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An Experiment in Personal Guidance in the Junior High School

Madeline M. Allen

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AN EXPERIMENT
IN PERSONAL GUIDANCE
IN THE
JUNIOR HIGH SCHOOL

By
Madeline H. Allen

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree
Master of Science

COLLEGE OF EDUCATION
BUTLER UNIVERSITY
1933
There are numerous books on guidance, educational, moral, religious, ethical, social, civic and vocational, but nowhere does there seem to be a book dealing with personal guidance as we understand it in the seventh and eighth grades of the Junior High School in the Indianapolis Public Schools. Here and there, scattered in many, many books are suggestions, outlines, scales and graphs for every conceivable situation in which personal guidance would be necessary.

It has been my desire to assemble in one book many of these diversified ideas so that they may be of practical use to the teacher. I do not mean to imply that this study is all that might be done or that is necessary to do. I have tried to gather materials and suggestions that years of teaching experience have convinced me are desirable.

There has been no attempt at originality on my part. I have been most interested in gathering together time tested and recent ideas about guidance, personality and character training, the three of which are inseparable. I have enjoyed the research that has made this piece of work possible. I shall feel fully repaid if it helps to meet the needs of my fellow teachers.

Miss M. A.

Indianapolis, Indiana
March 1938
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AN EXPERIMENT
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CHAPTER I

INTRODUCTION

The Reason For The Study

In the Indianapolis Junior High School plan, there is scheduled on our program a period for guidance once a week. Some special phase of guidance is stressed each semester, the idea being that in the four junior high school semesters, the child will have an opportunity to receive the benefit of planned guidance of four types, educational, vocational, social, and personal. When attending a group meeting of junior high school teachers, the statement was made that of all phases of guidance, personal seemed to be the hardest to develop. The problem therefore, for this thesis is how to guide boys and girls of junior high school age to make satisfactory social and emotional adjustments.

The problem of personal guidance is not so much the developing
of ethics, citizenship, health or morality as it is in the creating of desirable ideals and attitudes toward living and getting along with people. To lead junior high school boys and girls to want to do, and actually to do the things that make for better and happier individuals are the desirable ends. If the seventh and eighth grade pupils are led to make social adjustments through their own volition and without compulsion, much has been accomplished.

There is no great need to teach pupils that virtues are desirable. Every youngster of junior high school age is supposed to know that he should be honest rather than dishonest; he knows that he should be polite rather than rude and that he should be helpful rather than selfish. The trouble seems to come in the making of applications. Codes of standards are not unheard of by junior high school pupils. What they need to learn is how to apply the codes to matters of daily life. Living problems, today, are so complex that virtues are likely to become mixed. We do not claim that personal guidance is a cure for all of life's complexities but a child is better off in untangling some of these problems if he has had the benefit of wise guidance. A person may steal because he is stupid, narrow sighted, and misguided. His immediate gains overshadow the consequences. If he has had the proper guidance, he can be helped to see better means of getting what he wants.

"Guidance, however, offers a sound compromise between freedom and compulsion, and prepares for life as its actualities demand. Guidance leads children to look over the possibilities, to survey the pros and cons of various alternatives, in the light of their own and other's experiences and to
understand why their teachers and counselors have planned certain studies for them. A program of guidance also equips them for the necessary decisions and choices life demands of them.

It is this compromise between freedom and compulsion that requires guidance by a skillful teacher. Adolescents are prone to feel that the aim of guidance is to compel them to do what lessens their freedom. They are too immature to make necessary decisions without aid.

Field Involved

With the pendulum half way suspended between the two philosophies of education, the subject matter group on the one hand and the child-centered school on the other, there seems to be no question as to the fact that there is a definite place in the program for personal guidance. Guidance no longer is considered an extra curricular matter but has been accepted into the field of the curriculum. The teacher becomes more of a friend than an instructor, hence more of a guide and less of an autocrat. Brewer says:

"The writing of textbooks for guidance is in its infancy. Good progress has been made in vocational guidance and some in educational but a comprehensive series of guidesbooks is needed for all sections of life." 2

Definition of Terms

The term personal guidance is herein used in its broadest sense. It is intended to describe the process of helping boys and girls acquire the behavior patterns which will help them to get along effectively with other people. There must be a direct attempt on the part of the school

2 1944, pp. 592-3.
to fit the child for life. One's personal character is a composite of his ideals. Guidance directs the formation of habits through the imparting of knowledge and the formation of ideals that underlie effective participation in group activities. The manner in which an individual reacts to his social environment is a matter of personal conduct. Personal guidance is then another concept of education.

"It is the attempt to teach, direct, and develop personality traits that promote social and emotional adjustment to such degree that pupils conform to accepted standards of society. Ross terms this, the 'adjunctive type of guidance.'"3

Statement of Problem

The problem here to be solved may be stated: What are the best methods to use in guiding boys and girls of junior high school age in Indianapolis, so that they may make satisfactory social and emotional adjustments?

The demand for guidance is the result of certain shortcomings in the educational program. The services, understood by the term personal guidance, have important contributions for increasing effectiveness of the educational program by removing certain unsatisfactory conditions. Some of these are as follows:

1. Pupils develop bad habits.
2. Pupils misconceive values.

5. Pupils possess personal traits that hinder progress.
6. Pupils underestimate their abilities.
7. Pupils are uncertain of their place in society.

Personal guidance should aid the immature pupil to achieve self-control, desirable traits, habits and appreciations, the responsibility for getting the most out of one's life, the correct attitudes towards life, work, leaders and home, and the ability to respond properly to each life situation. The motivation of the desired outcome must be wisely guided so that inward rebellion does not occur. If we know what is the correct response to a given situation, then the teaching process becomes one of somehow investing the responses of the children with some sort of dynamic action. Morgan would judge the success of any educational institution, "not by the facility with which seniors can make orations or solve mathematical problems but by the social adjustability of its alumni." Likewise Adler thinks "the most of the virtue or vice of a man is directly connected with his personal adjustment." The objectives then of a personal guidance program are social adjustment, increased social efficiency, and good citizenship.

This investigation is limited to a discussion and experimentation of the problem in the junior high school and particularly to the seventh

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and eighth grades because the problem is of special import to this group. This can be brought about most effectively by those who best understand the nature and aptitudes of adolescents. One cannot discuss personal guidance without giving consideration to the emotional factors that enter into it. Our junior high school pupils have not completed the task of making social adjustments; in fact for some, it has just begun. It is upon this fact that personal guidance is based. If education is to be the integration of character, it is the duty of the teachers and parents to provide life situations so that pupils will know how to meet them. The guidance teacher must detect evidences of social maladjustment and provide means of remedying the cause. The junior high school pupils begin to have definite opinions on subjects of large import yet they lack the perspective and background of maturity. Hence, characteristics of adult life come to them crudely. Skillful personal guidance will reduce this possibility. Younger children do not require that their conduct responses be rationalized. The adolescent begins to want to know why he should render service or why he should cooperate.

"Guidance is the keystone of the junior high school idea." 6

All leaders accord guidance an equally prominent place. By means of personal guidance, the junior high school opens avenues of development through its methods and subject matter. Boys and girls of

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this age face life in an ever changing society. "Authority of the
home, school, church and state does not seem to mean as much as it
once did." Social development is left for the school because of its
scientific foundation. The junior high school deliberately and sys-
tematically plans the work of the school in such a way that the normal
social situations that arise when pupils work together for common pur-
poses will produce the maximum of social and personal adjustment.

Summary

Personal guidance is here defined as the process of helping boys
and girls acquire the behavior patterns which will help them to get a-
long effectively with other people. "Ethical instruction that merely
informs the brain does not necessarily produce better character. It is
of most value when applied to the actual thinking and acting of the
pupils."

There are many phases of personal education or improvement
that a child must hurdle before he is considered a socially oriented
person. He must be educated in proper ideals, materials, and habits
in such matters as dress, grooming, voice, conservation, punctuality,
service and self-control. He must be able to relate these traits to

7Elvin Holt Fishback, Character Education in the Junior High
School, p. 46.
8Jesse E. Davis, Vocational and Moral Guidance, p. 64.
his family and associates and himself. They are his personal affairs and pertinent to his success or failure, therefore the school is responsible as the best organized agency for providing an opportunity for the solving of personal problems under vigilant guidance and in an organized manner.
CHAPTER II

MODERN PRACTICES OF PERSONAL GUIDANCE

What Other Schools Are Doing

Schools of the United States and schools of foreign countries have become more conscious of how vital is guidance in developing each child's ability and social confidence. Freedom which is in reality self-government is most often the starting point recognized by educators and administrators as being essential in guiding individuals into greater self-control which is synonymous with higher civilization.

"A recent analysis of the status of the forty-eight states reveals the emphasis placed upon character traits in attempts at curriculum making through legislation by state assemblies. These requirements range all the way from one provision in Delaware to thirty-seven in Washington. A total of one hundred fifty-four separate character objectives resulted from analysis and when telescoped for convenience in reporting, they comprised nineteen groups as follows in descending order of frequency mentioned.


The study from which this quotation is abstracted is indicative of the practices throughout the country. The following are examples of what is being done in specific schools.

The Board of Education of Winfield, Kansas, publishes a "Manual of Activities and Administration and the Outline of Classroom Study and Activity." There are definite outlines and bibliographies for certain subjects in being integrated into a public school system. The various social forces of the community are taken into consideration.

Fort Collins High School of Fort Collins, Colorado, has a three part program involving the following points:

1. Preparation of the faculty
2. Direct plan of presentation
3. Indirect plan

The South Orange and Maplewood, New Jersey Board of Education has paid the expenses of four teachers attending Harvard Summer School for special training in guidance.

In Sacramento, California, we find a junior high school with two counselors giving four-fifths of their time to guidance under the administrative control of the principal. The work of the department is made effective through conferences involving counselors and principals.

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3. Department of Superintendence, 7th Yearbook, Chapter IX, pp. 172-181

Winnetka Public Schools Nursery Unit of Winnetka, reports
an account of the Winnetka Nursery School Unit under three headings
as follows:

1. Integration with the Community
2. Enrichment of the School Program
3. Understanding Behavior and Furthering Personality Development.

For sometime past this nursery school, which is somewhat
unique in being integrated into a public school system, has
been exploring the possibilities of a closer cooperation with
the various social forces of the community. Starting with the
parent body in a very broad extension of service on the part of
the school, the teachers have found the influence of their lead-
ership spreading more widely. Research on Behavior Adjustments
is furthered by the use of a behavior form, on which each child
is rated for the occurrence of about sixty types of behavior.
Such records are being analyzed for over six hundred nursery
school children.5

Benjamin Franklin School, Rochester, New York, reports an experi-
mentation in junior and senior high school on connecting the understand-
ing of the psychology of personality with the study of the development-
al novel in English classes.

The aim was not only to reach objectives in mental hygiene
through knowledge of personality psychology, but also the acquisition
of standards of realism in literature.

The experiment was evaluated by two forms of standardized tests,
a test worked out by the experimenters, and student conferences. The
tests proved the following facts:

"The psychology of personality can be taught in conjunction

5 What Schools Are Doing. Report of the Committee on Experimental
Schools. p. 40. Progressive Education Association, 310 W. 90th St.,
New York. 1937."
with the teaching of literature."

A number of questions were answered and many more were raised. A considerable degree of learning occurred, but the application to behavior had in the main to be assumed. 6

Broadview, Roslyn, Long Island reports an original effort to further character development through evaluation by the pupils themselves. A list of desirable characteristics was compiled by the pupils and teachers in conferences, and from this a chart was made, which is marked by the pupils monthly, in red, 'if good work has been accomplished,' or blue, 'if more improvement should have been made'. Time is provided for the children to mark their charts in privacy, but suggestions are made occasionally in school to aid clarification and to help the child become more conscious of his own manifestations of the characteristics chosen. Group standards are considered valuable, and when positive or negative results prevail in a group, an open discussion is held, and is always found beneficial. The child discusses his own chart with his advisor only. It is destroyed at the end of the year and is not seen by parents. 7

Cambridge School, Kendall Green, Massachusetts, reports a plan that has been worked out for observation and record in determining personality and further guidance.

At entrance, all possible information is secured and entered upon the first sheet of the case history. This is supplemented by frequent conferences with the pupil. During the first year, records are continued

6Ibid. p. 31.
7Ibid. p. 9.
under these heads:

a. personal and social;
b. academic and tests;
c. health and hobbies;
d. problems and plans.

Items are added currently, out of significant experiences in the pupil's life.

The adviser-teacher is responsible for creating the record, and for certain uses of it. Before the opening of the year, the histories are placed in the hands of the adviser-teachers. The pupils indicate their preference for advisers. During October and November, the adviser-teacher consults other teachers dealing with his advisees and helps the head master prepare a letter to the parent of each. A second letter is sent toward the close of the year.

