

A STUDY IN METHOD AND PLAN FOR DEVELOPING PERSONALITY IN  
COLLEGE HOME ECONOMICS STUDENTS

by

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## INTRODUCTION

The aim of the Division of Home Economics of the Kansas State Agricultural College has always been to train its students in such a way that they would possess not only professional knowledge but also well rounded personalities. In the past, however, this training has been of the indirect type. The students improvement in personality was brought about in a general way by the inspiration which they received from teachers who served as ideals and by contact which they made with fellow students both in class and through extra-curricular activities.

However, a recent investigation of reports of former Home Economics students who are now in the teaching profession has led us to believe that there is a need for a definite course in personality development in this college. Many of the failures to succeed are due to poorly developed personalities rather than to poor technical training.

The following statistics covering teachers of home economics were taken from Superintendents' reports filed in the office of the Department of Education. One hundred and fifty reports were examined. The strong points and weak points of the teacher were mentioned in the report.

Strong Points (83 times mentioned)	Weak Points (23 times mentioned)
A high degree of scholarship	Lack of scholarship
Good teaching ability	Poor teaching ability
Strong in discipline	Weak in discipline
(335 times mentioned)	(59 times mentioned)
Possession of a high degree of:	Lack of:
cooperation	tact
adaptability	sociability
thoroughness	thoroughness
industriousness	loyalty
loyalty	enthusiasm
enthusiasm	good judgment
interest	dependability
tact	cooperation
poise	leadership
	adaptability
	healthfulness
	initiative

These figures indicate that superintendents of schools and the communities which they represent are much concerned with the personality of their teachers and rate their success or failure largely in such terms. Although the impor-



tance of a well developed personality is true in the teaching profession it is reasonable to believe that it is of equal importance in the other fields of Home Economics and to agree with Cross (1924): "In every profession, in all kinds of business, in every branch of human industry men and women with a positive equipment of personality are wanted".

That this idea of the need for personality development in the schools is being recognized generally is shown by the fact that it has been one of the chief topics for discussion at educational meetings for the last several years. It received a considerable attention at the annual meeting of superintendents held in February, 1930.

Dean Amos, of the University of Pittsburg, speaking before the Kansas State Teachers' Association at Topeka, Kansas in the fall of 1929 stressed the "Art of Living or Contagious Personality" as the final test of success. She cited personality training as the most important of all training. Her statistics showed that of ninety-four persons who lost their jobs, thirty-two lost their jobs because of lack of skill while sixty-two lost their jobs because of lack of social worth. She said, "The whole basis of education is to place emphasis on the placing of people on the basis of personality as well as achievement. Many of the most brilliant men and women flee from other men and women

in society for they have not been taught the social and personality training along with their training for achievement."

Therefore, in the light of modern psychology and educational sociology this plan is proposed to be used in the Division of Home Economics of this college whereby the students in this Division will be able to develop their personality.

#### STATUS OF KNOWLEDGE IN THE FIELD

A survey of the field shows that there is great interest in the matter of developing personality in students but that little definite work is being done. One of the probable reasons for the slowness to attack this problem has been a lack of definite knowledge as to the best method of procedure. Dr. Charters states, (1928) "The intangibility of the subject matter of character and personality is a powerful handicap to its free and unstinted consideration as material for school instruction." Because of very little organization moral education has not been accepted in academic circles. Two difficulties have been: first, a standard nomenclature of character traits has never been worked out and second, a standard collection of material for developing personality has not been collected and made ready for use.

Dr. W. W. Charters, of the Ohio State University, has made extensive studies in this field. He was formerly associated with Stephen's College where he did work in developing a method for improving personality. While there he directed the making of the Stephen's College Code. The faculty first made a list of 1500 nouns in reference to personality. These nouns were telescoped and grouped in thirty-one trait families. The students and faculty then reduced these to a list of ten ideals. These ten ideals were arranged in the form of an acrostic for use as their college code.

Dr. Charters has also directed several important trait analysis studies. "The Commonwealth Teacher Training Study" shows the technique involved and describes the work done by him in analyzing the traits of teachers. Similar studies were made in analyzing the traits of secretaries, pharmacists and homemakers.

Dr. Charters (1928) gives the three necessary steps in constructing a curriculum for developing personality:

1. To select the traits to be developed
2. To provide the situations which confront the learner
3. To determine what trait actions are necessary to handle the situations properly

There are four methods which have been used to select

the important character traits:

1. Individual opinion

Benjamin Franklin's own personal list which he used as a moral daily dozen is an example.

2. Consensus

The Oath of Hippocrates or the Physicians Code, the Boy Scout Code, the Stephen's College Code, and the Denver List are examples.

3. Personnel Analysis

A tentative list of teachers' traits including trait actions as given in the "Commonwealth Teacher Training Study" is an example.

4. Activity Analysis

This is based on job analysis for a position to be held.

It is reasonable to assume that the first method of individual opinion is not the best as its helpfulness is limited. The second method of consensus as representing group opinion is probably more accurate.

The third method of personnel analysis has been used largely in vocations. It has the very desirable feature of being more objective. After interviewing a certain number of people of a particular profession the records are collected and translated into traits and trait actions. The number

of traits should not exceed twenty. The fourth method of activity analysis is used in vocations. Under each duty is listed the traits necessary to perform the duty successfully.

After setting up the list of desirable character traits for a particular group the following procedure is outlined by Charters: (1928)

1. Diagnosing the situation
2. Creating desire
3. Developing a plan of action
4. Requiring practice
5. Integrating personality

Professor Lancelot, of Iowa State College, (1929) has been experimenting to find the best plan for developing personality in teachers in training. He first tried the individual plan whereby the students were assigned to advisers who were to direct the students' course. The plan failed for several reasons:

1. It took too much time of both instructor and the students.
2. Advisers did not know the students well enough to be of much assistance.
3. Advisers often failed to be helpful as they interpreted situations in terms of their own experience.
4. Students showed lack of interest and often failed to report to advisers.

5. There were too many students for such a plan to be practicable.

After this attempt Professor Lancelot decided to put the plan on a group basis. He organized a personality development class in which he used ordinary classroom procedure. The following methods were used:

1. Students read references and took part in discussion on subjects dealing with the importance of personality.
2. Students rated themselves and were rated by others.
3. Students developed their individual codes based on a list of fifty rules which Professor Lancelot had compiled for the most important character traits.
4. Students made a list of opportunities for practice of the rules in daily college life.
5. Students recorded daily opportunities in which they practiced these rules.
6. Students reported to class concerning their experiences.
7. Students were rated by five others in the class and a composite curve based on this rating was given to each student.

This work was followed up in the other three educational courses through conferences with the adviser - instruc-



tors who counseled with the students in their continued efforts in improving their personality.

This plan has proved successful. Professor Lancelot says (1929): "From the standpoint of its sheer social value we believe that training in personality is actually worth more to our young people than the study of nearly any other social science or combinations of social sciences that can be named." The best proof that this work has not been in vain has been that since it has been carried on there have been fewer reports of failure among his teachers due to weak personality.

Clara Brown, of the University of Minnesota, has also used rating scales for their Home Economics teachers in training. The composite personality ratings given them by their Home Economics teachers are kept on file. When applying for a position these ratings together with the rating on their teaching technique and their scholastic records are sent by the institution in place of a recommendation.

Articles describing similar work in other colleges have appeared in recent educational journals. Dr. Charles D. Flory reported on personality rating of prospective teachers at Park College (1930). Dr. Ed. J. Brown reported on attempts at self improvement through self rating which have been made at the Kansas State Teachers College, Emporia, Kansas.

One example of an organized personnel system in a department other than education is that conducted by Mr. J. E. Walters, Director of the Personnel of the Schools of Engineering, Purdue University. (1930).

The chief purpose of this personnel service has been to develop the personality as well as the mind, the body and the character of the student. It has endeavored to give the student his true picture and to assist him in developing himself. The personality development has been carried on in the following way:

1. Before the freshman enters, complete information concerning him, his family, his high school record and his practical experience is obtained with a self rating of his personality; his record is started.
2. In the middle of the first year each freshman fills out reference and personnel blanks.
3. Each freshman student is rated by fifteen persons: five teachers, five students, and five others whose names he has suggested. These ratings are averaged and recorded on his Personnel Card.
4. If his ratings place him in the lowest quarter of his class he is called in conference to analyze the reasons and to discuss a plan for improvement.



5. This procedure is repeated in the junior and senior years. Mr. Walters is at the service of the students and always ready to confer with them about their personal records as well as employment, occupations, and opportunities. The initial funds for this personnel service were furnished by the Indiana Manufacturers' Association. One proof of the usefulness has been that every year more and more industrial concerns are coming to Purdue University for their employees.

A number of other colleges and universities report that they are at the present time working on a plan to develop personality in their students but as yet have nothing definite to offer. The trend in education appears to be in this direction.

#### METHOD AND PROCEDURE

It was necessary to start from the beginning to formulate a plan in keeping with the situation at this college and in keeping with the recognized principles of character education. The procedure decided upon to follow was:

1. Establish a terminology
2. Determine the desirable traits to be developed
3. Formulate a plan for developing personality in this college

4. Prepare a rating scale
5. Plan a system for keeping records
6. Prepare handbooks for advisers and students

### The Terminology

The definitions of terms used in the study were taken from the writings of leading authorities in the field of character education at the present time.

Personality. "Personality is the integrated whole of the traits possessed by an individual" (W. W. Charters, 1928).

"Personality indicates a composite of an individual's typical reactions, physical, intellectual, emotional to his environment together with his various physical characteristics which constitute his general appearance." "Brandenburg, 1925).

