came to this country our friends made fun of these customs and so we told our mother we didn't want to do those things any more. She stopped having such customs observed in our home." Do you think Mrs. Cojka was right when she persuaded her mother to drop old country customs? Why?

Check the solution you believe to be the better.

- A. When people come to live in the United States, they should drop their foreign customs.
- B. When people come to live in the United States, they would be wise not to drop all of their foreign customs.

Check the reasons which might support your choice.

- 1. These customs help to give character to a family.
- 2. Some of her friends might have enjoyed learning about these customs.
- 3. When people live here, they should live like Americans.
- 4. All countries have customs which seem queer to others.
- 5. Children of foreign parents should be glad because their parents have taught them these customs.
- 6. Old country customs are very interesting and a source of much enjoyment and pride for coming generations.
- 7. Children from foreign homes do not want to be laughed at by their playmates.

XIV

When Louis Zika was in seventh grade, his voice began to change so that by the time he entered eighth grade he was singing bass when the other boys were still sopranos and altos. The girls laughed at him and so he refused to recite or take part in the class. The boys admired him because he was so "manly." He was impudent to his teachers and told tales of wild escapades with other boys. He was not interested in dating the girls in his class, but he did date a girl two years ahead of him in school. Why do you think his conduct differs from other boys in his class?

Which solution do you believe to be the best?

- A. Louis had a superiority complex.
- B. Louis wanted attention.
- C. He did not feel at ease with boys and girls in his class.

Which reasons support your solution?

- 1. He was noticed and admired and it went to his head
- 2. Because of his early physical development, he felt different from other boys in his class.
- 3. He thought that by acting "smart" he would get attention.
- 4. He dated an older girl so he could feel he was better than the other boys.
- 5. The class should not have made him feel uncomfortable.
- 6. The girls laughed at him because his voice had changed.
- 7. Louis is more mature than the other boys in his class.
- 8. By telling wild tales he could get the other boys to listen to him.

XV

Beatrice is the youngest of three children and is senior in high school. Her older brother and sister, who were honor students in school, have gone to the state university to prepare for professional careers. Beatrice has never been an honor student; her sister says, "Oh, it's no wonder Bea can't make good grades—she spends too much time getting acquainted with everybody and working on the social and recreational committee." Beatrice's parents want her to go to college as her brother and sister have done, and as the young people in their social group almost always do. Beatrice says she would rather take the job offered her by the local Y.W.C.A. secretary as one of the leaders at the recreational center. What decision do you think Beatrice should make?

Which solution do you believe applies?

- A. Beatrice should do what her parents want her to do.
- B. Beatrice should do as she thinks best.
- C. She might compromise with her parents by going to college for two years.

Which reasons support the solution you selected?

- 1. When her friends go to college, she will be left alone.
- 2. Parents need to recognize that individual differences in children are often desirable.
- 3. If she had a college education, she might be a better secretary.
- 4. A college education will give her many advantages which should not be overlooked.
- 5. Young people should be making some of their decisions when they are in high school.

Joe Johnson's brother, George, died three years ago. George was two years older than Joe, who is now fourteen, and he was popular and had made good grades at school. Joe is not succeeding in his school work; he has few friends, so is usually seen alone. He never has much to say at home or at school but does a lot of day dreaming. He spends his time reading stories of the hero type and writing poetry and stories. His parents are constantly reminding him how much better George would have done in school if he had lived and how much more honor he would have brought to the family. Why do you think Joe acts the way he does?

Which solution do you believe to be best?

- A. Joe feels inferior.
- B. He resents being compared to his brother.
- C. Joe misses his brother, George.

Which reasons apply to the answer you selected?

1. There is no one to play with at home so he resorts to day dreaming.
2. Joe does not appreciate the dead hero attitude of his parents.
3. His parents do not encourage him to be himself.
4. Joe should be made to feel that he must make up for his parents' loss and sorrow.
5. He lacks confidence to go out and meet people.
6. Joe can't face the fact that he may never make as good grades and be as popular as his brother.