"Personality report" blanks are used by each teacher for recording, on the spot, any observed trend or significant incident; there are two copies of these, one for the head master and one for the adviser-teacher. Midyear and final reports of academic progress are sent home.8

The Frankfort, Indiana schools are meeting the problem of social and emotional maladjustment by providing the following activities:

1. Regular parties;
2. Dancing classes;
3. A social room for use at noon and after school.

A study is made of all of the maladjusted pupils, so that they may get the practice and social contacts necessary to enable them to become normal individuals.

8 Ibid., p. 8.
Organization

We can readily see from accounts such as the foregoing that definite things in reference to personal and social guidance are being done in all sections of the country. The first step in the procedure of getting personal guidance under way is that of organization. Guidance programs are usually constructed in response to the urge of local officers and individuals who have been interested enough to undertake work in this field. It is desirable that guidance organizations grow into and fit a specific situation. Therefore the curriculum should become sensitive and flexible. An increasing knowledge of children's needs and a school set-up to meet these needs is the demand of today.

One way of meeting these needs is through a guidance committee. In almost any school, there are a few who are wise in human relations and especially interested in personal guidance so that they may serve as a committee for the development of systematic lessons, the investigation of cases and experimentation of various sorts. The committee may issue bulletins suggesting topics for discussion in the homerooms. These may be broad topics such as punctuality, health, courtesy or social practice. The aim and general outline might be given, along with a school situation which might be illustrated. A general appeal could be made to all junior high school teachers to help to keep the topic somewhat before the pupils in other classes without appearing to preach all the time.

A simple type of organization of the teacher's work is suggested by Almack. He believes:
"1. Every teacher should be a counselor;
2. There should be an individual conference at least twice a semester;
3. There should be group conferences;
4. An indirect appeal should be made through school subjects and activity;
5. There should be substitution of a beneficial activity for a harmful one;
6. Friendly relations should be established with parents;
7. A knowledge of life as it is today should be given;
8. Efforts and progress should be recognized."

The Frankfort, Indiana schools, previously mentioned, are organized on the basis of the Floyd-Young Personnel Service\(^9\) plan. "This plan involves four phases:

1. Testing.
2. Counseling.
4. Placement."

The material is contained in a handbook which serves as a file for each individual student. The authors of this plan suggest that the record be submitted along with transcripts of academic work to institutions of higher learning when students enter such institutions.

An organization of this kind is valuable to students and to college officials in bridging the gap so often encountered between high school and college.

Reorganization of the guidance plan in Indianapolis, Indiana is now in progress. There is at work the Committee on the Revision of the

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\(^{10}\) William Floyd and R. Young, *Personnel Service* (a handbook) 1928, Frankfort, Indiana
Course of Study in Guidance. This committee is subdivided into the following groups:

1. School and Educational Guidance;
2. Social Guidance;
3. Leisure Hour Guidance;
4. Vocational and Avocational Guidance;
5. Safety Guidance.

Each group is composed of from three to five members with a principal as chairman. The entire course will be based on real life situations, taken from actual classroom conditions. The procedure used in developing the situations for use by all of the junior high schools is as follows:

1. A preview of the case is given;
2. A statement is made;
3. Questions are formulated;
4. Quotations are suggested;
5. References are given.

The committee has discussed the possibility of adding the topic, Inspirational Guidance, that will be based entirely upon poems and stories.

The school city of South Bend, Indiana interprets their reorganized guidance program in a bulletin, from which the following is quoted:

"1. Effectiveness of the program depends upon:

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11 School City of South Bend, Indiana : A Brief Description of the Guidance Program in the Junior and Senior High School, p. 1, 2, South Bend, Indiana, 1938."
The counselors themselves, their attitude toward the
the program and their preparation and qualifications
for the work.

b. The sympathetic understanding and helpful interpreta-
tion given by all the teachers in each building.
c. The co-operation and support given to the program by
the administrative body.

2. Standards for an adequate guidance program.
   a. It must make provisions for all pupils—not problem
      pupils only.
   b. It must provide for continuous contact between pupils
      and their counselors during a period of three years.
   c. It must provide a definite plan of procedure for carry-
      ing out all phases of guidance.
   d. It must provide for fixing of responsibility with a
      definite staff of trained workers.
   e. It must provide opportunity for counselors to be train-
      ed in service.

3. The following provisions are made in the reorganized pro-
gram:
   a. A counselor for each half grade in the larger junior
      high schools; for each two half grades in the smaller
      junior high schools.
   b. The counseling load for each class counselor between
      150 and 250, average about 200.
   c. Each class counselor to have set aside on the schedule
      an amount of time that is equivalent to 15 minutes per
      pupil, and free from other duties, for individual coun-
      seling.
   d. The class counselors in each building to constitute
      the guidance committee and be responsible for the spe-
      cialized guidance functions.
   e. The guidance committee in each building is expected
      to initiate and carry on, with the approval of the
      principal and Director of Guidance, such research
      studies as will contribute to a more effective guila-
      nce service.
   f. All counselors, junior and senior high, to be or-
      ganized into training groups for continuous train-
      ing.

The organization of the counseling program of the Berkeley Public
Schools has been in existence for eleven years.
"There is a counselor or a staff of counselors in every public school in the city. One counselor in each junior high school is known as the visiting counselor and is given half-time to work in the entire district that serves that junior high school. This service embraces the home and school contacts for the more serious problem cases of the junior high school and the contributing elementary schools. All except the visiting counselors, above mentioned are responsible for working in one school only."

Diagram #1 shows the organization for counseling in the Berkeley, California Secondary Schools.


The organization of the Woodrow Wilson School in Muncie, Indiana is one of the most progressive at the present time. Each junior high school teacher is designated as a core-teacher. She is responsible for the guidance of her group, about thirty children. This core-teacher has her group for four hours each day, one hour of which is used for home
visitation. Thus we can see the development of organized guidance. It began with the untrained homeroom teacher who referred her cases of maladjustment to a special counselor. Now we have the trained homeroom teacher who is capable of helping the boys and girls, with whom she has so much contact, to form acceptable behavior patterns.

The Functions of the Special Counselor.

Previous statements have referred to the special counselor or the adviser-teacher in such a manner that it seems pertinent to this study to set forth the definite functions of a teacher so designated. The counselor must be prepared to meet problems of diversified natures. There may be educational, vocational, personal, economic, health, social or emotional problems. Very often one problem is linked so closely with another that both problems must be discovered and solved before there is satisfactory adjustment.

"The guidance counselor is that person who attempts to obtain a picture of all of the complex lines of influence which bear down upon the individual student, in order that the student may be helped to adjust to his present problems and to plan wisely for his future activities".

The functions of the special counselor as set forth by Patterson are as follows:

1. Educational Guidance;
2. Vocational Guidance;
3. Personal Guidance (including social, emotional and leisure guidance);

4. Health Guidance;
5. Economic Guidance.  

The forenamed outlined services necessarily overlap. It therefore seems best that the special counselor should study and practice the techniques of counseling that will best serve the individual, since each individual presents a peculiar maladjustment of his own. Counseling is a technique or tool for achieving the goals of guidance.

The functions of counselors in the Claremont, (California) Junior High School was fully outlined in the University High School Journal.  

Part of that outline is quoted below:

"There is a counselor for each half grade. One hundred and seventy-five pupils is the usual load for each counselor. The counselor, who is appointed before the students leave the high-sixth grade, gives certain standard tests in the elementary schools and collects records of all types from the high-sixth teachers and the principals of the elementary schools. One hour period a day is allowed for counseling. Counselors are freed from the necessity of conducting any regular activity and from certain clerical duties in connection with compiling records, so that their counseling time may function for better advisory work. Counselors meetings are held weekly for routine business, and counselors act as chairman of teachers of their grade, when grade meetings are held.

The functions of the counselor are set forth as follows:
1. The counselor is a friend and a confidant of the group.
2. The counselor interprets the child to teachers and parents.
3. The counselor must see to it that school officials may easily obtain a folder full of data which will help them to know the student.
4. The counselor checks in and makes the necessary adjustments for pupils who have been absent.

14 Ibid., p. 3.
6. The counselor is responsible for calls upon absent students who are judged absent without good reason.
7. The counselor is held responsible for suggestions and advice upon curriculum building.
8. The counselor must be responsible for coordinating all the complex organizations of the home and school in the interest of the child. He must tie together all he knows about the restless, growing individuals of his group, all he knows about curricula, about the health program, about absenteeism, about home and school methods of control, and, seeing this pattern, be ready with friendly advice."

The functions of the counselor as outlined by the school city of South Bend, Indiana are as follows:16

1. To study the individual by means of:
   a. Records,
   b. Interest questionnaires,
   c. Tests, 17
   d. Research.
2. Individual counseling and adjustments by
   a. Interviews,
   b. Follow-up reports,
   c. Reports.
3. Group guidance using:
   a. Group thinking,
   b. Case-conferences."

The functions of the counselor in the Sacramento, California City Schools18 are set forth as follows:

"1. To collect, organize and interpret significant and reliable facts about the individual and their meaning in terms of necessary educational, social and vocational adjustment"....

The following types of data are collected:

16 loc. cit., p. 7-8
17 See Appendix p. 123.
18 James W. Barsch, Counseling in the Sacramento Schools, Mimeographed sheets.
The functions of the counselor in the Berkeley, California Public Schools are set forth in the following quotation:

"The counselor's duties cover a wide range of activities. Each child in school is under constant observation to determine if he is doing that work which would normally be expected of him. The child is studied, his social conduct, his moral conduct, his physical and emotional life, his behavior at school, in the community, and at home as nearly as it is possible to know this behavior. The counselor serves as the contact between the home and school and all other social groups or committees that may have relationship with the child. The counselor, likewise, helps to put the child in touch with individuals or sources of information which may be helpful. The counselor acts as a leader of the other members of the faculty who are in direct relation with the child. The counselor represents the central administration and works directly under the principal of the school."

The Function of the Teacher

For a long time, it has been the belief that when a child fails in the acquisition of facts and skills, the teacher is partly at fault. We are just beginning to glean the idea that when a child fails to develop livable and adjustable personal traits, it may also be the fault of the teacher. The teacher's responsibility in personal guidance is second only to that of the parent. The teacher is a moral adviser as well as an educational director. For some children, the teacher is the
only sympathetic counselor the child has. Because of the varied and changing emotions of the heterogeneous group, the guidance teacher must devise ways of meeting individual needs. Often the most serious evidences of social maladjustment can be understood and corrected only when interpreted in the terms of the child's experiences and relationships outside of school. That is why it is especially desirable that there be continuity of personal guidance. The teacher has an opportunity, that is given no other professional group, to save many children from drifting into irresponsible, shiftless, anti-social and sometimes delinquent tendencies.

All teachers should have a certain amount of training in techniques and skills of guidance, but those who are to render specialized services should have training proportional to the responsibilities involved. "Training for such in colleges and normal schools have already made a beginning. A certification of counselors is provided in three states and six cities."\textsuperscript{20} Courses in psychology, tests and measurements, personality, rating, occupational trends, economics, sociology and labor problems are necessary.

Teachers of personal guidance must be ever conscious of the fact "that moral maturity develops later than intellectual maturity. This is the experience of the race. It is likewise the experience of the individual."\textsuperscript{21}


During adolescence, many readjustments are taking place. The child must look upon the teacher as an adviser and counselor in time of trouble. It is well then for the teacher to be constantly on the alert for effective ways of aiding in the process of readjustment. It is possible for the teacher to arouse the desire, encourage, guide and help children change their conceptions of social behavior with only minor environmental changes. Mutual friendship and confidence, however, must be developed.

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The function of the teacher, as outlined by the school city of South Bend, Indiana, are as follows: 22

"1. A helpful, friendly, personal interest in the pupils with whom he comes in daily contact in the homeroom period, and before and after school hours.

3. Orientation instruction in the life and administrative routine of the school.

4. Keeping of necessary records and reports.

5. The development of school citizenship, leadership, social niceties and individual personality.

6. Co-operation with the subject teachers and counselors of the homeroom pupils."

The following is extracted from the bulletin of the State Normal School of Newark, New Jersey: 23

"Before inaugurating a personal program it seemed necessary

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22 Loc. Cit. p. 11-12.
23 Bulletin of the State Normal School of Newark, The Program of Student Personnel Services at the New Jersey State Normal School at Newark, p. 30, New Jersey State Department of Public Instruction, 1938.
that the entire faculty be made acquainted with the objectives, desirable procedures and techniques requisite to a well organized plan for properly conditioning and integrating the life of the student during the time of his preparation for teaching. In order to bring this about, the staff members met weekly throughout the entire semester and under the leadership of the president and in conference with the consulting psychiatrist, studied personnel, its objectives and techniques, and the various personnel programs—operative in liberal arts colleges, universities and teachers colleges of the country. The orientation of the faculty made it possible to win the cooperation and participation of all members in setting up a plan that, to a degree, would meet the particular requirements. Those members of the faculty fitted by interest, inclination and the kind of ability necessary in counseling were invited to act as counselors.23

Any teacher are sure to fail as guides because they have too much personality in the sense of personal influence. Instead of sheer personal influence, a morale should be built up in adolescents that is even stronger when the influence is withdrawn. The true test of a teacher's success is what the pupil does when the teacher is absent.24

The qualifications of the teacher who engages in personal guidance are as follows: "She must have:

1. Bearing—the inspiring factor.
2. Task—the managing factor.
3. System—the organizing factor.
4. Will power—controlling factor.
5. Heart power—winning factor.
6. Teaching power—vital factor.
7. Pupil insight—guiding factor.
8. Culture—demanding factor.
9. Character—uplifting factor."