"Personality is the general rating of an individual. It embraces all the various phases of one's character-temperament, intellectuality, skill and morality." (Warren, 1919, from Symonds, 1928, "Nature of Conduct").

Personality is the individual's characteristic reactions to social stimuli and the quality of his adaptation to the social features of his environment." (Allport, 1924, from "Nature of Conduct", Symonds, 1928).

"Personality is those actions which represent the actual movements and behavior of any particular person."

(Kantor, 1924, from "Nature of Conduct", Symonds, 1928).

Personality is the total blend of reaction tendencies and these tendencies must be measured in terms of definite situations." (Morris, Eliz. H. 1929).

Trait. "Traits are considered not elementary psychological mechanisms but groups of characteristic reactions based upon native constitution and systems of habit and exhibiting the typical adjustments of the individual to his environment." (Allport, F. H., from "Personal Traits and Success in Teaching", Morris, 1929).

"A trait is a dynamic trend of behavior which results from the integration of numerous specific habits of adjustment and which expresses a characteristic mode of the individual's reactions to his surroundings." "A trait might be defined as a general and habitual mode of adjustment which exerts a directive effect upon the specific response." (Allport, G. W., 1924, from "Nature of Conduct", Symonds, 1928).

"In the field of character a trait may be defined as a type reaction." (Charters, W. W., 1928).

Ideal. "An ideal is a trait which has become an object of desire." (Charters, W. W., 1928).

Attitude. "An attitude is a mind set toward ideals, traits and other objects." (Charters, W. W., 1928).

Trait Action. "Trait actions are forms of activity through which a trait is exemplified." (Charters, W. W., 1928).

### Determining the Desirable Traits

The next step was to decide on the most important traits for a college girl to possess. As too long a list of traits in which to improve is not considered desirable the number of traits was limited to fifteen. This was thought by the majority of people considered to be a sufficient number for the list.

The list of fifteen traits was constructed in this way: a list of twenty-four traits was first made in the fall, 1929, with the aid of the students in a class in Educational Sociology of the Kansas State Agricultural College; this list was revised and additions made after consulting a list of important traits for college girls to possess, Mattson (1929), and a list of traits for homemakers by Dr. Charters (1926). The revised list contained thirty traits. Each trait named was then defined and its synonyms given. The list was then sent to a selective group who were asked to check in order of importance the fifteen traits out of the

thirty traits which they considered most important for a college girl in the Division of Home Economics to possess. The group consisted of thirty five people; college faculty members, ministers, doctors, lawyers, business men, superintendents and principals of schools, teachers of Home Economics who were trained in this institution and Home Economics trained homemakers. Thirty-three of the thirty-five lists were returned. By checking these traits numbered from one to fifteen and by giving an empirical value of fifteen to one, a numerical weighting was secured for each trait. In this way the final list of fifteen character traits was derived with the traits given in order of importance; honesty, dependability, good judgment, cooperation, adaptability, loyalty, personal charm, initiative, ambition, courage, thoroughness, industriousness, poise and tact.

#### Formulating a Plan for Developing Personality

When the study and investigations were made in view to formulating a plan for developing personality in the students of the division of Home Economics of this college there was little material to be found which applied to this particular situation. With a curriculum already crowded, with limited funds for clerical work, and with no possibility for the present of the aid of a trained expert to direct and carry on this work, many of the suggestions concerning a

plan proved impracticable and altogether impossible. The best place to start the work appeared to be in the Freshman Lectures where attendance is required of all freshman Home Economics students. After an interest has been aroused and a knowledge of the plan gained through general meetings the follow-up work is to be done by the students themselves through the aid of their advisers. All ratings will be recorded on the student's personnel card and filed in the Dean's Office as a permanent record of the student throughout her four year course.

### Preparing the Rating Scale

Rating scales from various places were studied and compared before deciding on the type best adapted for use here.

The rating scale is based on a list of ten situations and ten trait-actions for each of the fifteen traits. It represents five levels of conduct running in score from one to ten. The terms used to describe the levels are poor, fair, moderate, good and superior. Listed under each level are the typical reactions under certain situations with a gradation from poor to superior. The aim was to make the rating scale as objective as possible. Rating scales in which single terms were used to describe the levels have



been criticized because they used general terms and lacked definiteness and objectivity. However, since this rating scale contains the description of many definite reactions to particular situations it should be found to be definite and easily understood. To test the rating scale six senior Home Economics students used it to score themselves and made suggestions for changes which were used in the final form of the rating scale.

#### Planning a System for Keeping Records

The cumulative type of record was selected as the most desirable to use. Because, for the present, only part time services of a stenographer would be available, the number of records to be kept has been held at a minimum necessary for recording essential information. The form has been kept as simply as possible and has been made convenient for filing. The system includes the permanent Personnel Record card; an individual rating sheet rating scale; and a Personnel Rating sheet.

Five different ratings of the student will be made during the first semester of the freshman year: at the beginning of the semester, one by self and one by four or five friends in the home community; one at the close of the se-

mester, one by three or four school friends, one by her Home Economics teachers and one by self. In the following semesters there will be three ratings: one by self, one by four or five friends, and one by her Home Economics teachers. When ratings are made by more than one person an average or composite rating of the group is made.

The duties of the clerical help are:

1. Send rating scales to names of persons suggested by student in her home community.
2. Make a composite rating from these ratings.
3. Record composite ratings on permanent personnel record.
4. In a similar way make composite ratings of friends and Home Economics teachers and record.
5. Record students self rating.
6. Total and average for each trait on permanent personnel record.
7. Record data from personnel sheet to personnel record.

In order to reduce the expense involved in printing the complete rating scale an individual rating sheet has been provided. It is to be used by the student when she rates herself in conference with the adviser who will have a copy of the rating scale for reference use. The Home Economics teachers also will use the individual rating sheet in con-



junction with a copy of the rating scale when rating students. The complete rating scale will be sent out to friends of the student for rating. The temporary Personnel Rating Sheet is to be filled out by the student and then transferred to the Permanent Personnel Record.

The permanent personnel record will be filed in the office of the Dean of Home Economics. This record will include personnel information and summary of the personality ratings. This will be printed on the four sides of a double cardboard with index tab for name convenient for filing.

#### Preparing Handbook for Advisers

In order to help both advisers and students handbooks were prepared for each. One purpose of the handbooks was to convince the advisers and students of the importance of developing personality. Another purpose was to explain clearly what each should do in order to make the plan a success.

The arrangement of the handbook for the advisers is:

##### 1. Introduction

The opinions of some of the leading psychologists and educators in regard to the importance of a definite course in developing personality.

## 2. The Importance of Guidance and Advisers

How other schools have found advisers necessary to aid in carrying out their work in developing personality.

## 3. The Advisers' Share in the Plan

How the adviser is to direct the work of the student through conference.

## 4. Guide Sheets for Advisers

References and questions to aid in a study of methods in developing personality. This study may be done either individually or in the group under the direction of the assistant dean.

Arrangement of the Handbook for Students is:

### 1. Introduction

How important personality is for success in life; how improvement in personality is capable of being accomplished.

### 2. How I can improve my Personality

An explanation of the students share in carrying out this plan for developing personality.

### 3. Typical Situations and Trait Actions

Ten situations with ten trait actions which will probably come in the college experience of the girls. The form and style of wording will serve as

a model as they record their own situations and trait actions.

#### THE PROPOSED PLAN

##### Freshman Lectures

1st meeting: "How important is personality in making a success of life?" A talk by the Dean of the Division of Home Economics.

2nd meeting: "Character traits as the basis of personality and how they may be developed." A talk by the Head of the Department of Education.

3rd meeting: "How do defects in personality hinder the homemaker? The teacher? The business woman?"

1. Discussion led by Assistant Dean of the Division of Home Economics.
2. Students submit names of four or five competent persons in their home communities other than relatives who know them well and would be willing to rate them. Rating scales are then sent to these people.
3. Students are assigned to advisers who are teachers in the Division of Home Economics. Students and advisers arrange for a regular time for conference once a month.

4. Handbooks are given to students and advisers.

#### Students' Meetings with Advisers

1st meeting - 1st semester:

1. Student rates herself.
2. Adviser shows the student the composite of the four or five ratings returned by persons in her home community.
3. Student decides on one particular trait which she wishes to improve. She should work on one trait at a time. One trait a semester is suggested at first. Later in her college course she may be able to take two during a semester.
4. Student and adviser discuss together the method for the student to use in keeping daily record on reading cards of the particular situation which arose and her corresponding trait action in the particular trait in which she was improving. These cards are to be brought to the next meeting.

2nd meeting:

1. Student brings her cards with her and talks over her experiences with her adviser. The adviser offers counsel and guidance.
2. Adviser assigns a reference from the list of suggested readings in student's handbook.

Last meeting of semester:

1. Student rates herself.
2. Student submits the names of three or four other freshman students to rate her.

1st meeting - 2nd semester:

1. Student and adviser compare the last rating the student made of herself with the composite rating made by her friends and the composite rating made by her Home Economics teachers.
2. Student decides on another trait in which to improve.

The following meetings of student and adviser continue in a similar fashion to the first semester. The same program will be carried out each succeeding semester of the four year college course. At the beginning of the second year the students will be permitted to choose their own advisers for the remainder of the four years. At the beginning of each semester following the first semester there will be a general meeting of the girls and the Dean or Assistant Dean and also a meeting of the advisers when suggestions may be offered to improve the plan.

# PERSONALITY RATING SCALE

Division of Home Economics, Kansas State Agricultural College

Rating of \_\_\_\_\_ Date \_\_\_\_\_ 19\_\_\_\_ Average Score  
 Rated by \_\_\_\_\_ Place \_\_\_\_\_

Directions: This score includes the following 15 traits: Honesty, Dependability, Good Judgment, Healthfulness, Cooperation, Adaptability, Loyalty, Personal Charm, Initiative, Ambition, Courage, Thoroughness, Industriousness, Poise, Tact.