PERSONAL AND FAMILY PROBLEMS OF HIGH SCHOOL STUDENTS

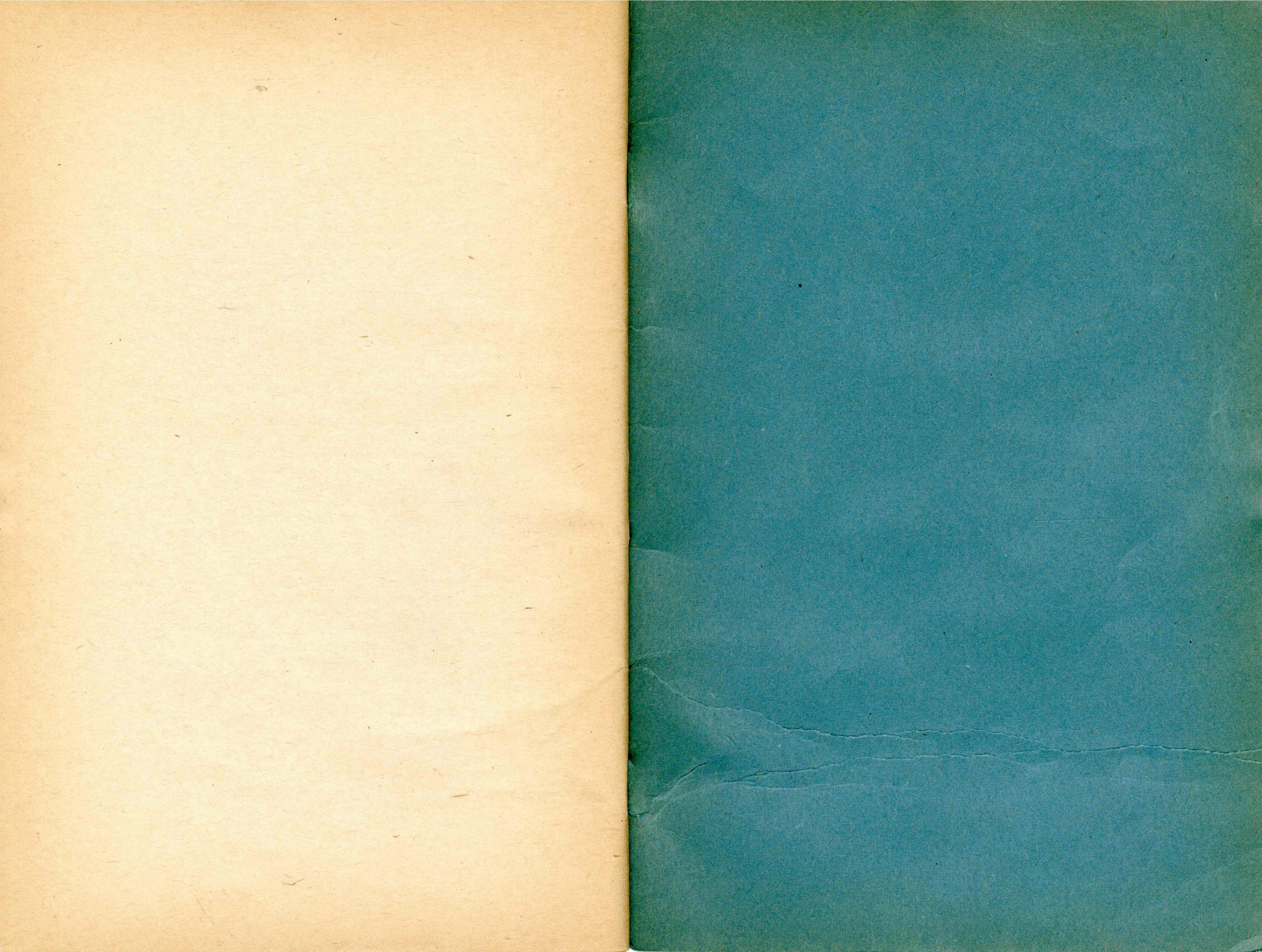
FORM B—ANSWER SHEET

Name		School		Date	
Grade in school		Date of birth			
Sample Problem	Reasons 1	Reasons 1	X Solutions	XIII Solutions	Reasons 1
Solution	2	2	A	A	2
x A	3	3	B	B	3
B	4	4	Reasons	Reasons	4
Reasons	5	5	1	1	5
x 1	6	6	2	2	6
2	7	7	3	3	
x 3	IV	VII	4	4	
x 4	Solutions	Solutions	5	5	
5	A	A	6	6	
I	B	B	XI		7
Solutions	Reasons	C	Solutions	XIV	
A	1	Reasons	A	Solutions	
B	2	1	B	A	
Reasons	3	2	Reasons	B	
1	4	3	1	C	
2	5	4	2	Reasons	
3	6	5	3	1	
4	7	6	4	2	
5	V	7	5	3	
6	Solutions	8	6	4	
II	A	VIII	XII		5
Solutions	B	Solutions	Solutions		6
A	Reasons	A	A		7
B	1	B	B		8
Reasons	2	Reasons	C	XV	No. right
1	3	1	D	Solutions	
2	4	2	Reasons	A	
3	5	3	1	B	
4	6	4	2	C	x 2
5	VI	5	3	Reasons	
III	Solutions	6	4	1	
Solutions	A	IX	5	2	Minus
A	B	Statements	6	3	
B		1	7	4	No. wrong
		2	8	5	
		3	9		
		4	10	XVI	
		5		Solutions	
		6		A Score	
		7		B	
				C	

FORM B—KEY

Name		School		Date	
Grade in school		Date of birth			
Sample	Reasons	Reasons	X	XIII	Reasons
Problem	1	1	Solutions	Solutions	1
Solution	x 2	2	A	A	2
x A	3	x 3	x B	x B	x 3
B	4	4	Reasons	Reasons	4
Reasons	x 5	5	1	x 1	x 5
x 1	6	x 6	x 2	x 2	6
2	x 7	7	3	3	
x 3	IV	VII	x 4	4	
x 4	Solutions	Solutions	x 5	x 5	
5	x A	x A	6	x 6	
I	B	B	XI	7	
Solutions	Reasons	C	Solutions	XIV	
A	x 1	Reasons	x A	Solutions	
x B	2	x 1	B	A	
Reasons	x 3	2	Reasons	B	
x 1	4	3	1	x C	
2	5	4	x 2	Reasons	
x 3	x 6	5	3	1	
4	7	x 6	4	x 2	
x 5	V	7	5	3	
6	Solutions	x 8	6	4	
II	A	VIII	XII	5	
Solutions	x B	Solutions	Solutions	x 6	
A	Reasons	A	A	x 7	
x B	x 1	x B	B	8	
Reasons	2	Reasons	x C	XV	
1	x 3	x 1	D	Solutions	
2	4	2	Reasons	A	
x 3	5	3	1	x B	
4	6	x 4	2	C	
x 5	VI	5	4	Reasons	
III	Solutions	6	x 5	1	
Solutions	A	IX	6	x 2	
x B	x B	Statements	7	3	
		1	8	4	
		x 2	x 9	x 5	
		3	x 10	XVI	
		4		Solutions	
		5		x A	
		6		B	
		7		C	

Everyone needs time to cultivate some special interests and new friends in order to be an interesting person.



STATE LIBRARY OF IOWA



3 1723 02122 0793