Teachers must be re-educated, to tactfully guide and direct. The one who denounces and condemns pupils for mistaken views, who is harm-
fully biased, shows no kindness, gets excited, does most of the talking or refuses to allow discussion is not adapted to personal guidance.

Summary. — In this chapter, an attempt has been made to acquaint the reader with the modern practices and the many functions of the guidance personnel now in use in schools throughout the country. Administrators of schools and colleges are reorganizing their school systems in such ways that adolescents in particular may be assured of having the advantage of expert counsel. The ultimate goal seems to be, the development of citizenship, leadership, social propriety and individual personality.
CHAPTER III

MEASURING PERSONAL TRAITS

Practices in Measuring Personal Traits

"Character tests cannot be expected to fit precisely the patterns set by other forms of measurement. They will have their own responsibilities. There are no simple measures of all-round character although any phase of character can be measured. Much more has been done in this direction than most people suppose. There are nearly one hundred tests, many of which have enough reliability and promise of usefulness to warrant respect if properly administered and interpreted. With time and funds, expert persons may measure any type of character." ¹

² Noell Keys, writing in the magazine, "Occupations" says:

"We now have available tests of behavior in situations involving honesty, cooperation, service, and other character qualities, which are nearly or quite as reliable as our tests of intelligence and achievement."

Thus we see that definite steps have been taken in measuring personal traits. The problem of personal guidance may become at any time, for the trained counselor, the problem of measurement and prediction; the measurement of individual potentialities on the one hand and of social opportunity on the other. The measurement must be made


² Noell Keys, Occupations, Vol. XII, No. 7 (March 1934) p. 61.
with the view of discovering opportunities for growth, happiness and service.

Use of Tests

Tests may be used to determine objectively the relative value of current or experimentally devised methods for improving character through personal guidance. Moral knowledge of itself is no guarantee to moral action.

Tests are valuable for survey purposes, to help in identifying or singling out those individuals in need of special attention. Once located, these pupils can then be subjected to more careful diagnosis by teachers and counselors who will make use of any or all devices which promise help. It is expected that this type of information will be used to detect those individuals who have anti-social tendencies and that by friendly personal guidance, undesired results will be forestalled. "Investigation is one of the necessary elements in the preparation for the guidance worker. Investigation is not guidance but a fundamental requisite for it." 3

Tests may be used to evaluate the characteristics of pupils by measuring students before and after the teaching of personal guidance. A score card might be used as a follow-up of pupils having the benefit of guidance as compared to those who do not have it. Reduced to steps the plan would be as follows:

1. Conceive a more effective plan.
2. Demonstrate its operation.
3. Measure its effectiveness.

When summarizing the use of tests for personal guidance, they seem to take the following form:

1. For sampling phases of character as tolerance or deceit.
2. For discovering persons in special need of help because of maladjustment.
3. For evaluating character traits.
4. For counseling.
5. For experimenting informally.
6. For conducting research.

Methods of Testing

Convinced that there should be some type of measurement to assist in correcting the socially maladjusted, the question arises as to what methods should be used. Several are suggested below. One type will be discussed. Examples of other methods will be found in the appendix.

Methods suggested are:

1. Systematic observation of behavior.
2. Ratings by associates.
4. Interviews or conferences.
5. Questionnaires.
6. Self reports.
7. Ratings by pupils.
8. Testing of situations.

The rating of personal traits may be done by the pupil himself, his associates or his teachers, parents, scout master or other superiors.

"An occasional self-raising is an enlightening experience for junior high school boys and girls. It calls their attention
to essential elements of personal traits through a mirror that they perhaps have not used before. It helps teachers to understand pupils better and it provides occasion where discrepancies in teachers and pupils judgment arise, to rectify the pupil's character and rectify his judgment of himself. Here is an opportunity to reduce the assurance of those who are inclined to self-depreciation. These scales should result in pupil's better knowledge of traits in which he is weak and its outcome should be definite efforts to improve themselves socially along lines shown by the use of self-rating scales.\footnote{4}

"The ratings of traits by teachers is much more widely used and promises more in practical value. \footnote{5} By the use of such a device, teachers and pupils are stimulated to give consideration to these important outcomes. Ratings should be made by all teachers for each student working under their direct supervision. It is probably desirable to average the ratings to obtain a more reliable measure."\footnote{6}

Records of the various ratings by different teachers should be kept. The variation in ratings by the different teachers may indicate variation in the behavior of the individual in different situations. Not too many ratings should be made so that those that are made will be accurate. The average of the ratings on the different traits should be entered on the permanent record card, which will be discussed later.

The associates of a pupil may rate him on items based on the expected achievement from detailed specifications. A three point scale might be used, marking the trait, unsatisfactory, doubtful or satisfactory. Examples of traits rated might be as follows:

How are you and others affected by his manner and personal appearance?

\footnotesize{\begin{itemize}
\end{itemize}}
Does he need constant prodding to get things done? Does he control his emotions? Is his time and energy used in worthwhile activities?

A description of rating scales and where they may be purchased will be found in the appendix.

Rogers has suggestions for formulating tests for rating attitudes. Teachers may construct their own teacher-devised unstandardized tests. The first step is to determine what outcomes should be the result of teaching personal guidance. The second step is to determine which outcome is to be tested, either to determine what pupils need to learn or what they have mastered already. The third step is to determine the probably acceptable answers. In addition to those that teachers may compile, they may find it possible to check the test with various groups of children in order to get samplings of typical responses. Such an experiment may help in modifying some of the less satisfactorily constructed sections of the test. The fourth step is to construct simple usable instructions for giving the test. These may be modeled after those commonly found in the best scientific tests.

There are difficulties to be noted in measuring pupils’ attitudes. Pupils are likely to give the answer that they think the teacher wants. Tests are only valid when they measure the outcomes of teaching. Another difficulty is that pupils may know the correct answer but fail to apply it in actual life situations. It is doubtful whether the intangi-

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ible elements that make up personality will ever be subject to definite measure because testors are dealing with matters that do not lend them- 
selves to mathematical description. The final test is the response of 
individuals to social situations throughout life. Better teaching, 
better guidance, increased research and improved testing techniques 
will help.

Records of Tests

It has been intimated previously that there should prevail a 
system of recording the results of tests and investigations. Testing 
and recording include those phases of the guidance program which are 
to secure and record data concerning each individual pupil. The com-
posite of all such records, including those of scholarship constitute 
the case history of the pupil.

"Any fact that is worth getting is worth recording. Ade-
quate guidance can be given only when all data that bear 
upon the question at issue can be assembled and seen in per-
spective. Teachers and principals often discover facts about 
students that are of supreme importance, but let them slip 
by because they do not take time to record them, or because no 
provision is made for record."7

"All facts regarding an individual for guidance purposes 
should be kept together. Isolated facts mean little, 
but when taken all together and seen in their mutual relation-
ships, they may be more valid and reliable. What a person does 
today has its greatest significance only when seen in connec-
tion with what he has done previously. Progressive 
schools all over the country have adopted in principle, the 
cumulative record idea, and are putting them into practice 
as rapidly as they can find means to do it."8

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9 See appendix, p. 114.
In this connection, it is suggested that a guidance envelope for each pupil will prove effective. The envelope should contain information of various types about the pupil; namely, records of tests, and rating scales, notes from parents, teacher’s comments about the pupil, conduct matters, health observations and individual habits or characteristics. It is evident that this type of record keeping provides for a continuous program of guidance that is most effective.

Summary

Tests constructed to measure traits will never yield the constant results found in physical measures because life situations are ever changing. No constant measure fast enough. Before we have all of the traits measured, changes have taken place to alter the results. Results are relative to the particular group and time. We cannot help dealing with fleeting approximations. In spite of the abstract elements it is better to test than not to test. Much is being accomplished in the field of testing personal traits and characteristics.

Thom says, "The final test of intelligence is social adjustability. No matter how brilliant a man is, if he fails to adjust in the social order, we feel that there is a flaw in his intelligence. ... If we are to plan wisely for a child it is important to know all about his intellectual equipment. Most important of all is to know what ends the child is using his intelligence, both for his own welfare and the point of view of the community."

Teachers are expected to teach attitudes and ideals but the

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tests to measure these have not kept pace with those for measuring intelligence and achievement. The most valued tests for this type of investigation are those that are diagnostic or prognostic. The best methods of testing are ratings, and responses to certain situations. It is desirable to keep records of tests and ratings. The attitudes to be tested are subjective, therefore we can never be absolutely sure that we are testing what is desired. The whole of the facts of our lives consist of what we experience. Our experiences form the basis for certain responses. A record of experiences and responses of maladjusted individuals will do much to aid in re-educating that individual. However, in order to complete this study and to test the merits of the measures available for testing personal traits, the writer plans to make use of such tests in the seventh and eighth grades of the junior high school in the building where she teaches.
CHAPTER IV

METHODS OF PROCEDURE

Types of Methods

The very nature of junior high school pupils, who are almost all adolescents, makes the use of any one method prohibitive. Methods must be flexible and readily adjusted to meet the demands of varying personalities. The personal element is beginning to come to the front so that no stereotyped method can be used. There must be in the junior high school a departure from the dogmatic methods used in the lower grades. There must be an appeal to reason. Facts must be presented in their natural and true relationships to each other and to life. The pupils' own individual thinking and opinion must be recognized. This gives an increasing use of freedom in discussion and makes the facts more significant.

Much has been written for and against the direct and indirect methods of teaching personal traits. Direct moral instruction has a disadvantage in that one cannot expect to issue a set form of procedure and hope that it will be of value to all. Neither can we feel that knowing what is right will lead to doing what is right. "The adolescent naturally does what he wants to do and what seems easiest. ....... The good impulses and higher values naturally grow out of
healthy activities. ¹

The direct method has its advantages because concrete rather than abstract ideas must be presented. The fundamental principles that we wish our pupils to learn, can best be obtained in their concrete setting. The one great aim is to conserve the enthusiasm of youth. Monotony is bad in any stage of educational development, but unpardonable with children of the junior high school level. Much of the mis-conduct is due to a rebellion against the regulated monotony of school conditions.

Two types of materials may be used. First is that type whose principal purpose is character guidance. Such material is implied when the direct method is used. With this method, a definite place on the daily program is given. Outlines, syllabi, and texts are prepared, as would be done for courses in arithmetic and social studies. Books in ethics supply the textual materials and every day happenings are drawn upon to give problems and illustrations. Creeds and codes also are featured in the direct method.

The second type of procedure, the indirect method, relies upon incidental and occasional instruction. Disciplinary situations and everyday problems may afford opportunity for personal guidance. Quotations and precepts are utilized. Subjects as history, biography, literature, music and art are correlated with right conduct. Creeds and

codes summarize the feelings and judgments concerning attitudes and actions. Every school, class and organization profits by having its creeds and mottoes.

The Hutchins Code for Elementary pupils and the Brevard Code for High School Pupils contain valuable principles. The Hutchins Code consists of ten laws or principles as follows: health, self-control, self-reliance, reliability, clean play, duty, workmanship, team-work, kindness and loyalty. The Brevard Code consists of fourteen points as follows: respect and honor for parents, diligent study, kindness, temperance, purity, honesty, justice, industry, truthfulness, courage, cheerfulness, self-reliance, patriotism, responsibility, self-control. The twelfth point is selected as a fair example. "Love and honor your country, holding no work too hard, no service for her too great. Do your part in your community, obeying law, keeping order and peace, helping as well as you can in work for good. Study the laws and government of your country that with intelligence and judgment you may serve her well. In true loyalty and devotion uphold in your own life the high standard of national character—the standard of good, faith, justice, courage and regard for the general good."

The force of environment as an agency of personal guidance has always been appreciated. Ugly, dilapidated buildings, defaced walls,
scratched desks, and dirty floors and yards are a constant suggestion of vandalism. The wise teacher, interested in personal guidance, may change a situation in which there seems to be disregard for surroundings, not by discipline but by making the place attractive. Order invites order as certainly scratched walls invite more scratches. The school building and premises should suggest good manners and reflect good taste by its neatness, beauty and comfort. The school buildings, with their furnishings and grounds should be the best in the community. The presence of trees, flowers and lawns are lessons in the possibilities of gardening which may carry over to the home. Clean yards are constant reminders of the undesirability of littered and ill kept yards. Every activity conducive to the child's own personal interest is also a preparation for larger civic responsibility. The defense of school property grows into the defense of all public property, public health and public morals. Money spent for beautiful buildings, excellent decorations and equipment is good insurance against immorality.