There are 5 levels: Poor, Fair, Average, Good, Superior with a scale of 0 - 10.

To rate a student: (1) Read carefully the description of the various levels of the trait.

(2) Mark "X" by the number which you consider represents this student's rating for this particular trait.

(3) Place this number in right hand score column.

(4) Repeat this process for the remainder of the traits.

(5) Total the numbers and divide by 15 for final score.

Example: If you were rating a student whom you believe to be good on "Honesty"

:	0	:	1	:	2	:	3	:	4	:	5	:	6	:	7	:	8	:	9	:	10	:	Score:
:		:		:		:		:		:		:		:		:	X	:		:		:	8

The average score is placed at the top of this page under "Average Score".



[illegible]

Poor		Fair		Average		Good		Superior		Score
1	2	3	4	5	6	7	8	9	10	
<b>3. Good Judgment</b>										
Is always influenced to accept a suggestion for a good time regardless of lessons; never thinks of dressing for the weather; never considers the kind of food she eats in relation to her mental and physical activities; spends her allowance carelessly and is always in debt; undertakes membership in too many organizations, so that she does poor work in them; she has no time for study.	Is usually influenced to accept a suggestion for a good time regardless of lessons; does not usually dress for the weather unless urged to do so; does not as a rule consider the kind of food she eats in relation to her mental and physical activities; spends allowance carelessly and is often in debt; undertakes membership in too many organizations, so that she has little time for study.	Is often influenced to accept a suggestion for a good time even if lessons are not finished; dresses for the weather if her friends do so; usually considers the kind of food she eats in relation to her mental and physical activities; does not budget her allowance and sometimes runs into debt; is likely to undertake membership in too many organizations to do her part without interfering with regular work.	Usually refuses to accept a suggestion for a good time if lessons are not finished; as a rule dresses for the weather; ordinarily considers the kind of food she eats in relation to her mental and physical activities; most of the time spends according to her budget. May undertake membership in too many organizations to do her part without interfering with regular work.	Always refuses to accept a suggestion for a good time if lessons are not finished; dresses for the weather; considers the kind of food she eats in relation to her mental and physical activities; plans expenditures so that they will not exceed her allowance and be properly proportioned, and spends accordingly; has membership in organizations but not too many to do her part without interfering with regular work.						
<b>4. Healthfulness.</b>										
Is physically unfit; very careless about bathing; sleeps only a few hours with closed windows; eats poorly chosen food at irregular hours; eats between meals regularly and never eats breakfast; is unhappy and erratic.	Often complains about not being well; does not bathe often enough for cleanliness; gets only a few hours sleep with windows closed; is careless in case of no elimination; never exercises in the open; eats foods that do not agree with her and pays little attention to the adequate diet set up; eats between meals and goes without breakfast. Is unhappy and easily loses her equilibrium.	Does not always appear to be in good health; is sometimes careless about bathing frequently enough for cleanliness; is careless in the matter of getting eight hours of sleep every night; usually has daily elimination; does not exercise in the open; does not try to conform to adequate diet set up; often eats between meals and often goes without breakfast; parts of the time maintains a happy state of mind.	Usually appears to be in good health; takes a bath frequently enough for cleanliness; sleeps at least eight hours with windows open; has daily elimination; exercises in the open if the weather is good; usually eats an adequate diet according to the standards set up; occasionally eats between meals and goes without breakfast; most of the time maintains a happy state of mind.	Radiates a wholesome vitality at all times; takes a bath frequently enough for cleanliness; sleeps at least eight hours with windows open; has daily elimination; exercises in the open daily; eats an adequate diet according to the standards set up; does not eat between meals; always eats breakfast; maintains a happy, well-balanced state of mind.						



Poor		Fair		Average		Good		Superior		Score
:	:	:	:	:	:	:	:	:	:	:
0	1	2	3	4	5	6	7	8	9	10
: 5. Cooperation.		: Usually forgets to pre-		: When she does not for-		: Usually is ready to		: Always is ready to		
: Never prepares special as-		: pare special assignments;		: get, is ready to re-		: report on special		: report on special as-		
: signments; cannot get along		: has difficulty getting		: port on special assign-		: assignments; most		: signments; gets along		
: with her roommate or		: along well with her room-		: ments; does not always		: of the time gets		: well with her roommate		
: her laboratory partner;		: mate or her laboratory		: get along well with her		: along well with her		: or laboratory partner;		
: stays away if put on		: partner; tries to avoid		: roommate or her labora-		: roommate or labora-		: takes part willingly in		
: the program of the home		: being put on the program		: tory partner; takes		: tory partner; takes		: program of the home eco-		
: economics club or other		: of the home economics		: part in program of the		: part in program of		: nomics club or other		
: organization; refuses		: club or other organiza-		: home economics club or		: the home economics		: organization; helps make a		
: to take part in the		: tion; is backward or in-		: other organization if she		: club or other organi-		: success of the parties she		
: stunts at the parties		: different about taking		: feels she has to do it;		: zation; usually enters		: attends by taking part		
: thus making for un-		: part in stunts at the		: if she feels so dis-		: into the stunts at		: wholeheartedly in the		
: pleasantness and dis-		: parties, which would not		: posed will take part in		: the parties she at-		: stunts.		
: cord		: help toward making them		: the stunts at the		: tends thus helping to				
		: a success.		: parties thus helping to		: make them a success.				
				: make them a success.						

Poor		Fair		Average		Good		Superior		Score											
:	:	:	:	:	:	:	:	:	:	:											
:	1	:	2	:	3	:	4	:	5	:	6	:	7	:	8	:	9	:	10	:	:
7. Loyalty.		:Careless in preparing		:Prepares school work		:Usually studies hard		:Always studies hard and													
: Attends school work;nev-		:school work; does not		:moerately well; at-		:and prepares school		:prepares school work													
: er attends football and		:attend football and		:tends football and		:work conscientiously;		:conscientiously; at-													
: basketball games; never		:basketball games; often		:basketball games some		:as a rule displays		:tends football and													
: attends chapel; does		:shows poor sportsman-		:times and shows fair-		:good sportsmanship at		:basketball games where													
: not work in or attend		:ship when she goes;		:ly good sportsmanship;		:football and basket-		:she displays good													
: home economics club;		:seldom attends chapel;		:attends chapel part of		:ball games; attends		:sportsmanship; attends													
: is not a true friend;		:shows little interest		:the time; is a member		:chapel; is a working		:chapel; is a faithful,													
: is not considerate of		:in the home economics		:of the home economics		:member of home eco-		:energetic member of the													
: of her family.		:club; often fails to		:club and works in club		:nomics club; is a true		:home economics club; is													
		:be a true friend; is		:when convenient; is		:friend; is usually		:always a true friend;													
		:often not considerate		:usually a true friend;		:considerate of her		:is always considerate													
		:of her family.		:sometimes fails to be		:family		:of her family.													
		:		:considerate of her family		:		:													
		:		:		:		:													
		:		:		:		:													
:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
:	1	:	2	:	3	:	4	:	5	:	6	:	7	:	8	:	9	:	10	:	:
8. Personal Charm.		:Is fairly neat and		:Is neat and clean; has		:Is ordinarily well		:Is always well groomed													
: Is untidy, dirty, or		:clean; is awkward; pos-		:fairly good posture		:groomed; has good pos-		:has very good posture													
: slouchy; possesses a		:sesses a rather loud,		:and carriage; possesses		:ture and carriage;		:and carriage; possesses													
: loud rasping voice;		:rasping voice; speaks		:a moderately low voice;		:possesses a fairly low		:a low voice; speaks													
: speaks indistinctly;		:rather indistinctly;		:speaks rather distinct-		:voice; speaks dis-		:distinctly; is always													
: makes no effort to be		:often fails to be con-		:ly; sometimes fails to		:tinctly; usually is		:considerate of and has													
: considerate of and is		:considerate of and to have;		:be courteous; some-		:considerate of and as		:an active interest in													
: uninterested in others,		:an interest in others;		:times is considerate		:a rule has interest in		:others; dresses be-													
: dresses in a common-		:is careless and gives		:of and has interest in		:others; dresses be-		:comingly and appropri-													
: place style or too ex-		:little attention to		:others; dresses be-		:comingly and usually		:ately; shows indi-													
: tremely; misuses cos-		:dress; often misuses		:appropriately; some-		:cosmetics in mderation		:dress; uses cosmetics													
: metics.		:cosmetics.		:times misuses cosmetics.		:		:in moderation and to													
		:		:		:		:good advantage.													
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		:		:		:		:													
		:		:		:		:													

Poor		Fair		Average		Good		Superior		Score
0	1	2	3	4	5	6	7	8	9	10
<u>9. Initiative</u>		: Is not chosen to hold office because of lack of force and self-reliance; takes part in games but cannot plan and direct them at club parties; finds it very difficult to collect money for YWCA budget; is backward about making acquaintance of new girls; occasionally makes plans for organizations but never aids in completing them.		: Shows moderate force and self-reliance in holding office; lacks ability to plan and direct games at club parties; helps collect money for YWCA budget; sometimes shows an interest in introducing new girls to others; sometimes makes plans for organizations but often does not aid in completing them.		: Ordinarily shows force and self-reliance in holding office; lacks ability to plan and direct games if asked to do so for club parties; helps collect money for YWCA budget; often introduces new girls to others; makes plans for organizations and usually aids in completing them.		: Is always forceful and self-reliant when holding office; likes to plan and direct games for club parties; is on the alert to help on committee to collect money for YWCA budget; is eager to help other girls get acquainted; not only makes plans for organizations but aids in carrying them to completion.		
: Could never hold office because of weakness and timidity; does not like to attend parties for fear of having to take part in games; refuses to take part in YWCA drive; never introduces new girls; never offers new plans for organizations.		:		:		:		:		
0	1	2	3	4	5	6	7	8	9	10
<u>10. Ambition</u>		: Would like to have a good scholastic record but believes it to be an impossibility for her; does not realize her own capabilities; is not sure that she will complete college course; does not realize the importance of selecting friends of good reputation and high aspirations; has little interest in participating in extra-curricular activities.		: Would like to have a good scholastic record if it does not inconvenience her and interfere with her good times; does her best some of the time; thinks she may complete her college course; usually selects friends of good reputation and high aspirations; is moderately interested in participating in extra-curricular activities.		: Tries to do good school work hoping to have a good scholastic record; plans to complete college course; seeks friends of good reputation and high aspirations; is usually satisfied only with her best efforts; is interested in taking part in extra-curricular activities.		: Tries very hard to do her best in school hoping to make Phi Kappa Phi and Omicron Nu; resolves to complete college course; seeks friends of good reputation and high aspiration; is satisfied only with her best efforts; is greatly interested in taking part in extra-curricular activities.		
: Is satisfied with herself as she is; has no desire to have a good scholastic record; is satisfied to merely "get by"; does not care to complete college course; fail to select friends of good reputation and high aspirations; has no interest in participating in extra-curricular activities.		:		:		:		:		
0	1	2	3	4	5	6	7	8	9	10



Poor		Fair		Average		Good		Superior		Score											
:	:	:	:	:	:	:	:	:	:	:											
:	1	:	2	:	3	:	4	:	5	:	6	:	7	:	8	:	9	:	10	:	:
:11 Courage		:Finds it hard to tell		:As a rule tells the		:Generally tells the		:Always tells the truth													
:Is weak and vacillating		:the truth when it is		:truth when it is not		:truth when it is dif-		:when it is difficult to													
:in telling the truth		:difficult to do so;		:too difficult to do so;		:ficult to do so; is		:do so; stands firm in													
:when it is difficult		:is often swayed by		:stands true to her con-		:usually true to her		:her convictions as to													
:to do so; is complete-		:the opinions of		:victions if not subject		:ideals in spite of		:right and wrong in													
:ly swayed by the		:others; will cheat		:to too much criticism;		:criticism; refrains		:spite of criticism; re-													
:opinions of others;		:when the opportunity		:most of the time re-		:from cheating when		:frains from cheating													
:will cheat every time		:is presented if others		:frains from cheating		:the opportunity is		:when the opportunity is													
:when the opportunity		:are doing it too; will		:when the opportunity is		:presented; lives		:presented; lives within													
:is presented; cannot		:get new dresses in		:presented; if she wants		:within allowance		:allowance rather than													
:resist temptation		:spite of over-stepping		:a dress badly for a		:rather than running		:running in debt when													
:to by a new dress		:allowance.		:party will run in debt		:in debt when tempted		:tempted to buy a new													
:and other pretty				:and over-step allow-		:to buy a new dress.		:dress.													
:things displayed in				:ance.																	
:stores in spite of																					
:lack of funds.																					
:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
:	1	:	2	:	3	:	4	:	5	:	6	:	7	:	8	:	9	:	10	:	:
:12. Thoroughness.		:Holds no office in		:Is not elected to hold		:As officer of the		:As officer of the home													
:Seldom comes to home		:home economics club		:office in the home		:home economics club		:economics club attends													
:economics club; is		:because of lack of		:economics club because		:attends meetings; does		:all meetings; does care-													
:not given the work of		:ability; sees only a		:she is not always there;		:careful work as a		:ful work and performs													
:collecting for YWCA		:few of the people in		:interviews most of the		:rule and performs		:duties of office consci-													
:because of careless		:her list for sub-		:people on her list for		:duties of office fair-		:entiously; interviews													
:habits; does not		:scriptions to YWCA;		:subscriptions to YWCA;		:ly well; interviews		:all people on list for													
:learn French vocabu-		:never drills on		:writes theme for English		:all people on her list		:subscriptions to YWCA;													
:lary; does not com-		:vocabulary in French		:class but without first		:for subscriptions to		:makes outline before													
:plete theme for Eng-		:except in class; some-		:outlining or revising;		:YWCA except when one is		:writing theme for English													
:lish class; does not		:times writes theme		:spends a little time on		:not at home; usually		:class; revises it before													
:finish dress; is satis-		:for English classbut		:vocabulary drill in		:outlines theme for		:handing it in; drills on													
:fied to hand in poor		:without outlining or		:French; has moderately		:English class and re-		:French vocabulary till													
:work in all of her		:revising; has poorly		:well finished dress in		:vises it before hand-		:she knows it; plans work													
:classes; fails to keep		:finished dress; is		:clothing class; some-		:ing it in; most of the		:in clothing class so													
:her room and clothes		:not disturbed much		:times worries about		:time drills on French		:that each step will be													
:in good order.		:when handing in poor		:handing in medicore		:vocabulary; has quite		:finished before going on													
		:WORK in all of her		:work in all of her		:well finished dress		:to the next and finishes													
		:courses; often fails		:courses; keeps her room		:in clothing class; is		:dress well; refusesto													
		:to keep her room and		:and clothes in fairly		:not satisfied to hand		:hand in anything but good													
		:clothes in good order.		:good order.		:in anything but good		:work in all of her courses;													
						:work in all of her		:always keeps her room and													
						:courses; usually keeps		:clothes in good order													
						:her room and clothes in															
						:good order.															

Poor		Fair		Average		Good		Superior		Score
1	2	3	4	5	6	7	8	9	10	
13. Industriousness										
Seldom prepares lessons; does not work hard enough to find the "unknown" in chemistry; has no power of concentration; is easily distracted; would prefer going to a show or reading a magazine to studying; never studies chemistry lecture notes when recitation is not required; may do some of the required work.	Frequently fails to prepare lessons; does not work diligently to find "unknown"--gives up easily; has poor power of concentration; often watches the clock; is easily persuaded to go to a show or read a magazine before her work is finished; seldom studies chemistry lecture notes when recitation is not required; fails to do all the required work.	Usually prepares lessons daily; is not greatly disturbed if she fails to find the "unknown" in chemistry; has only a moderate amount of power of concentration; sometimes watches the clock; is often persuaded to go to a show or read a magazine before her work is finished; sometimes studies chemistry lecture notes when recitation is not required; Barely does the required work.	Ordinarily prepares lessons carefully daily; works till she finds the "unknown" in chemistry; has a fair amount of power of concentration and does not watch the clock; usually refuses to go to a show or read a magazine till her work is finished; usually studies chemistry lecture notes daily when recitation is not required; occasionally will go further and do more than required.	Prepares lessons carefully every day; in chemistry works diligently till she finds the "unknown"; concentrates on her studies and does not watch the clock; refuses to go to a show or read a magazine till her work is finished; always studies chemistry lecture notes daily when recitation is not required; at times will go further and do more than required.						
14. Poise										
Lacks self-control when speaking before a class of which she is a member; is awkward in introducing others and receiving introductions; is greatly upset and fails to regain composure in case of an accident as the spilling of a glass of water at the table; very often shows nervous habits, as biting nails.	Lacks ease when speaking before a class of which she is a member; is awkward in introducing others and receiving introductions; is nervous when preparing and serving a meal; is upset and finds it difficult to regain self-control in case of an accident as the spilling of a glass of water at the table; often shows nervous habits, as biting nails.	Ordinarily at ease when speaking before a class of which she is a member; is fairly easy in introducing others and receiving introductions; is self-possessed when preparing and serving a meal; is upset in case of an accident as the spilling of a glass of water at the table; sometimes shows nervous habits, as biting nails.	Is usually at ease when speaking before a class of which she is a member; is at ease in introducing others and receiving introductions; is self-possessed when preparing and serving a meal; is uncomfortable in case of an accident as the spilling of a glass of water at the table; as a rule shows no nervous habits, as biting nails.	Is apparently at ease in all situations; as speaking before a class of which she is a member; is gracious in introducing others and in receiving introductions; is efficient in preparing and serving a meal; in case of an accident as the spilling of a glass of water at the table is composed and able to handle the situation well; shows no nervous habits, as biting nails.						

[illegible]

RECORDS TO BE KEPT

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Individual Rating Sheet.....	35
Permanent Personnel Record Card.....	36
Personnel Rating Sheet.....	37



# INDIVIDUAL RATING SHEET

Name of Student \_\_\_\_\_ Roster \_\_\_\_\_

Date \_\_\_\_\_ Semester \_\_\_\_\_

### Directions

In using this sheet the student should also make use of the complete Rating Scale. Instead of checking on the rating scale draw a circle around the number on this sheet. For example: if you decide after reading the description of the various levels that you are a high average in a particular trait draw a circle around 6. If in another trait you are very low, draw a circle around 1.

## Single Rating

Trait		Single Rating										Score
I.	HONESTY	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	8
II.	DEPENDABILITY	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
III.	GOOD JUDGMENT	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	1
IV.	HEALTHFULNESS	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
V.	COOPERATION	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
VI.	ADAPTABILITY	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
VII.	LOYALTY	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
VIII.	PERSONAL CHARM	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
IX.	INITIATIVE	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
X.	AMBITION	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
XI.	COURAGE	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
XII.	THOROUGHNESS	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
XIII.	INDUSTRIOUSNESS	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
XIV.	POISE	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
XV.	TACT	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
Total Average												



PERMANENT PERSONNEL RECORD  
Division of Home Economics, Kansas State Agricultural College

Last Name      First Name

Permanent Address

Major                      Date of Entry

Date of Birth              Place of Birth

High School of which a Graduate

Date of College Graduation

Date of Withdrawal

Reasons for Leaving School

Personal Appearance, Etc.