Methods of teaching guidance personal or otherwise make much use of stories. The reader or listener tends to identify himself with the characters, thus the events make a lasting impression. The teacher must set the standard for story telling. Abundant reading material from which the pupils may choose should be supplied. The method here advised is as follows: The teacher relates a well chosen incident bearing upon the subject to be stressed, such as courage, generosity or kindness. The highlights of the story are discussed and the pupils tell other stories based upon the same subject. There should be no attempt to draw a moral from the story. If the story has been well
told and the discussion well developed, the moral of the story becomes allied with the individual's thinking.

A method that embodies both direct and indirect approach seems best. The important task is the shaping, directing and supervising of the personal attitudes of the pupils, so that desirable forms of behavior may be produced for the welfare of the individual and the social group. We need to be concerned about the ideals that our pupils are carrying away from our schools. Character education consists of constructive reactions to life situations, without thought on the part of the individual, as to whether his reaction in a particular situation is one calculated to bring about his own self-improvement. This seems to be the criteria for personal guidance methods. "A complete plan will employ all of the resources at our command, both the simpler and more mechanical guidance, in the formation of habits and the more distinctive education through ideas and sentiments."5

Clubs

The writer used her club period to test nearly two hundred children in the school in which she works. The tests used were The School Inventory and The Adjustment Test.6 These tests revealed that twelve

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4Tenth Year Book, Dept. of Superintendence, 1932, p. 8.
5Ibid., p. 5
6Hugh E. Bell, Tests, Stanford University Press, Stanford University California.
per cent of those tested were socially and emotionally maladjusted. It was evident that both group guidance and individual guidance would be necessary. Subsequently these children who were found to be in need of personal guidance were organized into a club. The teacher's outline for conducting this club was as follows:

1. Diagnosis of the problems of each child by:
   a. Discussions;
   b. Written themes on suggested topics;
   c. Private conferences;
   d. Tests;

2. Remedial measures;
   a. Provide opportunities for achievement;
      1. Mental leadership - planning;
      2. Social leadership - work on committees;
   b. Work for cooperation and service;
      1. Work on committees;
      2. Definite duties;
   c. Discover the value of service;
      1. Biographies (especially of the twentieth century)
         a. Lindbergh
         b. Babe Ruth
         c. Martin Johnson
         d. Wright Brothers

The explanation given to the members of the club was as follows: The club was to be called 'Pandora'. The reason given for such a name
was that the members of this club were to be very curious, but their curiosity must center in themselves. We were, in other words, going to do some exploring or finding out things about ourselves; our habits, our feelings, likes and dislikes, all the time hoping that in the end we would be agreeably surprised even if the road to the end were different from what we had been accustomed. The pupils readily entered into the spirit of the club and our work began.

At the first meeting, the teacher began with a statement like the following: "Today, we wish to look into our Pandora Boxes and find out some things. We shall use questions. The one rule we must follow in looking into our boxes, is that of honesty. We must be honest about what we see or we can never reach the pleasant surprise at the end."

Believing as Kilpatrick, that "emotional maladjustment is the failure to correct failures," the writer set about to devise methods of preventing failures.

The questions were as follows:

1. What are your difficulties?
2. What would you like to know or learn?
3. What do you worry about?
4. What troubles you at home or at school?
5. What makes you unhappy?
6. What would you like to do?

7. What subjects are you afraid to discuss with your parents, teachers, or friends?

The next meeting of the club was used for a discussion period to help solve openly some of the problems revealed by the questions. The teacher reserved those that seemed too personal to discuss in the private conference.

The problems revealed as those that the guidance teacher and the group might help were as follows:

1. Self-consciousness;
2. Indecisions about wrong;
3. Timidity - not speaking loudly;
4. Being fat;
5. Temper;
6. Speaking up for one's self;
7. Convering with the opposite sex;
8. Dancing well;
9. Feats - ghosts - insects;
10. Earning money;
11. Difficulty with school subjects;
12. Day dreaming.

The discussions and suggestions were indeed illuminating. The members of the club seemed to sense a kindredship in difficulties and there was a genuine desire to help. This coupled with individual conferences, proved helpful, as several of the members told the teacher at the end of the semester, that they had overcome some of their difficulties.
A case study envelope was prepared for each member of the club. An effort was made to keep a record of actions and habits conducive to social maladjustment and the resultant methods used to overcome such tendencies. One case may be mentioned, that of Joseph whose difficulty was daydreaming. The teacher helped by getting the boy to plan and ponder over things that were constructive, rather than aimless things. The result of his constructive thinking was a miniature house made and furnished by this boy.

Most of these children were so timid that they seldom expressed themselves. To eradicate this, some of our club meetings were discussions. The social adjustments of a child are determined by the balance he maintains between himself and others. Consequently such topics as the following were discussed.

1. Do we care about others?
   - Their wishes
   - Their rights
   - Their plans

2. Do we give our own rights occasionally to others?

3. Do we consider the feelings of others?
   - In what we say
   - In our behavior
   - Are we thinking only of ourselves?

See Appendix, p. 114.
4. Do we try to make others happy?
   a. Being thoughtful
   b. Remembering special occasions
   c. Offering to help others

5. Do we criticize others?
   a. Their dress
   b. Their manners
   c. Their speech
   d. Their shortcomings

6. Are we independent?
   a. Do we think for ourselves?
   b. Do we allow others to influence us too much?

7. What should we do if we find a friend has spoken disloyally of us?

8. What traits would we look for in a friend to serve on a committee?

   Cooperation   Honesty
   Cheerfulness   High intelligence
   Strong leadership   Seriousness
   Industry   Scholarship
   Unselfishness   Wealth
   Good looks   Strong personality

Boys and girls were eager to give opinions. There was also occasionally an opportunity for the teacher to direct or correct an undesirable opinion.

Topics of this type and the type following coincided with every-
day life and did meet the needs of pupils.

1. Do your parents and teachers usually understand your difficulty?

2. Do your teachers treat you as a friend?

3. Do any of your teachers have the wrong opinion of you?

4. Are you ever punished for things you do not do?

5. Do you feel you are successful in the things you do?

6. Are you praised for the things you do?

7. Is your work monotonous?

The principal value of such a discussion is the revelation of such symptoms of maladjustment as timidity, superstitions, and inferiority.

The adolescent of junior high school age is undergoing adjustments which necessitate the solving of new problems.

Problems common to this age level are so complex that they may overpower the child. The guidance of a sympathetic homeroom teacher will help him to understand moral and spiritual issues which suddenly have become so important in his life.

Adolescence imposes a physical, emotional, and social strain upon the boy and girl. Both acceptable and unacceptable traits are emphasized by new demands of living. The child who has gotten along reasonably well with others and has occasionally stood out from the group suddenly develops into a good organizer and leader. Those who have always been shy and somewhat aloof are suddenly found to be quite
isolated from the group. In neither case has adolescence changed the individual, but it has emphasized traits already in existence. It may be the junior high school teacher who first observes these abnormal reactions, not because they have not existed earlier, but because they were less obvious. When these abnormal traits are observed, diagnostic methods should be used and remedial treatment given before it is too late. The type of guidance for junior high school pupils will be more effective if the teacher recognizes the characteristics of this age level.

The Department of Public Instruction of the State of Nebraska has published a comprehensive list of adolescent characteristics. Part of the list is included here.
### Common Problems for Seventh and Eighth Grade Pupils

**Of the Junior High School**

<table>
<thead>
<tr>
<th><strong>Symptoms</strong></th>
<th><strong>Causes</strong></th>
<th><strong>Treatment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to concentrate</td>
<td>Poor study habits</td>
<td>Provide better methods of study.</td>
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<tr>
<td></td>
<td>Not interested</td>
<td>Vary the program.</td>
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<tr>
<td>Timidity</td>
<td>Inferiority complex</td>
<td>Provide experiences to bring out the individual.</td>
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<td></td>
<td>New comer</td>
<td></td>
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<tr>
<td>Speech defects</td>
<td>Baby talk</td>
<td>Provide medical treatment if necessary.</td>
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<td></td>
<td>Physical abnormality</td>
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<tr>
<td>Bad temper</td>
<td>Hereditary environment</td>
<td>Get parents to cooperate.</td>
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<td>Insolence</td>
<td>Economic conditions</td>
<td>Give direct help and guidance.</td>
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<td></td>
<td>Improper guidance</td>
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<tr>
<td>Bad manners</td>
<td>Home environment</td>
<td>Present experiences in which good manners are shown</td>
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<td></td>
<td>Wrong companions</td>
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<tr>
<td>Rudeness</td>
<td>Anti-social nervousness</td>
<td>Have individual practice sociability</td>
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<tr>
<td>Disobedience</td>
<td>Lack of training</td>
<td>Provide opportunities for obedience</td>
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<td></td>
<td>No self respect</td>
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<tr>
<td>Superstitions</td>
<td>Faulty teaching</td>
<td>Re-educate to remove false notions</td>
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<td></td>
<td>Home conditions</td>
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<tr>
<td>Unreliable</td>
<td>Unstable</td>
<td>Provide opportunities for showing dependence</td>
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<tr>
<td></td>
<td>Lack of guidance</td>
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<tr>
<td>Non-cooperative</td>
<td>Anti-social</td>
<td>Have individuals work in groups and committees.</td>
</tr>
<tr>
<td></td>
<td>No home cooperation</td>
<td></td>
</tr>
</tbody>
</table>
1. Physical Traits
   a. Physical growth is rapid and irregular.
   b. Great awkwardness comes from poor physical control.
   c. Heart and lungs greatly enlarged.
   d. Great energy alternates with languor.

2. Instinctive and Emotional Traits
   a. The sex glands and organs mature.
   b. Protection and tenderness begin to unfold.
   c. There is a period of mental storm and stress.
   d. The sexes segregate or go apart.

3. Imagination, Memory, and Reasoning Greatly Enhanced
   a. Intellectual energy yearns for an outlet.
   b. Interest in reading is greater now.
   c. This is a period of doubt and questioning.

4. Moral and Religious Characteristics
   a. Conscience is increasingly keen and exact.
   b. The claims of moral law are now recognized.
   c. Religious forms begin to give way to spiritual life.
   d. Theological convictions grow more definite.

These various factors common to the adolescent give the guidance teacher a chance to be a great personal influence in emotional readjustment. Knowing the vital part physical and emotional traits have in the development of adolescents, the writer planned ways of substituting social leadership for reticence. It seemed desirable to encourage and develop mental leadership through planning. Nothing seemed to meet this need more than planning for a party.

Parties develop initiative, self-control, responsibility, executive ability, imagination, ingenuity, good judgment and poise.

The idea for our party came from one of the members, a boy, who stated that he had always wanted to give a party.

At our next club meeting the following things were accomplished:

1. The type of party to have
   a. An Easter party.

2. Who would be our guests?
a. A representative from the eight other clubs
b. The principal

3. Manners
   a. Hosts and hostesses.
   b. Guests

4. Committees
   a. Invitations
   b. Decorations
   c. Finance
   d. Reception
   e. Refreshment
   f. Program
   g. Clean-up

At the next meeting all of the committees reported.

The invitation committee submitted designs for invitations. The invitation selected was cut out of paper, egg shaped, colored with crayon, and printed appropriately.

The decorations committee reported that they had on hand appropriate Easter eggs and baskets for the table and that the place cards would be candy eggs wrapped in colorful tinfoil. The name card could be inserted into the egg with a toothpick.

The finance committee asked each member to bring ten cents to defray expenses.

The refreshment committee submitted two menus. The one chosen consisted of:
Egg and head lettuce salad
Crackers
Cocoa
Cookies

The program committee suggested an Easter Egg Hunt. This suggestion was rejected, so the chairman promised to secure books from the library giving suggested programs. This she did.

The reception committee decided where they should stand to welcome their guests and who would receive them.

The clean-up committee reviewed what they considered their duties.

On the day of the party, we were gratified with demonstrations of poise, self-control, ingenuity, and good judgment. Every member who had a duty to perform was faithful with the exception of one boy. His responsibility was that of playing the piano by way of entertainment while the guests were arriving. This boy did not appear at the time scheduled or at any time.

Some of the members became disturbed because plans were miscarrying. Here was an opportunity to display poise and ingenuity. The president of the club sensed her responsibility and saw to it that other free members mingled with the guests and engaged them in pleasant conversation.

The next club meeting, had the procedure been left wholly to the members, would have taken the form of a serious scolding to the boy who had failed to do what he said he would do. The teacher, however, saw in this situation a splendid opportunity to stress a character trait, that
of reliability. This she did in such a manner that the boy did not feel he was an outcast who had committed a crime, but that he and the rest were a cog in the wheels of society. Therefore, each one must do his duty if the wheels are to turn, for many persons are depending upon just one turn. Here it seems that all elements of personal guidance were called into play and each activity proved to be one step towards social and personal guidance.