Physical Defects

Remarks

Last School Attended

Height-Weight  
Health

Freshman Year

Sophomore Year

Junior Year

Senior Year

Faculty Adviser

Occupation of Head of Family

Race

Religion of Home

ABILITY AND ACHIEVEMENT RECORD

Name of Test	Date Given	Chronological Age	R. R.	H. R. P.
				1st Yr.
				2nd Yr.
				3rd Yr.
				4th Yr.

Use freshman photo  
until senior year,  
when a senior photo  
will replace it.

PHOTO

Note- The information on this page and on page 39 will make up the Personnel Rating Sheet, a temporary Personnel Record.

SUMMARY OF RATINGS ON PERSONALITY (Scale Range 1 - 10)

Trait	Freshman Year-First Semester						Freshman Year-Second Semester						Sophomore Year-First Semester						Sophomore Year-Second Semester					
	Home		School		H.E.		School		H.E.		School		H.E.		School		H.E.		School		H.E.		School	
	Self	Friends	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers
1. Honesty	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
2. Dependability	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
3. Good Judgment	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
4. Healthfulness	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
5. Cooperation	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
6. Adaptability	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
7. Loyalty	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
8. Personal Charm	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
9. Initiative	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
10. Ambition	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
11. Courage	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
12. Thoroughness	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
13. Industriousness	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
14. Poise	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
15. Tact	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Total	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Average	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

SUMMARY OF RATINGS ON PERSONALITY (Scale Range 1 - 10) Continued -

Trait	Junior Year-First Semester						Junior Year-Second Semester						Senior Year-First Semester						Senior Year-Second Semester					
	Home		School		H.E.		School		H.E.		School		H.E.		School		H.E.		School		H.E.		School	
	Self	Friends	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers	Self	Average	Friends	Teachers
1. Honesty	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
2. Dependability	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
3. Good Judgment	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
4. Healthfulness	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
5. Cooperation	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
6. Adaptability	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
7. Loyalty	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
8. Personal Charm	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
9. Initiative	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
10. Ambition	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
11. Courage	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
12. Thoroughness	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
13. Industriousness	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
14. Poise	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
15. Tact	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Total	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Average	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

	: First Year	: Second Year	: Third Year	: Fourth Year
Membership	:	:	:	:
in	:	:	:	:
Organizations	:	:	:	:
Offices and Positions	:	:	:	:
of Responsibility	:	:	:	:
Honors	:	:	:	:
Time Distribution in	:	:	:	:
Hours Per Week for	:	:	:	:
Athletics	:	:	:	:
Recreation	:	:	:	:
Individual Social	:	:	:	:
Activities	:	:	:	:
Clubs and Organizations:	:	:	:	:
Church and Community	:	:	:	:
Activities	:	:	:	:
Work Outside of School :	:	:	:	:
to Earn Money or at home:	:	:	:	:
Study	:	:	:	:

HANDBOOK FOR ADVISERS IN HELPING  
STUDENTS DEVELOP PERSONALITY

GENEVIEVE ALICE NOWLIN

and

LUCILE RUST

DIVISION OF HOME ECONOMICS  
KANSAS STATE AGRICULTURAL COLLEGE



The trend of modern education is such that educators generally are agreeing with Howard who says, "The whole business of college education is the development of personality."<sup>1</sup> If this be true consider the challenge which you are receiving as members of a college faculty! The time is passing when the old formal education is considered sufficient. The idea now is that it must be supplemented with a definite course in developing personality. During the four year college course a re-orienting of the student as an individual must take place. In this day of rapid changes in our mode of living, of false standards of wealth and social prestige, and of disintegrating forces which are seriously affecting our family life there is a need for "effective preparation for modern life (which) involves a true evaluation and organization of all the elements of personality."<sup>2</sup> What is personality? It has been termed "the elusive X in success. It is the unknown quantity. Personality is not a mysterious aura for those alone who come into the world with the favor of the gods. It is a measurable thing. It consists of known elements. It can

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1. Howard, D. T. "Personality Development as a College Problem." 1929. Educational Administration and Supervision. January.

2. Allport, F. H. "Self Evaluation - a Problem in Personal Development." 1926. Mental Hygiene, Vol. XI, pp.570-583.



be made effective by sound and thorough training."<sup>1</sup>

"We are born with certain predispositions, certain strengths and weaknesses, certain pronenesses to yield in this direction and to resist in that direction. Personality is partly a matter of physical condition...But personality is also the result of the learning of experience and is therefore in part of a functional nature."<sup>2</sup>

We are applying to personality training these fundamental principles:

First, "We learn to do by doing." John Dewey.

Secondly, "Child study shows no royal road to learning save through the acquisition of right habits." Thorndike.

Thirdly, "The primary problem is in providing experience through which character may grow." Bonser.<sup>3</sup>

#### The Importance of Guidance and Advisers.

In all schools in which work is being done in personality development there is found a need for guidance through advisers. So greatly is felt the need for advisers that some schools have experts to direct this work. In Purdue University

1. Cross, S. A. "Personality - Can anything be done about it?" 1924. Educational Administration and Supervision. Volume X, September.
2. Symonds, P. M. "Nature of Conduct." Macmillan Co. N. Y. Pp. 286-287.
3. Quoted from: Kregel, Luella J. "The Teaching of Cooperation as a Practical Ideal". 1930. Educational Method, Vol. IX, Pp. 227-232.

Mr. J. E. Walters, Director of Personnel of the School of Engineering, spends all of his time advising students. In other schools, for example Stephens College and Iowa State College, a large part of this work is directed by faculty-advisers. Although a part of the work can be carried on through class room procedure a certain amount of it needs personal direction. Psychology teaches us that the situation response or S-R bond is strengthened through exercise. If a student is striving to improve a particular trait she will need daily practice through proper reaction to certain situations to strengthen this bond. By repeating this experience to her adviser the bond will be further strengthened. Wise counseling and a sympathetic attitude will do much to aid the girl in maintaining the proper interest and enthusiasm so necessary for the success of her project.

It was found at Iowa State College that there were both advantages and disadvantages of the adviser plan. Some disadvantages to the adviser plan were that it takes a great deal of time; it is sometimes difficult to arrange for a conference to suit both student and adviser; it is not always easy for the adviser to interpret the situations in other than her own experiences. It seems, however, that the advantages far outweighed the disadvantages, for the adviser can offer helpful suggestions to the student to help

in overcoming her weak points. Furthermore the friendship of the adviser means much to the student and conferences help to keep up the interest and stimulate the desire on the part of the student to continue the work.

#### The Adviser's Share in the Plan.

##### First meeting:

After students have been assigned to their advisers they will arrange with them for a conference, once a month. Before the student records her own rating on a rating sheet she should read over carefully all of the descriptions of the various levels of each trait. The student should then decide in what level she belongs. Whether she rates high or low in the particular level will be shown by the circle placed around the number on the rating sheet. The ratings for the traits are averaged for the final score. The adviser will give the student a personnel sheet which the student will fill out and return to the adviser within a week. The adviser will then send this sheet to the office of the Dean of Home Economics where it will be transferred to the Permanent Personnel Record.

##### Second meeting:

The adviser and student compare the composite rating made by friends in the home community with the student's rating. Together they make a diagnosis of the case and the

girl decides on the particular trait in which she desires to improve. She will probably work on this trait the rest of the semester. If it seems advisable she might work on a second one during the semester. Only one trait at a time should be attempted. The student will keep a record on 4 X 6 reading cards of all situations and trait actions which come up in her daily experiences. For example, take the trait "Thoroughness".

<u>Situation</u>	<u>Trait Action</u>
You are giving your room its weekly Saturday cleaning.	Is careful to sweep in the corners of the room.

Other meetings:

These reports will be used as a basis for conference discussion. The adviser talks over with the student her progress and advises her in case of difficulties. The adviser will see that the ratings are made and personnel sheets are also filled out as suggested in the plan and sent to the Dean's office for recording. The complete personnel record with the students photograph and scholastic record and other information will be the permanent record which will be used in the place of a recommendation in applying for a position when she has been graduated from college.

Guide Sheets for Advisers.

Problem I. Why is personality an important factor in success in life?

1. What is the meaning of personality?
2. Recall an acquaintance who has a strong pleasing personality. What traits enter into his personality?
3. Recall an acquaintance who has a weak personality. What traits enter into his personality?

References:

Charters - "The Teaching of Ideals", Chapter VII

Howard - "Personality Development as a College Problem", Educational Administration and Supervision. January, 1929.

Allport, G. W. "Concepts of Trait and Personality." Psychology Bulletin, 1927, Volume 24.

Problem II. How shall a person develop his own personality?

1. What are Charters' five principles in developing personality?
2. What would you do to help a college student to remedy inferiority complex?
3. Taking the trait "cooperation" what steps would you take in your plan to develop this trait?

### References:

Charters - "The Teaching of Ideals". Introduction.

Cross - "Personality - Can Anything be Done About it? Education Administration and Supervision. Volume X. September, 1924.

Myerson, Abraham - "Foundations of Personality."

Problem III. What part do environment and original tendencies play in personality development?

1. What are original tendencies? Instincts?
2. What are some of the important original tendencies?
3. Are morals inherited? If not how do we get our morals?
4. What is meant by environment? Situations? Reactions?
5. What effect do satisfaction and dissatisfaction have to do in the selection of ideals?
6. What is meant by integration of personality?
7. Does the child inherit or acquire personality traits?
8. How can one change his personality?

### References:

Charters - "The Teaching of Ideals", Chapter I.

Thorndike - "Educational Psychology", Volume I,  
Chapters V and XII.

Dorsey - "Why We Behave as Human Beings." Chapter VI.



Problem IV. How shall we select our ideals?

1. What is meant by an ideal?
2. What are the author's three problems in the construction of a personality curriculum?
3. Why is individual opinion a poor method for selecting personality traits?
4. What was Ben Franklin's list of traits? How were they cultivated?
5. What were the ten traits in Hutchin's code?
6. What were the traits given in the Collier code?
7. What were the traits given in "The Oath of Hippocrates?"
8. How are codes of ethics prepared?
9. What traits are given in the Scout Oath? In the Scout Law?
10. What would you consider the most important ten of the traits in the Denver list?

References:

Charters - "The Teaching of Ideals." Chapter III.

Charters, W. W. - "The Traits of Homemakers."

Journal of Home Economics, December,  
1926.

Mattson, May M. - "Traits of College Girls." Journal  
of Home Economics, July, 1929.

Davidson, H. A. Editor - "Autobiography of Benjamin Franklin."

Problem V. How shall we analyze personality?

1. What are the differences between the personnel analysis method and the activity analysis method?
2. What are ten important traits which you think a college student should have?
3. How would you rate one of your students with the personality rating scale to be used by them?

References:

Charters - "The Teaching of Ideals." Chapter III, pages 65-71.

Allport, F. H. - "Self Evaluation - A Problem in Personal Development," Mental Hygiene, 1927, Volume XI, pages 570-583.

#### Definition of Traits.

There is so much confusion in the meaning and content with which words are used that it may be helpful to state the meaning of the fifteen character traits.

1. HONESTY is fairness and a straight forwardness of conduct, speech, etc.; integrity; sincerity; truthfulness; sense of honor.
2. DEPENDABILITY is the quality of being trustworthy.

3. GOOD JUDGMENT is the ability to come to a wise and fair decision in matters.
4. HEALTHFULNESS is the condition of living in a sound physical and mental state.
5. COOPERATION is the acting of operating jointly with others; concurrence in action.
6. ADAPTABILITY is the ability to adjust; to alter so as to fit for new use; alertness, ability to respond to changing conditions.
7. LOYALTY is the quality of devotion involving service to a person or a cause.
8. PERSONAL CHARM is that quality which registers when on viewing a person you are impressed with his looks in a satisfactory way.
9. INITIATIVE is the ability to originate and develop an enterprise; self reliance; self confidence.
10. AMBITION is the eager desire to achieve something commendable.
11. COURAGE is that quality which enables one to encounter difficulties with firmness; pluck; valor.
12. THOROUGHNESS is the ability to execute a piece of work with precision and carry it through to completion.
13. INDUSTRIOUSNESS refers to habitual diligence in an employment or pursuit; application.

14. POISE is the quality of mental balance retained in spite of disturbing circumstances.

15. TACT is the ability to deal with others without giving offense.

HANDBOOK FOR STUDENTS TO HELP IN  
DEVELOPING PERSONALITY

GENEVIEVE ALICE NOWLIN

and

LUCILE RUST

DIVISION OF HOME ECONOMICS  
KANSAS STATE AGRICULTURAL COLLEGE

"We live in an age when people are asking questions about themselves. They are asking them not merely in a spirit of philosophical inquiry, but with relation to the specific and complex demands of modern life. 'How can I develop a more forceful personality?' 'What remedy is there for laziness or for lack of tact?' 'Why can't I do my work without confusion or worry over details?'"<sup>1</sup> There is an eager searching for self direction. It has become a practical issue.

#### How Important is Personality?

College training should give you some sort of preparation for life. As social beings you must be able to express your ideas to others and possess a cooperative attitude.

"There is no human enterprise of any kind to be furthered by the disposition to sulk, to retire needlessly into one's self, to play solitaire when bridge is on the program."<sup>2</sup>

Popularity depends largely on such traits of personality as adaptability, personal charm, initiative, poise and tact.

Certain colleges, and universities are now requiring information regarding scholarship, character and personality be-

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1. Allport - "Self Evaluation - A Problem in Personal Development." Mental Hygiene, 1927, Volume XI, page 5.
  2. Howard - "Personality Development as a College Problem." Education Administration and Supervision. 1929. Vol. XV. pp. 215-225.



fore entrance is permitted to these institutions. Many business concerns through their personnel departments are requiring an analysis of personality traits before employing a person. Success in the business world or the teaching profession is closely tied to such traits as cooperation, honesty, good judgment, healthfulness, thoroughness and industriousness.

### Is It Possible to Improve Personality?

Modern psychologists believe that by proper training character traits which have been discovered by observation and analysis to be weak can be improved. It is first necessary to establish ideals. However, ideals will affect conduct only in connection with specific acts. Cooperation may be accepted as an ideal by an individual but his conduct is cooperative only as he acts according to the ideal of cooperation in each of the situations he finds himself. Mere verbal acceptance of an ideal is not enough. For example, you might say, I wish I were more cooperative. In order to be cooperative you should each day watch for a situation in which you might be cooperative as:

<u>Situation</u>	<u>Trait Action</u>
You and your roommate put your room in order each morning.	Hangs up her own clothes and puts away her own belongings.

By constant practice the habit of being cooperative is formed.

Psychology has come to our aid in giving to the world the objective view of human nature that it has constantly fostered. We have thus learned to look at ourselves in a detached and impersonal manner. It is needless to say that there is anything new about examining people, but the idea that is new is that of examining people in a systematic and objective way so that prejudice and personal bias do not enter in.

"Personality is a thing of light and shades, of small items that bulk large in the total effect."<sup>1</sup> All of us are familiar with the lines:

"I do not like thee, Dr. Fell  
 The reason why I cannot tell.  
 But this I do know very well  
 I do not like thee, Dr. Fell".

There exists an attitude of dislike and distrust on your part. If we should analyze the character traits of Dr. Fell we would no doubt find certain ones which were poorly developed. It is true that "People are influenced more by what they feel toward than by what they know."<sup>2</sup>

1. Howard, D. J. "Personality Development as a College Problem." Education Administration and Supervision. Vol. XV. pp. 215-220.
2. Morris, Eliz. H. 1929. "Personal Traits and Success in Teaching." Teachers College Contributions to Education. No. 342. p. 75.

After all this knowledge of how to improve your personality will avail nothing unless you yourself do your part to improve. You must want it badly enough to make sacrifices when necessary. You must stick to it persistently. Your ideal personality should ever be your pot of gold at the foot of the rainbow. It is worth while trying to gain! It can be done!

#### How Can I Improve My Personality?

First, we have set up a list of fifteen character traits desirable for a college girl to possess. You no doubt will be interested in finding out how these traits were determined. The students in the class of Educational Sociology of this college helped to formulate a list of twenty-four traits which they thought were necessary for a college student to possess. Other lists of traits which were designed for college girls and for homemakers were examined. A list of thirty traits was then made. This list was sent to a group of college faculty members, ministers, doctors, lawyers, business men, superintendents, and principals of schools, to teachers of Home Economics who were trained in this institution and Home Economics trained homemakers. They checked in order of importance the fifteen traits which they considered most important for a Home Eco-

nomics college student to possess. From their checked lists the final fifteen important traits for a college girl were derived. We then listed ten typical situations with the corresponding trait action for each of the fifteen traits. Based on this is the rating scale which you are to study and use to analyze yourself. These character traits may be considered as definite means by which you can measure your personality. You will rate yourself and compare this rating with a composite rating made by four or five of your friends in your home community.

Secondly, with the aid of your adviser you will diagnose the situation and determine on your plan of action. Suppose you find that you rank low in industriousness. Your ideal which you will set up will be to work industriously. Your days are full of activities. They include many situations. If in all of these specific situations which are concerned with industriousness you react in an industrious way, you will be improving this particular trait, industriousness. For example:

<u>Situation</u>	<u>Trait Action</u>
You are invited to go to the show but your lessons are not finished.	Refuses to go to the show and continues preparing lessons.

Thirdly, make note of the situations as they come up

each day and how you reacted. Tell your best friend about it. When you report to your adviser, tell her about your experiences. Work on one trait at a time. One trait a semester will probably prove enough at first. Later in your course you may be able to develop more than one in a semester.

Fourthly, at the end of the semester rate yourself again. Suggest the names of three or four friends in your class to rate you. Compare this composite rating with your rating. Select the trait for the next semester. This plan in a general way will be followed throughout your four year college course. Records of your ratings will be kept in the Dean's office.

Fifthly, reading the books and articles in periodicals listed on the first page of the booklet will give you inspiration and an idea of the importance of personality as it is viewed by the world of today. You will discuss these articles with your adviser and see how they can be applied to everyday living.

Your final personality record which appears on your permanent personnel card and which goes out into the world with you will depend largely on how much interest and effort you have expended to improve your personality throughout your four year course.



### Typical Situations and Trait Actions.

These suggestions are offered to help you understand typical situations you would probably meet in your college life and the corresponding trait action.

#### I. Honesty

<u>Situations</u>	<u>Trait Actions</u>
1. In taking a test you find that you do not know one question.	1. Refrain from looking at neighbor's paper.
2. You are late to first hour class.	2. Tells teacher the real reason was that he overslept.
3. The cashier at the cafeteria gives you ten cents too much change.	3. Returns the ten cents to the cashier.
4. The requirement at this school is two hours study on this subject.	4. Spends two hours study on each assignment.
5. You borrow lunch money from a friend promising to return it tomorrow.	5. Returns lunch money tomorrow.