The boys and girls of the Pandora Club, meeting each other every week for thirty minutes, sharing experiences and attempting to solve some of life's perplexities, came to know and understand one another and themselves better. A culminating project was the rating of each other on a Composite Personality Scale. The boys and girls took the results good naturally and many expressed the desire to improve in traits rated low or medium. Some even asked how they might improve. The view is foreshortened so much that it is impossible to judge or estimate permanent results of such teaching; however they could not help but feel that their Pandora Boxes held the seeds of better living and better citizenship, that only needed the stimulus of personal direction.

Behavior is based on the appropriate reactions to situations. The plan here described offered various situations requiring certain behavior.

Homesrooms

Adolescents, socially maladjusted or normal, need something to hold them fast, a mooring of some kind. Since, "We learn what we live," the homeroom becomes a place for orderly living together and is therefore an important center of guidance. The homeroom is capable of providing all types of guidance services that do not involve complex and extensive specialized training or execution. The teacher's effectiveness is broadened by the ability to guide the homeroom pupils in desirable adjustments, social and emotional. How to do this is again the problem?

To aid in this experiment, the writer has employed various methods. A check list notting mental, physical, social, and emotional characteristics was given each child in the homeroom. Spaces were provided for each day in a month. If the trait was satisfactorily kept, a red dot was placed in the space opposite. If there was no occasion presented for demonstration of the trait, a green dot was placed. If the trait was demonstrated unsatisfactorily, a black cross was placed. Every child's list was his own personal property. The pupil was encouraged to show his list at intervals to the teacher so that suggestions could be made if needed. Self-appraisal is often more meritorious than any other kind. These lists proved valuable in enabling individuals to evaluate themselves.

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5W. H. Kilpatrick, *loc. cit.*
6See Appendix, p. 115.
It is necessary for teachers to evaluate the personality traits of pupils on the Report Cards that are sent home to parents each six weeks. It did not seem fair to the writer to grade pupils on personality traits that had not been taught any more than one would give a geometry grade when no geometry had been taught. The personality traits to be graded are:

1. Industry;
2. Punctuality;
3. Dependability;
4. Cooperation
5. Courtesy.

To aid in calling attention to these traits a rating card was prepared such as the following sample:

Key to Success — Rating Card

Progress Card of
Name School

Dependability
Obedience
Courtey
Punctuality
Initiative
Personal Mists
Cooperation
Self-control

This card was mimeographed and was rated weekly by the teacher.

See Appendix p. 120.
The words "Satisfactory" or "Needs improvement" were used to denote progress. At the end of six weeks no child was in doubt as to his progress in personality traits.

The question may be asked, "How was courtesy taught so that pupils might overcome discourteous tendencies?" Junior high school boys and girls enjoy making booklets. The teacher suggested that they make a handbook to guide themselves in acquiring and developing personal traits. It was suggested also that if the book proved adequate, it might be passed on to other groups. This project was very interesting. Moral imagination cultivated through stories, biographies, and discussions will keep children thinking so that they may build up an attitude toward desirable conduct in varied situations. The junior high school provides greater freedom and larger responsibility which mark a period of growth, if the pupils are properly guided toward personally and socially desirable conduct. The most effective social training can be given where the child engages in purposeful activities in which he finds it necessary to choose between right and wrong.

Tev or three ideal characters were studied intensely. The children were permitted to read for themselves and to present their selections to the group explaining why that character was admirable. Much value was derived from discussing the motives that led to noteworthy actions.

Many opportunities were given for discussions relative to handling life situations. A few concrete examples are here given.

A. Topics discussed relative to passing in the halls were,
1. Similar life situations
   a. Public buildings
   b. Public gatherings

2. Reactions desired
   a. Keeping to right
   b. Going directly to one's destination
   c. Moving with minimum noise
   d. Showing courtesy to rights of others

3. Social outcomes
   a. Group consciousness
   b. Self-restraint
   c. Courtesy

4. Means of clinching ideals
   a. Posters
   b. Slogans
   c. Dramatizations

B. Topics discussed relative to opinions on life situations.
   1. Suppose one handles another's property and the article is lost. What should be done?
   2. Children know of the dishonesty of a classmate. The teacher doesn't. What should be done?
   3. Lettering was sent on an errand. Result.
   4. Shortchanging a parent. Parent doesn't realize it. What should be done?
   5. Shielding a friend. Others tell the truth. Your
6. Money is found on the desk or floor. What should be done?
7. Wasting paper towels. Class mates take notice. What should be done?
8. Pupil does not cooperate in game because of difficulty with the teacher. Solution.

These and other cases of this kind involving social and emotional attitudes that concern children will aid in securing right attitudes if skillful discussion and questioning are employed.

C. Lessons from poetry

1. The Village Blacksmith
   a. Discuss passages that show the following character traits.
      1. Honesty
      2. Reverence
      3. Industry
      4. Steadiness
   b. What principles stated in the poem can be applied to everyday life?

2. Somebody's Mother
   a. Aim to teach courtesy to those we meet.
   b. Procedure
      1. Read poem
      2. Did it cost the boy great time or effort?
      3. Was it worth while?
4. If his playmates thought at all what must they have thought of his attitude?

5. "He was the gayest ladde of the group." What qualities probably made him light hearted and gay?

6. What was her retum to him?

7. How did he feel? How would you have felt?

8. Is courtesy an inherited quality or can we cultivate it?

9. Discuss ways in which you could or have helped somebody.

D. Sign posts on the Conduct Highway.

Pay attention.
Control your temper.
Be dependable.
Be honest.
Be friendly.
Be respectful.
Keep mentally and physically well.

Innumerable qualities you admire in your friends.
Have you ever been disappointed because someone lacked dependability?

Paul Essert 11 has this to say about such sign posts,

"The author wished to know just what children see before them each day. What slogans, what mottoes, what expressions were repeatedly appearing before their eyes and eventually entering their hearts? What stimuli of the sign post was producing the response of fine and noble character attitudes without children?"

"The good that comes from children hearing and seeing commendable personal traits will never be measurable by graphs and standard tests. The author feels that occasional sign posts of

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character nightly display and well placed can have a stimulating effect upon the moral thoughtfulness of pupils. Psychology has recognized the necessity of utilizing the sensory organs as avenues of education. These signposts mentioned are as necessary to the moral development of the child as advertisements are to business."

The writing of a Guide Booklet was begun as a cooperative effort. A topic such as the following was assigned to committees: Personal Guidance in the Home, School, Church, Neighborhood, At Play, On the Street, and in Public Places. Each member of the committee submitted to the chairman his ideas on the subject. It was then the duty of the chairman to summarize the individual ideas into a satisfactory discussion. These were later typed and fastened to make a booklet. The names of all who worked on a topic were signed to the finished article. This project stimulated interest in learning and practicing character traits along with the f

Examples from this the outline or the composition example will be found the names of pupils who assisted with each topic.

A. The Attitude of Children

When the Regular Teacher is Absent

When the regular teacher is absent and a substitute is sent in her place, the children can help by not talking or doing other things they would not do if the regular teacher was present. Everyone should be polite and only offer information when asked. If there are troubles they should be settled with the teacher after the class period so as not to interfere with regular class work. The usual personal traits such as service, quietness, and self-control should be exercised even more so than when the regular teacher is present.

Signed:

<table>
<thead>
<tr>
<th>Charles</th>
<th>James</th>
<th>Donald</th>
<th>Bishop</th>
<th>Betty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret</td>
<td>John</td>
<td>Betty</td>
<td>James</td>
<td></td>
</tr>
<tr>
<td>Betty</td>
<td>Rudolph</td>
<td>Nathaniel</td>
<td>Elseie</td>
<td></td>
</tr>
</tbody>
</table>
B. Personal Guidance

Qualifications of pupils on committees:
Pupils on committees should:
1. Cooperate with whom they are working.
2. Have reports on time.
3. Perform all duties assigned.
4. Make reports clear to the audience.
5. Read or tell the report well.

Signed:

Vera — 63.

C. Personality Traits the Church Has Helped Me to Acquire.

1. Reverence to God.
2. Honesty, cleanliness, politeness, courtesy, friendliness.
3. Universal love and tolerance.
4. Regular church attendance.
5. Correct conduct in public places.
6. To be clean in speech.
7. To share financial responsibility of an organization
8. To cooperate and do my part.

Signed:

Pat. — 85
Charles
Vera — Russell

D. What Should Happen If the Leader of the Game Is Called Away?

He should appoint a substitute before leaving and the game should go on as before. There should be no cheating or grumbling. The leader's assistant should be a person who is fair and knows the game. When the leader returns, the game should be going on so orderly that he should fall right in playing as before he left.

Signed:

Evelyn
James
Myrtle

E. The Proper Conduct on the Street
When There is an Accident or a Fire.
1. One should not stand in the way and ask many questions.
2. One should not push through the crowd and hamper the work of those authorized to help.
3. Unlocksers should cheerfully obey the commands of policemen.
4. Do not meddle with the equipment of firemen.
5. When the fire has been put out, do not go into the burned building because there may be danger of falling beams.
6. Remember to be careful and helpful at all times.

Signed:
David

F. Personal Guidance in the Neighborhood.

In some neighborhoods, there are people who do not think much about their property. When there is an untidy yard, it detracts from the appearance of the other homes in the neighborhood. It is unpleasant as a task for an individual to have to tell his neighbors about their yards. One way in which this can be done is by forming a neighborhood club. If the offending neighbor is invited to join, he may then learn what is expected concerning his yard.

If the property is very dirty and ill kept, an appeal can be made to the Board of Health. This, neighbors, will do only as a last resort. The best way of all is to set a good example by each keeping his property in the best of shape.

Signed:
Geraldine
Alberta

G. Should the School Be an Asset Or A Liability to the Community?

A school should always be an asset to a community. It is made of brick and is often the largest building in the neighborhood and is therefore likely to be the center of attention to those people who pass it. If it is clean and neat in appearance, everyone will enjoy its presence. In order that the school maintain an attractive appearance, it is necessary that all children of the neighborhood do their part in staying off the grass and putting trash and rubbish in the proper place.

The attractiveness of the school may influence others to improve the looks of their property which will result in a levier community in which to live.

Signed:
Leola
Vera
Leamard
Betty
H. Personal Guidance in Public Places.

Theaters.

When you are in the theater, you should applaud by clapping your hands three or four times and then stop because the actors continue with their lines and if you applaud too long, it prevents others from hearing. The same thing applies to talking. Loud talking prevents others from hearing. If the performance has started when you arrive, you should take the nearest seat instead of walking up and down the aisle looking for a special seat. When entering the theater, if there is a crowd, get into line without pushing or crowding. When leaving the theater, walk out quietly and slowly. In all situations, try to have patience, and be good-natured. Pushing and disorder may cause accidents.

If you have seen the picture, do not spoil the pleasure of others by telling what is to happen next. One also should refrain from running in and out unnecessarily as it is disturbing to people sitting near you. If you enter late, be as quiet as you can.

If these rules are observed, the theater will be an enjoyable place of recreation for our neighbors and ourselves. After all it is a matter of observing the "Golden Rule".

Signed:

Vera  James  Patsy  Betty
Betty  John  Anna  Myrtle
Edna  Lillian  Evelyn  Elsie

Much discussion took place in the homeroom preliminary to the writing of the topics. A culminating activity was the writing of a playlet embodying the topics discussed in the booklet. During these discussions, the writer was enlightened concerning various maladjustments, social and emotional. Copies of the Adjustment Score Card\(^\text{12}\) were obtained and each child rated himself.*

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\(^\text{12}\)Vineland New Jersey Training School. Adjustment Score Card. Department of Research.

* See Diagram 4.
The following is a description of another type of self-rating.

Ten traits of character were listed and discussed. Each pupil was asked to make a graph representing his status with respect to the following traits:

1. Kindness in speech.
2. Thoughtfulness to one's family.
3. Thoughtfulness to one's classmates.
4. Thoughtfulness to one's teacher.
5. Kindness to animals.
6. Cheerfulness.
7. Courtesy.
8. Consideration for others.
10. Loyalty to friends.

Seeing one's traits in this graphic form was revealing to many pupils and eventually stimulated their interest in improvement.

The work of the quotation committee, as another device is here presented, was done by the class in the following manner: The president of the classroom, upon the direction of the teacher, appointed three children to this committee. The duties assigned were:

1. To collect quotations bearing upon the traits being stressed in our guidance discussions;
2. To place a different quotation upon the board each week;
3. To report at the beginning of the school year and each succeeding year the names of the committee.

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See Appendix p. 116.

See Appendix p. 117.
3. To stimulate the learning of all quotations placed on the board:

4. To compile all quotations used during the semester into a booklet and give each homeroom member a copy.

Another device usable in the homeroom or the assembly is the Question Box. Members of the group are encouraged to write neat concise questions pertaining to school activities, school rules or personal traits and to place them in the box. The presiding officer takes charge. Certain pupils are designated to withdraw the questions and answer the one he draws. If he is unable to answer the question, help may be secured from the class or audience. This procedure may be varied by making a game out of it, choosing sides and keeping score. This device presents a method of reviewing or testing the group in a way that is enjoyable to all. Examples of the type of questions that may be asked are:

1. How does a team work?
2. What does the executive committee do?
3. How may one be loyal to his school?
4. What is a good motive to have?
5. How can things like the Question Box affect our personal attitudes?