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| <p>6. In hygiene class you promise to get eight hours sleep every night.</p> <p>7. In dietetics class you find you are 6% underweight and decide to bring up your weight by end of the term.</p> <p>8. You plan to meet a friend at two o'clock to study together.</p> <p>9. You pledge \$10 a year to the stadium.</p> <p>10. You promise your mother when you leave home to write her a letter every week.</p> | <p>6. Goes to bed in time to get eight hours sleep.</p> <p>7. Plans diet according to direction so as to bring up weight to normal.</p> <p>8. You are on hand for your appointment at two, so as not to waste your friend's time.</p> <p>9. Pays pledge promptly.</p> <p>10. Writes a letter every week to mother.</p> |
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## II. Dependability

Situations	Trait Actions
<p>1. Your English teacher assigns a theme to be finished on Tuesday.</p>	<p>1. Instead of waiting till Tuesday morning to write theme does it on Monday when she is sure to have necessary time to finish it.</p>

2. As chairman of the finance committee of Home Economics club you find you have the problem of raising some money.
3. You are told to be on hand at the club party to serve refreshments.
4. In the office in which you work to earn extra money, you are told to have certain typing done by four o'clock or before leaving office.
5. In the Y.W.C.A. drive you are given ten girls to solicit.
6. As a club member you are expected to be at every meeting.
7. You make an appointment to meet a friend at the library at two o'clock.
2. Plans campaign and does not stop till necessary funds have been raised.
3. Does not fail to appear at party and serves refreshments.
4. Does not leave office at four o'clock if work is not quite completed, but stays fifteen minutes longer and finishes the job.
5. Goes back if necessary until she sees all ten girls concerning subscriptions.
6. Makes a great effort to be at every meeting.
7. Is at the library at two o'clock for appointment.

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| <p>8. In your club you are expected to answer roll call with a current event.</p> <p>9. On leaving home you promise your mother to write home every Sunday.</p> <p>10. Your public speaking teacher asks you to take deep breathing exercises every night and morning.</p> | <p>8. Goes to library and looks up current event so as to be able to give it.</p> <p>9. Makes it a point to write a letter to her mother every Sunday.</p> <p>10. Takes exercises every night and morning.</p> |
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### III. Good Judgment

Situations	Trait Actions
<p>1. A friend calls you up, inviting you to go to a show. You have not finished your reference work for dietetics.</p> <p>2. In planning schedule you could take sixteen hours, but are also working outside of school.</p>	<p>1. Declines invitation and stays home to complete references.</p> <p>2. Decides to take fewer hours and do it well rather than sixteen hours done poorly.</p>

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| 3. You find that the weather is cold and snowy as you prepare to go to a football game. | 3. Wears warm clothing, galoshes, and carries a blanket.  |
| 4. You have a bad cold and are running a temperature.                                   | 4. Goes to bed and calls a doctor.  |
| 5. You have some extra work to do in connection with a dietetics experiment.            | 5. Plans to get it done before going home for Christmas vacation for fear it will not be done at that time. |
| 6. You are given a box of chocolates.   | 6. Reserves them to eat at close of meals instead of between meals.   |
| 7. You have eaten a heavy luncheon and are getting dinner at cafeteria.                 | 7. Selects salad, light dessert, and does not get meat for dinner.  |
| 8. You have studied till ten-thirty and you could do more work.                         | 8. Puts away work and goes to bed to get eight hours of sleep.  |
| 9. Your chemistry teacher is explaining a problem.                                      | 9. Pays good attention and takes notes so that she will be able to get assignment.                          |



10. When you make arrangements to go home for the holidays, you find that the 10 o'clock train will be very crowded.
10. Changes plans and arranges to go on bus at 2:40.

#### IV. Healthfulness

<u>Situations</u>	<u>Trait Actions</u>
1. In hygiene class you learn that a daily bath is essential.	1. Takes bath on rising in the morning.
2. In dietetics class you find that you are 7% underweight.	2. Starts to drink a pint of milk a day and increase calories in diet.
3. In dietetics class you find that you should eat whole wheat bread.	3. At cafeteria selects whole wheat roll instead of white roll.
4. In dietetics class you find that you should have fruit and green vegetables daily.	4. Stops at store on way home and buys some apples to eat.
5. To be healthy you believe you should have exercise daily.	5. Plans to walk to school at least one way every day.

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| 6. Reads in "Woman's Home Companion" an article on need of exercises to bring about relaxation.    | 6. Sends for exercises and starts first night before retiring to take exercises.              |
| 7. Believes fresh air is essential to good health.   | 7. Opens windows from the top down before going to bed.                                       |
| 8. Has not completed studying by eleven, but believes in getting plenty of sleep.                  | 8. Closes book and prepares to go to bed.   |
| 9. Is invited to a dance the night before an examination in dietetics the next day.                | 9. Refuses invitation because of need of proper rest to be in good condition for examination. |
| 10. Reads an article on the effect of a cheerful frame of mind on health and ill effects of worry. | 10. Decides not to worry about examination.   |

V. Cooperation

Situations	Trait Actions
1. In dietetics class the dietetics teacher distributes references to several members of the class for reports, of which you are one.	1. Gets assignment and gives report.

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| 2. In foods laboratory you work at desk with a partner.  | 2.Plans work so that each does her share and they work well together.  |
| 3. In foods class you help to plan a luncheon.   | 3. Carries out part of luncheon assigned to her.                       |
| 4. The Home Economics Club plans a special Christmas program.  | 4. Does her part of the program.                                       |
| 5. Your Sunday School Class plans a Christmas box for a poor family.   | 5. Contributes share toward box.                                       |
| 6. You have been put on the program in the Home Economics Club.  | 6. Accepts the responsibility willingly and takes part in the program. |
| 7. A friend in one class gets the work easily with which you have difficulty; in another class you have no difficulty but your friend has. | 7. Studies with friend and they exchange ideas.                        |
| 8. At your club party the leader of the games asks each group to do a stunt.   | 8.Takes part in group stunt.   |

9. At your club party you have been asked to pass refreshments.

10. You have been put on a Y.W. C.A. committee to plan for special speakers.

10. Meets with committee and aids in securing special speakers.

## VI. Adaptability

Situations	Trait Actions
1. On enrolling you find that you have classes certain days in the week.	1. Makes out schedule to carry with her so that she will miss no classes.
2. You find that your chemistry class is very large and you have little chance to recite.	2. Studies lessons assigned and prepares so that she could recite if necessary.
3. In your home town you did not have an opportunity to dance. You are invited to a college dance.	3. Accepts invitation to the dance.
4. You miss your family and feel homesick.	4. Decides not to yield to this feeling but be friendly to some other new student.

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| 5. You are invited to join a Literary Society.  | 5. Accepts invitation as it will enlarge her circle of friends.   |
| 6. You find that you are required to study two hours on each preparation for a three hour subject while in High School you did not have to study so much. | 6. Plans to spend required time on subject.   |
| 7. While you are working hard you do not wish to get the reputation among your friends of being a "grind."  | 7. In conversation with friends talks about other subjects than school work.  |
| 8. You fail to receive a bid to a certain sorority but receive one to another sorority.   | 8. Keeps smiling and accepts second bid without making verbal comparisons.  |
| 9. You find that your roommate has a different idea of order than you have.   | 9. Try to help to establish better ideals by setting a good example but if this fails make the best of the situation. |



10. You are having trouble  
with your French.

10. Goes to teacher for advice  
rather than telling  
friends of the difficulty.

## VII. Loyalty

<u>Situations</u>	<u>Traits Actions</u>
1. You believe by doing good work in school you will do honor to your family.	1. Studies hard and conscientiously prepares school work.
2. Your parents desire you to attend church.	2. Attends church.
3. Your friend in your history class ill and misses work.	3. Goes to home of sick friend to take assignments and books.
4. You have some studying to do, but have a chance to take an automobile trip over the week end.	4. Stays at home and attends to duty of studying.
5. You wish to attend the foot-ball game.	5. Attends game supporting the school activity.
6. You believe you should attend chapel.	6. Attends chapel, thus showing school loyalty.

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| 7. The school song is sung in chapel.   | 7. Heartily takes part in school song.                             |
| 8. You go to football game with a neighboring school.   | 8. Conducts herself in a courteous manner.                         |
| 9. You are driving a car in your city.  | 9. Keeps within the speed limit of twenty-five miles.              |
| 10. You believe that by being an enthusiastic member of the Home Economics Club you will further the cause of Home Economics. | 10. Is an enthusiastic and faithful member of Home Economics Club. |

#### VIII. Personal Charm

<u>Situations</u>	<u>Trait Actions</u>
1. You decide to radiate cleanliness.	1. Takes a bath once a day.
2. You read an advertisement of "Cocoanut Oil Shampoo" in a magazine.	2. Buys a bottle and proceeds to shampoo hair.
3. You listen over the radio to the "Pepsodent" program.	3. Invests in a toothbrush and paste and brushes teeth night and morning.

4. A friend tells you that you have pretty hands.
4. Spends five minutes a day manicuring finger nails.
5. As you pass the cosmetic counter in the drygoods store the demonstrator offers to give you a free facial massage.
5. Buys a jar of cold cream which she puts on every night.
6. You read an article in the magazine concerning the beautifying effect of green vegetables as carrots.
6. Eats raw carrot salad to improve complexion.
7. You see a picture in a book demonstrating good and faulty posture.
7. Sits in class with hips well back against the chair.
8. In clothing design class you learn that you are a warm brunette type.
8. Selects a golden brown material for dress.
9. You observe that a well bred, cultured person speaks in a low, clear voice.
9. Watches herself to keep her voice from becoming shrill.