These projects here proposed aim to appeal to the boys and girls as being worthy of the best use of their time. By participation in these vital activities, the desirable goals of social and emotional adjustment becomes identified with everyday living. The child appreciates achievement through mental and social leadership. He learns cooperation
and service through work on committees. He is led to discover the value of self-knowledge and service by knowing and appraising himself.

"The guidance of a sympathetic homeroom teacher will help the adolescent to understand moral and spiritual issues which suddenly have become important in his life. He is now emerging from the complete ego-centricity of childhood and is becoming acutely conscious of other persons in his world."13

Student Government

"We learn what we live and we live what we feel."14 Boys and girls of the junior high school want to participate in activities for the good of others whether it is the classroom, school, or community. "Student self-government or self-control has passed through several stages of development, until now it has become an organization with a spirit of cooperation that benefits the group. The chief reason for student government is the beneficial training in leadership, in cooperation, and in self-control, which will be given the pupil."15

The writer will describe the organization and functions of the student governing body with which she has been experimenting for the past six years. The purpose of the organization was twofold: first, to satisfy the natural bent of adolescents for directing others; secondly, to provide real life situations that require the ability to react appropriately. The organization is called "The Student Council." The officers are a Proctor, Vice Proctor, Secretary, and Assistant Secretary.

These officers are elected by ballot at the beginning of each semester. All members of the junior high school are eligible to vote. Preliminary plans for the balloting and the voting itself are conducted as nearly as possible like a real election. Following the election, the officers are duly inaugurated by taking an oath of faithfulness. This ceremony is very dignified and solemn, a second example of a life situation. The executive committee of the Student Council, which is composed of all homeroom presidents, Student Council officers and Chairman of all committees, formulates the plans for the organization. The plans are transmitted to the homerooms and are then discussed in the business meeting. It is our plan for the council to have a business meeting one week and a program the next week.

The sponsor of this activity realized that the "bottom-will" (the expression used by Kilpatrick) of the students must be reached. She also realized that adolescent boys and girls want to be rewarded for their efforts. This idea was subtly presented to the executive committee. As a result, the members of the committee formulated the following policies and rewards for the direction of school activities.

1. Policy:

Let us protect our school property. This includes refraining from throwing rocks or stones, staying off the grass, not marking walls, guarding the fence and picking up trash from the yard.

Rewards: We will enjoy a more beautiful building and yard. Our parents will have less taxes to pay for the upkeep of our school.
2. Policy:

We shall strictly observe the yard balls. The first bell requires everyone to stop playing. The second bell signifies that children on the first floor should pass into the building. The third bell signifies that the second floor children may enter.

Reward: There will be less congestion and more quiet in entering the building.

3. Policy:

The back doors will be used only for noon entrance.

Reward: Our building will be quiet and restful during the noon period.

4. Policy:

When marbles are played on the playground, there should be two groups; one for large boys and one for small boys.

Reward: There will be more fun in the games and less discard.

5. Policy: Pupils should keep close to the wall when changing classes in the upper hall.

Reward: A space in the center will be left open relieving congestion.

6. Policy:

Pupils will hold pen points downward and will always walk when passing in the hall.

Reward: There will be no accidents and the walls will not inadvertently be marked.

It was thought best to use the word policy rather than code or rule since the former seems to imply a desire to conform rather than a
demand to conform. This plan did bring more sympathetic reactions from the pupils because they felt they were benefited by something in which they had participated.

The business meetings always proceed according to parliamentary law. The Proctor and Vice Proctor alternate in presiding so that each may have the practice. The period allotted for the meeting is thirty minutes. The formal proceedings take approximately fifteen minutes. We had hoped that the remaining fifteen minutes would be used in spontaneous discussion of plans for improving any school irregularity that needed attention. Our hopes did not materialize due to the fact that most of the boys and girls were bashful or timid about arising to express themselves. To cope with this situation and help the socially maladjusted, we have adopted a panel discussion plan. For each business meeting, a discussion chairman is appointed. A topic for discussion is chosen by the ex-chairman. Through the cooperation of the English teacher, a group of children who never voluntarily express themselves, are assigned questions and answers relative to the topic of discussion. At first this moved slowly, but gradually we are beginning to note that children not assigned questions and answers are taking part in the discussions. They are overcoming their timidity and gaining in poise and the power to think quickly.

Some topics for these panel discussions have been:

1. Reliability

Type questions asked:

a. Is there any relation between reliability and success?
b. Why do employers ask for references?

c. What opportunities do we have for developing reliability at school?

2. Respect for property.

Types of questions asked:

a. What is meant by trespass?

b. Why do some people object to living near a school?

c. Is it justifiable to damage or deface property on Halloween?

3. Self-Control.

Types of questions asked:

a. What are some remedies for losing one's temper?

b. How does cheerfulness contribute to self-control?

c. Do you think quarreling among boys and girls is due to a lack of self-control?

4. The use of the Public Library.

Types of questions asked:

a. What is our responsibility as a borrower of books?

b. Is there a penalty for defacing books?

c. How many branch libraries are there in our city?

Manners in various places can be discussed and the reasons for such made clear to junior high school pupils who are in the questioning stage.

This type of discussion gradually placed more responsibility on the pupils. They have welcomed it because it denotes a recognition of their individual importance. Their instinctive desire for approbation
tends to make them measure up to what is expected of them. Life is essentially cooperative, yet acting together is not easy to learn, therefore it becomes a major item of personal guidance.

As previously stated, a program was sponsored by the Student Council every other week. The programs aim to provide opportunity for the following:

a. To develop self-possession and poise.

b. To teach pupils how to come together in a large group as in life.

c. To prepare boys and girls for social efficiency.

d. To develop tastes, appreciations, sentiments, and personalities.

"That to be learned must be experienced. What is to be experienced must be presented in the situations to which children are exposed," 16

The program committee of the Student Council outlines the programs for the semester. The program is given by either a homeroom, a club, a class, or it is cooperative, that is, each homeroom contributes its share to the program. Types of programs presented may be classified as follows:

a. Readings, an English class sponsored the program one week and read original poems and stories.

b. Dramatizations, the Dramatic Club sponsored the program and presented a Thanksgiving play.

c. Appeals, the science class sponsored a program that was an

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appeal to provide for birds.

d. Demonstrations: a homeroom sponsored a program that demonstrated the activities of Boy 'couts.

e. Biographies: the 8A class sponsored a program based on the biographies of famous people born in January.

In planning to improve the cooperative behavior of pupils, it is obvious that one of the most important phases of the problem is the uncovering of the existing concomitants of such social service tendencies already present. One existing tendency of adolescents is the desire to work in groups and on committees. We made capital of this tendency when we decided to make some of our programs cooperative. The following is an example of one of our cooperative programs in which all seven of our homerooms were represented. The chairman was mistress of ceremonies and began by saying:

"The Hallowe'en season is again with us. This year there is a campaign to encourage boys and girls of our school to have much fun without doing anyone harm. The boys and girls of our school have always helped in every way to make our community a better place in which to live, so the Student Council is depending upon each of you to make our district the best in the city, as far as a sensible Hallowe'en is concerned. Be sure to be careful. Traffic is usually heavy on Hallowe'en and accidents are likely to occur if you make keep you from seeing.

Remember, you are not a good citizen if you molest or annoy people. You are trespassing the properties of others when you knock windows. The destruction of property is a violation of the law.

Have fun, but do not forget the Golden Rule, 'Do unto others as you would have them do unto you.' "

The program then proceeded as follows:

1. Introduction.......................... Frances
2. Origin of Hallowe'en................. Harriet
3. Poem.................................... Sarah
4. Original Story:..................Marjorie
5. Original Story:..................Rossetta
6. Poem:.............................Mildred
7. Original poem:...................Savannah
8. Play, "Just As My Aunt Does."
   Helen:..................................Hilda
   Sue:...................................Noma
   Henry:..................................Harriel
   Jean:..................................Lorraine

**The Home**

The writer realized that activities sponsored by the school are valuable only if as far as they are co-sponsored by the home. As part of this experiment, the aid of parents was secured at an early date. This was done through conferences with parents, through the Parent Teachers Association and special meetings of parents.

"Civilization at one stage of our development might have been called home centered since the great lessons of life were learned at home. At that time it was the belief that, in personal matters of conduct, only parents should guide the child. The machine age and economic conditions have changed the situation. The school can call attention to parents, that the elements involving personal guidance continue to be numerous in the home and that children should be given an opportunity to participate in those real life situations. The school, however, must take the initiative when seeking home cooperation to define the areas of personal guidance best delegated to the school and home." 17

In order that the parents of our school might have a knowledge of how to cooperate in guiding pupils to become or remain socially and emotionally adjusted, the writer was given permission by her principal to talk to parents in a special meeting. Part of the talk is here quoted:

Teachers, parents, and others who deal with adolescents must possess foresight if they hope to have any influence in shaping their character. We know that the adolescent boy has a tendency to form gangs and that these gangs seek boundless independence. We must have foresight enough to see that the gang desire can be directed into worthwhile channels if wisdom and discretion are applied.

We must recognize that this age is one of hero worship. Life ideals begin to take form and judgments are made as to the worth of various types of character. Either extreme of worship may be copied, that displaying noble ideals or that displaying depravity. Statistics show that most crimes are committed in this period. Property crimes, fires, rough pranks by boys, and crimes due to envy and jealousy by girls characterize this period. The imagination is still responsible for perversion of the truth. Youth stands between childhood and maturity. Our foresight should help us understand that these youthful longings and aspirations have educational significance. They may go unnoticed because there is a tendency in adolescents to conceal them for fear of ridicule. The equilibrium of adolescents is unstable and therefore requires the foresight of adult guidance.

"It is difficult for some misguided youths to adjust themselves to their social surroundings. If the surroundings are unfavorable, the youth becomes the victim of appetites and impulses that most normal people feel, but repress. Our problem, therefore, as parents and teachers, is to improve undesirable conditions of the community so that energy wasted in anti-social habits may be utilized in more wholesome expressions of natural instincts.

"As parents and teachers, we must fortify ourselves with an over supply of patience. Adolescents do have many virtues although sometimes we feel they are irregular in development. With the proper guidance, these virtues may definitely result in self-respect and personal honor. The modesty of most adolescents serves to check and balance growing passions of nature. In viewing juvenile delinquency, there is often complete lack of any real minister motive for misconduct.

"For instance, if money is stolen, it is not stolen to board or supply a real necessity. It is used as a passage way to popularity. If there is destruction of property, the motive is pastime and fun. Adolescents are usually frank in their confessions and willing to admit the need of punishment. Let us then, as parents and teachers, employ foresight, cultivate self-control, and use patience. Let us try to acquaint adolescents with life but refrain from overwhelming them with life. I think we shall then have a right to expect a greater degree of usefulness and happiness
from our potential men and women.

"Parents must have a philosophy of life which includes what they wish for the child in the way of behavior and a philosophy for themselves that permits them to accept failures without feeling personally theorized. They must develop a sense of perspective that helps them to see themselves a rather small, rather fragile human being."

The writer recommended "Pictures of Family Life" to parents. This book contains thirty-four accounts of actual family experiences by young people themselves. The accounts supply concrete illustrations of different customs, standards, values and personal relationships found in ordinary American homes. The problems described in these accounts are so varied that any parent may find an account that coincides with his own problem.

To help parents create a philosophy for themselves and their children, the writer, as part of this experiment, provided a group of parents with a Confidential Checklist for Parents. The topics are:

1. My Child’s Physical Condition;
2. My Child and His General Attitude toward School;
3. My Child and His School Accomplishments;
4. My Child and His Study Technique;
5. My Child and His Attendance;
6. My Child and His Knowledge of School Requirements;
7. My Child and His School Courses;

3. My Child and His Recreation;
9. My Child and His Life-Work;
10. My Child's School and My Relation to It.

We asked that these lists be returned. This type of check sheet has a twofold purpose. It reminds the parent of phases of school life that he possibly otherwise would overlook. It provides the parent with a definite guide for stimulating the school activities of his child.

Physical and Mental Health

It is believed that a major reason why pupils may be socially and emotionally maladjusted is that their physical and mental health habits are not adequate in number and sufficiently developed; consequently, methods of directing pupils in this phase of personal guidance were employed in this experiment.

"Health results from living in the proper way and fits the individual to get the most out of life while contributing the best he has. The highest and best expressions of conduct will be seen when a sound body and mind form the spring from which action flows." 23

As part of this study, conferences were held with parents and pupils in cases where the testing proved there was evidence of physical or mental illness. The subject was approached through the idea of desiring to render service in school, at home or in the community. One is only fit to serve when he is fortified with good health which comes

as a result of practicing wholesome health habits. The health habits presented by means of outlines, check lists, discussion topics and programs were based on the following:

1. The need for fresh air;
2. Food of the proper variety and amounts;
3. Wholesome exercise and recreation;
4. Proper habits of posture;
5. Proper care of the body by avoiding insidious habits and cultivating the proper mental attitudes;
6. Health and attendance;
7. Social, physical, and ethical values of health and cleanliness.

Guidance is especially necessary to the achievement of the proper mental health of junior high school pupils who are becoming self-directive and self-conscious as adulthood is approached. Here should be included wholesome, happy, social relationships, desirable recreational activities, effective parent and child adjustments, and the rendering of unselfish civic service.

Mental hygiene emphasizes the fact that behavior is symptomatic and that it is necessary to find out the causes of behavior before it is possible to direct a remedy. Behavior patterns such as placing the blame on someone else, being unwilling to try when success does not come readily, daydreaming, retiring from the group, and bragging are all learned by children in an effort to adjust themselves to their environment. The child's personality is therefore a total of his behavior patterns. This places a large responsibility upon the school
and the guidance teacher because the proper adjustments of boys and girls is an educational responsibility. Here again, parents must understand that their actions sometimes are responsible for the formation of a behavior problem. Sometimes when a small child is hurt, the mother, to arrest the child's attention, places the blame on the object that caused the injury. This practice of blaming something else may be continued throughout life. Even when he becomes an adult, there will be the tendency to blame his subordinates or his wife for everything that goes wrong. Thus unknowingly the parent has contributed to undesirable behavior patterns. The wise teacher who detects such a symptom of mental ill health can do much to correct it before it produces a mentally sick adult who cannot face his own responsibilities.

The teacher must work with the parent so that the treatment of the problem will be consistent.

Day dreaming has been mentioned as an example of mental ill health. This is true from the standpoint that day dreaming may become symptoms of mental illness, and is a mental mechanism which is often satisfying as an escape from the realities of life. The harder reality seems for one, the more completely he will withdraw from it and the more difficult it is to reach him. This is why parents and teachers, when dealing with this problem of mental health, should take care that the child is given things to do at which he can succeed. Failures should be reduced to the minimum and there should be joy in achievement. Failures with the bond of adding the condition described earlier hold.

The constructive day dreamer becomes the poet, the artist, the musician, the physician, the engineer, or the scientist, while the destructive one is emotionally over-sensitive, a withdrawn, unimportant, oversensitive, retiring individual,
too frightened to face life. If the individual practices destructive
day dressing too long re-education is difficult.
The study made in the adjustment club previously discussed af-
forded the opportunity to re-educate those of the group who seemed to
be mentally unhealthy. The guiding principle employed was that of help-
ing socially and emotionally maladjusted boys and girls to form the
habit of facing their problems squarely and honestly.

It was discovered from the contacts above mentioned that the un-
derprivileged junior high school child often becomes mentally ill be-
cause he is conscious that his material necessities, particularly clothes,
are not as good or as plentiful as those of his associates.

In conducting this experiment, those so afflicted were re-edu-
cated by developing the idea that clothes do not make the man, woman,
or child. Clothing may reflect one's character. Neatness, cleanliness,
and appropriateness of dress reflect modesty, good taste, and pride.
By means of discussions, pupils decided what constitutes a well dressed
person. The conclusions reached favored neatness rather than expen-
sive clothing, and cleanliness rather than conspicuousness, for in the
last analysis neatness of character and disposition is the best and
most necessary personal adornment.

The problem of physical conditions causing maladjustment were
handled with the idea of making the condition constructive rather than
destructive. Two examples are here given. One of the members of the
club is considerably over weight. She was encouraged to think of the
condition as an asset. This she readily consented to do. When a mock circus was presented, she willingly agreed to take the part of "The Fat Lady". She was not embarrassed, because she felt she was making a worthwhile contribution. Another girl, not a member of the club, was very tall. She was extremely conscious of her height, so much so that she walked stooped. When a pageant was being presented in which a tall person was needed, she refused to accept the part. It became the duty of the writer to attempt the re-education of this girl, stimulating her to capitalize on her height instead of retiring because of it.

22 Foster says, "Health instruction involves making pupils intelligent in their school life. We should develop an understanding of and a love for health, mental and physical. Each day's program should be for each pupil a healthful one."

To effectively deal with problems of physical and mental health, teachers and parents must have a clear understanding of the causes lying back of a child's behavior. Encouragement, love, and proper environment should be the guiding principles.

The school being under the constant direction of society holds a unique place in the realm of directing personal traits that make better citizens.

"The adolescent desires to meet social approval. The school must create an atmosphere wherein an immature but real propriety of conduct is called for, simply enough for adolescent learning but genuine in appeal."^35

"There is a real need for children to learn skill in social living, how to share in common tasks, which involve a certain amount of 'give and take'. No one child or man can always have his own way. He must learn how to give in to what is best for the group. The process is complex. No definite rules can be worked out. What is best depends on the right reading of the situation in hand."^36

Summary. -- In this chapter, many suggestions and illustrations have been offered to aid in developing boys and girls socially and emotionally, so that they may understand how to live and get along with people. The school and the home must join hands to accomplish any desired ends. School possibilities for adjusting boys and girls socially and emotionally are clubs, homerooms and student government. These organisations provide opportunities for group participation in life situations. Parents and the home environment are important factors in helping adolescents to make physical and mental adjustments.

Information and insight will do more than preaching. The person who is self-centered, selfish, uncooperative, rude and lacking in propriety is one who has not grown up socially. Emphasis on teaching these requisites for successful social adjustment and on the various means by which we may develop them, correlated with opportunities for practical experiences, will surely help to develop good citizens. The junior high school is still a virgin field for this type of guidance.

^33 H. H. Foster, Ibid. p. 329.

CHAPTER V

EVALUATING THE EXPERIMENT

Results of Tests

It was stated in the early part of this thesis that tests would be used for the four following reasons: first, to determine those who were socially and emotionally maladjusted, secondly, to determine the type of guidance needed, thirdly, to determine the progress made as the result of the use of definite methods and fourthly, to confirm the belief that teachers need re-education in many of the problems common to adolescents before successful guidance can be given. The results of the tests used in this experiment will be given here. It should always be kept in mind, however, that our perspective of situations is fore-shortened because of our immediate connection. Teachers of guidance are too close and too prejudiced by petty occurrences to properly evaluate results, but if there are only meager indications of better adjustment, better lives, and happier living, the results are compensation for the time, effort, and energy expended.

The first test given was the School Inventory Test\(^1\) prepared by Hugh Bell. This test was given to two hundred students, practically

\(^1\)Loc. Cit.
all of those in the seventh and eighth grades in the school in which
the writer worked. The scores ranged from eight to seventy-six; the
highest score obtainable. The low scores indicate that students are
well adapted to school life and its activities. The high scores in-
dicate pupils who are poorly adjusted to school and its problems.
The median score was forty-five. The distribution upward from the
median revealed fewer students with high scores as compared with
those downward from the median. The writer was surprised to find
that two of the pupils making the highest score and therefore mal-
djusted were excellent academic students. No one would ever have
suspected their maladjustment. The writer calculated the percent of
pupils that showed maladjustment to all of the questions. There were
seventy-six questions. The following list of questions and the percent
of maladjustment have been selected to report in this experiment be-
cause the selection of pupils later for the Pandora Club was deter-
mined partly by the answers given to these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent Maladjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like all of the subjects you are now taking in this school?</td>
<td>37%</td>
</tr>
<tr>
<td>2. Do you find that most of the subjects which you are taking are very interesting?</td>
<td>19%</td>
</tr>
<tr>
<td>3. If you were able to do so, would you like to attend some other school than the one you are now attending?</td>
<td>17%</td>
</tr>
<tr>
<td>4. Do most of your teachers make their lesson assignments definite and clear?</td>
<td>17%</td>
</tr>
</tbody>
</table>

See Diagram 2.
<table>
<thead>
<tr>
<th>Question</th>
<th>Percent Maladjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Do you think that there are too many social cliques in this school?</td>
<td>59%</td>
</tr>
<tr>
<td>6. Do some of your teachers &quot;talk over the heads&quot; of their students?</td>
<td>44%</td>
</tr>
<tr>
<td>7. Would you like to quit school and go to work?</td>
<td>19%</td>
</tr>
<tr>
<td>8. Does this school provide adequate opportunity for you to meet and make friends?</td>
<td>23%</td>
</tr>
<tr>
<td>9. Are some of your teachers very sarcastic?</td>
<td>70%</td>
</tr>
<tr>
<td>10. Do you think that some of your teachers expect too much of you?</td>
<td>57%</td>
</tr>
<tr>
<td>11. Do you have difficulty in keeping your mind on what you are studying?</td>
<td>37%</td>
</tr>
<tr>
<td>12. Do you feel that this school tends to make you unhappy?</td>
<td>19%</td>
</tr>
<tr>
<td>13. Have you experienced considerable difficulty preparing your lessons for your classes?</td>
<td>22%</td>
</tr>
<tr>
<td>14. Do you find that some of your teachers hold themselves aloof from the students and do not mix freely?</td>
<td>52%</td>
</tr>
<tr>
<td>15. Have you found that principal and teachers in this school tend to act as if they were always right and you were always wrong?</td>
<td>54%</td>
</tr>
<tr>
<td>16. Do some of your teachers produce a feeling of fear in you?</td>
<td>24%</td>
</tr>
<tr>
<td>17. Do you think that your school makes a mistake when it sends home without your permission a report of your scholarship?</td>
<td>70%</td>
</tr>
<tr>
<td>18. Are you often frightened by the way some of your teachers call on you in class?</td>
<td>23%</td>
</tr>
<tr>
<td>19. Do you think that some of your teachers lack a sense of humor?</td>
<td>51%</td>
</tr>
<tr>
<td>20. Do you feel that most of your teachers have confidence in your ability to succeed?</td>
<td>17%</td>
</tr>
<tr>
<td>Question</td>
<td>Percent Maladjusted</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>21. Do you find that some of your teachers make you feel as if you did not care whether you learned anything in their classes or not?</td>
<td>47%</td>
</tr>
<tr>
<td>22. Do you think that the principal of this school allows the students sufficient opportunity to participate in the administration of the school?</td>
<td>31%</td>
</tr>
<tr>
<td>23. Do you find that your teachers are always ready to help you individually with your school work?</td>
<td>39%</td>
</tr>
</tbody>
</table>

From the answers given to these questions, it seems evident that the program of activities outlined would aid the pupils in more satisfactory adjustment and that teachers could check upon their own shortcomings.

To further single out pupils needing help, a second test was given, the Adjustment Inventory\(^2\) by Hugh Bell. This test contains four parts; Home Adjustment, Health Adjustment, Social Adjustment and Emotional Adjustment. The writer being interested in the latter two types of adjustment used, therefore only that part of the test involving social and emotional adjustment. Individuals scoring high in social adjustment are those who are submissive and retiring in social contacts. Individuals with high scores in emotional adjustment tend to be unstable emotionally. Those with low scores tend to more stable. This test revealed that of the one hundred seventy-five students tested that twenty per cent were unsatisfactorily adjusted socially and emotionally.

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\(^2\) Loc. Cit.
Diagram 5. Distribution of scores made by 176 junior high school pupils taking the Mill School Inventory.
Diagram (3) shows the relationship between social and emotional responses.

There was a high coefficient of correlation between the scores of the School Inventory and the Adjustment Inventory tests. This diagnosis proved that certain pupils were in need of guidance of the type revealed. These pupils were subsequently organized into the Pandora Club that the author has described.

An Adjustment Score Card was presented to the home room pupils of the writer, at the beginning of the semester. Each pupil rated himself on the following points:

- Attitudes of Others Toward Him
- Sociability
- Reliability in General
- Truthfulness
- Attitude toward Others
- Language and Language Attitude
- Property Attitude
- Attitude toward Superiors
- Activities
- Industriousness
- Work (non-Industrial)
- Initiative
- Property
- Discipline.

Diagram (4) tells the result of the first and second rating. The second rating was made at the end of the semester after various methods described in this thesis were used. The general shape of the curve was maintained but the number of individual pupils having higher ratings had increased.

The home room also was given the Oral Comprehension Test 3 at the

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3 Loc. Cit.

Appendix p. 121.
Diagram 3. Relationship between the responses given to thirty-five questions on Social Adjustment and thirty-five questions on Emotional Adjustment—Sellers Adjustment Test. Black lines indicate Social Adjustment, red lines Emotional Adjustment.
Diagram 4. The results of two ratings of the Adjustment Score Card by 35 home-room pupils. The black line represents the first rating and the red line the second rating. The figures placed vertically indicate the number of pupils making the scores that are placed horizontally.
beginning and end of the semester. The responses made by pupils indicated their weaknesses in determining what to do in certain situations. During the semester, hypothetical cases involving decisions were used to create desirable social standards. When the retest was taken, there was noticeable improvement in comprehending the desirable response.

It seemed desirable to know how well the activities of Student Government and its attending functions benefitted the boys and girls of the junior high school. To determine this, this writer gave the test, "The Best Thing To Do" to a group of seventh grade pupils and to a group of eighth grade pupils. The hope was to confirm the belief that eighth grade pupils having had one and a half or two years of guidance concerning social standards would make better scores than seventh grade pupils with one-half or one year's training, and that seventh grade pupils would make better scores in the middle of the semester than at the beginning of the semester.