10. You notice that the most attractive girl is self-forgetful and interested in other people.

10. Decides to take an interest in other people.

### IX. Initiative

<u>Situations</u>	<u>Trait Actions</u>
1. In Psychology class you find that the teacher asks questions in developing the lesson.	1. Takes an interest in answering questions.
2. The teacher assigns a paper to be handed in a certain day.	2. Loses no time in attacking problem and getting it ready to hand in.
3. The club president appoints you chairman of the program committee.	3. Calls committee meeting and makes plans for programs.
4. At your club party you are called on to direct games.	4. Has games planned ahead and proceeds to get all interested in games.
5. At business meeting of the Home Economics Club a certain question is before the house.	5. Moves that the proposition be accepted.

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| <p>6. On committee to raise the Y.W.C.A. budget you have certain people to solicit.</p> <p>7. On entering school you do not like the furniture arrangement of your room.</p> <p>8. You find that the girls in your house are not acquainted.</p> <p>9. You invite a group of girls for a hike and picnic.</p> <p>10. You hear that a very good speaker will be at the Forum.</p> | <p>6. Solicits certain people for money for Y.W.C.A.</p> <p>7. Proceeds to rearrange furniture in room.</p> <p>8. Invites the girls to her room for a party.</p> <p>9. Plans what each shall contribute in the way of food and place to go.</p> <p>10. Invites friends to come to the Forum to hear the speaker.</p> |
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#### X. Ambition

Situations	Trait Actions
<p>1. Your history teacher uses the contract method of grades.</p> <p>2. You find that by completing your college course you will be able to hold a better position.</p>	<p>1. Decides not to aim for a "C" but do additional work to make an "A" if possible.</p> <p>2. Goes on with college course until completed.</p>



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| 3. As a member of a club you<br>aspire to be president.                            | 3. Fulfills all obligations<br>toward club in such a way<br>as to make her worthy of<br>presidency. |
| 4. You believe that it would be<br>to your advantage to possess<br>personal charm. | 4. Proceeds to respond to<br>situations in such a way<br>as to make for charm                       |
| 5. You wish to have a good per-<br>sonal appearance.                               | 5. Aims toward good care of<br>the body and dress neces-<br>sary for good personal<br>appearance.   |
| 6. You wish to be popular with<br>your friends.                                    | 6. Tries very hard to be con-<br>genial and kind with<br>friends.                                   |
| 7. You wish to be eligible<br>for Phi Kappa Phi.                                   | 7. Prepares school work<br>conscientiously.   |
| 8. You wish to be popular with<br>your teachers.                                   | 8. Is courteous toward<br>teachers.   |
| 9. You hope to get a teaching<br>position on graduation from<br>college.           | 9. Makes a great effort to<br>do good practice teaching.  |
| 10. You realize that as a teach-<br>er you must have good morals.                  | 10. Seeks friends of good<br>reputation and high as-<br>pirations.                                  |

## XI. Courage

<u>Situations</u>	<u>Trait Actions</u>
1. You feel that your Zoology professor has graded you unjustly.	1. Goes to him and asks him for an explanation.
2. You pass a boy whom you have met recently and know slightly.	2. Speaks courteously to him.
3. You are invited to a party where most of the girls are smoking cigarettes. It is against your principles to smoke.	3. Does not smoke and politely refuses to do so.
4. In your history examination the professor steps out of the room and you wish you knew more about the questions.	4. Refrain from opening book or asking the neighbor about them.
5. In your chemistry laboratory you see a girl using a fountain pen like the one you lost.	5. Asks her where she found the pen.

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| 6. You fail to receive a bid to a sorority after being rushed.  | 6. Continues to be pleasant and speak to the girls of this sorority.     |
| 7. You are invited to a party at which the girls will be wearing new dresses. You cannot afford a new dress.        | 7. Goes to party wearing old dress.                                      |
| 8. You fail to make as good grades as you did in high school and feel that your parents will be disappointed.       | 8. Sends grades home as you promised to do.                              |
| 9. Your father suffers financial reverses so that he is not able to give you as large an allowance as you expected. | 9. Curtails expenditures and plans to keep within the smaller allowance. |
| 10. Your friends make light of your desire to go to church.   | 10. Continues to go to church in the face of ridicule.                   |

## XII. Thoroughness

<u>Situations</u>	<u>Trait Actions</u>
1. You are elected secretary of your literary society.	1. Attends all meetings taking careful minutes. Has them written up in good form ready to read at the next meeting.
2. You are helping in the Y.W.C.A. drive.	2. Does not stop till all the people on her list are interviewed.
3. You are asked to make a report in Literary Society.	3. Gets together all data possible before making report.
4. In getting your French lesson you are learning vocabulary.	4. Drills on vocabulary until she knows vocabulary.
5. Your English teacher assigns a theme for the next assignment.	5. Works out complete outline before starting to write and revises it before handing it in.
6. You are planning a vacation trip for a certain amount of money.	6. Gets together railroad folders comparing routes, costs, etc., before deciding on trip.

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| <p>7. Your dress in clothing class is to be finished by a certain date.</p>                                 | <p>7.Plans work in such a way that each step will be finished in making the dress by that date.</p>                   |
| <p>8. The question is brought up why the girls in your Sunday School Class are irregular in attendance.</p> | <p>8. Investigates and collects data by personal interviews to present at the next business meeting of the class.</p> |
| <p>9. You are giving your room its weekly cleaning.</p>   | <p>9. Is careful to sweep carefully all the dirt collected in the corners of the room.</p>                            |
| <p>10.You find on taking off your dress at night that a hook and eye are loose.</p>                         | <p>10.Takes time to sew on hook and eye carefully.</p>  |

XIII. Industriousness

Situations	Trait Actions
1. You find that by spending a minimum amount of time in your school work you can "get by".	1. Decides to do work more conscientiously and measure up to the best of her ability.

2. In chemistry you have to work till you find the "unknown".
2. Keep working diligently till she finds the "unknown".
3. In making a dress your teacher tells you to tie the threads before clipping.
3. Is careful to tie threads.
4. You find that you can do better work if you work on schedule.
4. Makes out a time budget.
5. You decide you want to be a Home Economics teacher.
5. Plans course accordingly and trys to get all she can out of her work that will help her later.
6. In Foods class you find you can get more accomplished if you standardize processes.
6. Standardizes processes.
7. You read "The Americanization of Edward Bok."
7. Gains inspiration from this and decides to let nothing trivial interfere with her plans for graduation.
8. You find that if you go to your room to study where it is quiet you do better work.
8. Leaves group of girls in the evening and goes to her own room to study.



9. Some of the girls want you to go to the second show with them. You have not finished your studying.
9. Refuses to go to show and keeps on studying.
10. You buy your favorite magazine on the way home with the serial story you are reading.
10. Finishes studying before starting to read magazine.

#### XIV. Poise

<u>Situations</u>	<u>Trait Actions</u>
1. Your history teacher calls on you to give a special report to the class.	1. Faces the class calmly and looks at the members while speaking.
2. Your voice teacher has put you on the recital program.	2. Takes proper position for singing and forgets everything else but the song as she sings it.
3. You are called on to preside at club meeting.	3. Maintains a calm state of mind during the parliamentary procedure.
4. At the Y.W.C.A. reception you are asked to be in the receiving line.	4. Shakes hands with the guests and repeats their names distinctly.

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| 5. Is asked to serve as hostess at dinner table at your sorority house.          | 5. Serves plates calmly and with nicety.  |
| 6. In foods class is asked to give a demonstration of making bran muffins.       | 6. Plans demonstration carefully ahead and gives lecture while mixing muffins with right proportions. |
| 7. Is introduced to President Farrell.   | 7. Calmly acknowledges the introduction.  |
| 8. A guest at your dinner party spills a glass of water.                         | 8. Tells her not to worry and sees that the water is wiped up with a towel.                           |
| 9. A guest from out of town comes to the sorority house.                         | 9. Visits with guest and introduces guest to other girls, remembering their names.                    |
| 10. At a bridge party the waiter accidentally spills sherbet on your party dress | 10. Does not act chagrined but removes sherbet with napkin and smiles about the accident.             |

## XV. Tact

Situations	Trait Actions
1. You do not like your friend's new dress.	1. Refrains from telling her that she doesn't like her dress.
2. A friend makes a false statement in your presence.	2. Says, "I beg your pardon but I believe that is not true."
3. You are asked a question.	3. Does not answer it abruptly.
4. A new girl enters your group to whom you have not been introduced.	4. Introduces herself to the girl in a tactful way.
5. You are making arrangements with some of the girls for a hike.	5. Does not force her plans on the group but agrees to whom the others want.
6. A friend becomes angry with you.	6. Remains calm and waits until friend is calm before settling the dispute.
7. As a member of a certain sorority you naturally likes it very much.	7. Does not go around praising it and comparing it with the other sororities.

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| <p>8. A religious discussion is started at the table at which are girls of different faith.</p> <p>9. A girl who has been rather egotistical receives a low grade in the Zoology examination.</p> <p>10. A very timid girl joins a group of girls with whom you are visiting.</p> | <p>8. Is careful to change the conversation so that no girl's feelings will be hurt.</p> <p>9. Refrains from reminding the girl about her low grade.</p> <p>10. Is careful to include this girl in the conversation.</p> |
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## CONCLUSIONS

The conclusions based upon the findings of this study are:

1. There is a need for development of personality among students of this college.
2. The college has a responsibility to meet this need.
3. A definite program of personality development should be inaugurated not only in the Division of Home Economics but in other Divisions.
4. A course in personality development should be required of all students.
5. A specially trained person to direct the program is necessary to make the plan most effective.
6. The demand is general in the professional and business world for young people with well developed personalities.
7. The results in schools and colleges where a program has been inaugurated indicate the importance and usefulness of such a plan.
8. This plan offered here is to be tried out and changes and adaptations made as are indicated by its use.

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