Frank E. Tomlin. The Best Thing To Do. (A test of knowledge of social standards.) Stanford University Press, Stanford University, California.
<table>
<thead>
<tr>
<th>Eighth Grade Form A</th>
<th>Seventh Grade Form A</th>
<th>Seventh Grade Form B</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-</td>
<td>70-</td>
<td>70-</td>
</tr>
<tr>
<td>72-</td>
<td>72-</td>
<td>72-</td>
</tr>
<tr>
<td>74-</td>
<td>74-</td>
<td>74-</td>
</tr>
<tr>
<td>76-</td>
<td>76-</td>
<td>76-</td>
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<tr>
<td>78-</td>
<td>78-</td>
<td>78-</td>
</tr>
<tr>
<td>80-</td>
<td>80-</td>
<td>80-</td>
</tr>
<tr>
<td>82-</td>
<td>82-</td>
<td>82-</td>
</tr>
<tr>
<td>84-</td>
<td>84-</td>
<td>84-</td>
</tr>
<tr>
<td>86-</td>
<td>86-</td>
<td>86-</td>
</tr>
<tr>
<td>88-</td>
<td>88-</td>
<td>88-</td>
</tr>
<tr>
<td>90-</td>
<td>90-</td>
<td>90-</td>
</tr>
<tr>
<td>92-</td>
<td>92-</td>
<td>92-</td>
</tr>
<tr>
<td>94-</td>
<td>94-</td>
<td>94-</td>
</tr>
<tr>
<td>96-</td>
<td>96-</td>
<td>96-</td>
</tr>
<tr>
<td>98-</td>
<td>98-</td>
<td>98-</td>
</tr>
<tr>
<td>Total 80</td>
<td>Total 80</td>
<td>Total 80</td>
</tr>
<tr>
<td>Median 66.5</td>
<td>Median 66</td>
<td>Median 67.5</td>
</tr>
<tr>
<td>Norm 67.5</td>
<td>Norm 66.6</td>
<td>Norm 67.5</td>
</tr>
</tbody>
</table>
Fifty eight grade pupils and fifty seventh grade pupils were tested on Form A of the "Best Thing to Do" at the beginning of a semester. Table I shows the distribution of scores and the medians and norms. The same seventh grade pupils were tested on Form B in the middle of the semester. Table I shows the comparison of the scores, medians and norms.

Diagram SA and SB verifies the supposition of the writer with due consideration given to the fact that the result of the test may have been influenced by such factors as age and environment as well as definite personal guidance.

To follow up discussions and programs presented to the group, the writer made use of the "Test of Knowledge of Social Usage". The test revealed deficiencies in the knowledge of pupils. It revealed the knowledge of certain facts and thus prevented re-teaching. It furnished a check upon the training that had been given. It created, in pupils, a demand for a knowledge of correct social usage. Pupils had their attention called to rules of courtesy which they already knew but sometimes forgot to practice. The errors were summarized to determine those most common to the members of the class. The papers of some individuals were studied in relation to the other facts known about that person. Those results furnished a basis for further discussion and programs throughout the entire junior high school. Another teacher organized a "Charm Club" for girls, the purpose of which was that of teach-

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Diagram 5A and 5B: A comparison of the scores made by pupils on "The Best Thing To Do".
5A represents scores made by the seventh and eighth grades on Form A at the beginning of the semester.
5B represents the scores made by the same seventh grade group on Form B in the middle of the semester.
ing girls how to apply desirable social practices as well as know them.

The following is a partial summary of the errors common to most pupils.

The figures indicate the number of pupils who answered the question incorrectly.

<table>
<thead>
<tr>
<th>First Test</th>
<th>Second Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you drop your spoon or your napkin or spill something on the table, explain to the others how it happened.</td>
<td>16</td>
</tr>
<tr>
<td>2. At a restaurant where you have been served by a waiter or waitress, leave a tip of about 10% of your bill.</td>
<td>16</td>
</tr>
<tr>
<td>3. When invited to dinner, arrive at your hostess's home a few minutes before the hour set.</td>
<td>16</td>
</tr>
<tr>
<td>4. If you think a conversation is interesting listen to it even though it is not intended for you.</td>
<td>17</td>
</tr>
<tr>
<td>5. Break a rule of etiquette or good manners rather than hurt another's feelings.</td>
<td>18</td>
</tr>
<tr>
<td>6. When you have finished a course, place your knife and fork side by side on your plate.</td>
<td>16</td>
</tr>
<tr>
<td>7. When setting the table, place the napkin at the right of the plate.</td>
<td>26</td>
</tr>
<tr>
<td>8. Butter the whole slice of bread before you eat it.</td>
<td>27</td>
</tr>
<tr>
<td>9. If your soup is hot, take some in your spoon and blow it gently.</td>
<td>34</td>
</tr>
<tr>
<td>10. (Girls) Wear a silk afternoon dress and hat and gloves to an afternoon tea.</td>
<td>30</td>
</tr>
<tr>
<td>11. If you are bored at a party, sit outside on the porch or in some other convenient place.</td>
<td>33</td>
</tr>
<tr>
<td>12. Express appreciation by saying &quot;Thanks&quot; rather than &quot;Thank you.&quot;</td>
<td>20</td>
</tr>
<tr>
<td>13. In inviting a friend to spend a few days at your home, indicate the length of time you wish him to stay.</td>
<td>32</td>
</tr>
<tr>
<td>14. Introduce a person by saying &quot;Meet Miss Gardner.&quot;</td>
<td>22</td>
</tr>
<tr>
<td>15. (Girls) Rise when a boy is introduced to you.</td>
<td>33</td>
</tr>
<tr>
<td>16. (Boys) Remain seated if any friends come to your table in a public restaurant.</td>
<td>19</td>
</tr>
</tbody>
</table>
These questions answered incorrectly formed the basis for future teaching. It was gratifying to note the interest of pupils. Pupils who answered questions incorrectly did so because they were ignorant of proper social usage. When the questions were discussed, pupils asked, "What is the correct thing to do?" The questions were to marked true or false.

The following questions were answered correctly by all pupils taking the test:

1. Wash your hands before you go to the table.
2. Rest your elbows on the table if you are tired.
3. When you want food which is some distance from you on the table, reach in front of another person for it.
4. If a visitor comes into the classroom and you are seated near the door, quietly see that he has a chair.
5. Because you have paid your fare on the street car, keep your seat even though an older person is standing.
6. Offer to help a teacher who is carrying heavy books or papers.
7. If you do not agree with the decision of the judges or refer- ence at a game or assembly, express your feeling by "soothing" or shouting.

This information was valuable because it prevented re-teaching of habits well formed. The test also disclosed the fact that the boys were more deficient in knowing what to do than girls. To correct this deficiency, the writer suggested a Social Practice club for boys. Self improvement has two phases, the development of character and the development of ability. From the facts revealed by testing, one feels certain in stating that tests accomplish these two desirable phases.
TABLE II. SCORES MADE BY PUPILS ON TEST OF KNOWLEDGE OF SOCIAL USAGE.

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Boys First</th>
<th>Boys Second</th>
<th>Girls First</th>
<th>Girls Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-96</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>95-91</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>90-86</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>85-81</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>80-76</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>75-71</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>70-66</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>65-61</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>60-56</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>55-51</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>50-46</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>45-41</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Number of Cases 24 24 36 36
Median Score 66 70 70 75

Observations,

For the past six years, the writer has been making mental and written notations of the progress being made in personal guidance in the junior high school. The observations made will be presented here in the form of case studies and conferences. As a teacher, I have had
to remember constantly to practice and possess a sympathetic understanding. Patient investigation and observation have suggested lines of inquiry leading to ways of training boys and girls into habits of self-direction, self-introspection, and self-adjustment.

Methods used in the homeroom to achieve satisfactory adjustment have been discussed. The case of William is here presented. He was awkward, retiring and because of self-consciousness was unwilling to participate in homeroom activities. One day he was chosen to help with the properties for a play. This service which he performed efficiently seemed to gain for him the respect of the other children. Later, because of this, he was chosen for other duties. He was unwilling until reminded by the teacher of his previous efficiency and that there was an opportunity to render even more service. Other teachers congratulated him and when he left our school, he had gained a certain amount of confidence in his own power.

Robert was a boy who seemed unwilling to cooperate. The first year he was in the junior high school, his attendance was so irregular that he could not be promoted. The second term, the writer capitalized on his interest in art and singing. He was told that if his attendance was regular, he might become a member of the Glee Club and even have a solo part. He missed very few days during his second term. He was made the chairman of publicity for the homeroom which gave him the opportunity to print and design various posters and charts. He is also a member of the Big Brother and Sister Committee. He has become so absorbed in his duties and feels that he is so necessary that the third
term has found him happy to be regular in attendance.

The homeroom teacher discovered that Janie was unreliable. No matter what the situation was, Janie would promise one thing and do another. The teacher attempted to reach her directly at first. The class gave examples and discussed the value of reliability. They made lists of everyday situations in which one must be dependable. The teacher read familiar stories of people who always kept their word.

After three weeks of this type of work, the teacher had a conference with Janie and they talked about her forgetfulness. She agreed that it was an undesirable habit and that she really was ashamed to forget and therefore she often avoided the issue. This is Janie's second term in my homeroom and she has been helped to the extent that when she is supposed to do something and doesn't, she faces the issue and explains or apologizes for not doing so.

Growth and development have been observed in various student government activities. In the six years since the organization of the Student Council, the following results of personal guidance have been noted:

1. Increased enthusiasm about the election of officers;
2. A business-like attitude on the part of students when voting;
3. A greater degree of originality and initiative in making speeches before the election;
4. More efficient officers;
5. More student participation in meetings;
6. A cooperative attitude on the part of students;
7. Increased ability to think extemporaneously;
8. Increased ability to make personal adjustments.

It has been also observed that the children who had the advantage of belonging to the Pandora Club have continued to manifest less timidity and fear as far as participation in group activity is concerned. One member of the Pandora Club has improved to the extent that she was willing to run for an office in the Student Council. She was elected to the office of Vice Proctor.

It has been the desire throughout the experiment to create the ideal reactions and responses to life situations. The ideal will vary in different individuals, but in all it will represent for each individual that type of excellence which each one considers desirable and worthy of attainment.

Close study and constant practice will stamp the ideal upon the individual’s mind in such a way that he will gradually absorb and begin to imitate the principles that created the ideal. In the effort of approximating an ideal, the principles for which it stands becomes rooted in the mind and in concrete form become standards of conduct. Constant imitations and repetition of conduct consistent with these standards, will gradually and finally result in habits conducive to satisfactory emotional and social adjustment.

Statements.

A study or experiment of this kind is subjective because it is
almost impossible to eliminate the human frailty of prejudice when one has worked, watched, and measured the fruits of his labors for over six years. 

The observations made relative to the effectiveness of teaching personal guidance, as it pertains to social and emotional adjustment, have been stated previously. Here, are presented statements of others who have noted progress. There are statements from three pupils, a co-worker, a parent, and the principal under whom the writer works.

I. I like the Pandora Club and the things we did. I was helped most by raising each other. Since I know what some people think of me, I have tried to get rid of some of my bad habits. One of those habits was getting angry over small things.

B. F.

II. I think our club (Pandora) was one of the outstanding ones of the school. It taught you how to give a party. I did not know before how much planning was necessary to entertain your guests. I shall miss the club very much, now that I have left school. I think all boys and girls should be a member of a club like that.

E. B.

III. An extract from a homeroom pupil who has been in the school for three weeks.

Pupil: I have gained more friends here in three weeks than I had in X school in twenty weeks.

Teacher: How do you account for this fact?

Pupil: The junior high school pupils here know how to act and how to treat strangers.

Unknowingly this boy paid high tribute to the teaching of personal guidance as it has been done in this school.

IV. One medium through which the child gains an opportunity to participate in life-like situations at school 49 is the
Student Council.

In this organization, every citizen (school child) enjoys the right of suffrage. The citizen must be registered before being permitted to vote. The homeroom teacher is responsible for preparing the registration list.

Growth is evidenced here by the fact that each and every child is interested in casting his ballot. No longer does the homeroom teacher have to urge Johnny to go to the polls. Johnny, of his own accord, performs the duty of every good citizen.

Growth is evidenced in the types of candidates who are elected. No matter how large a slate is prepared, the students carefully choose, not their friends, but the most competent person.

In the Student Council, the students seem to have learned that once a good leader is elected, he must be supported. No longer are the unsuccessful candidates disgruntled by their failure. They fell right in line and make very good followers. This is true of nearly all the students and in all activities at School 48.

Before the inauguration of the personal guidance program, there was evidence of extreme emotionalism. Through the sympathetic cooperation of all homeroom teachers and children, there are no shrieks of laughter at the humorous side of situations.

The assemblies have changed from those very formal to informal affairs. They, too, deal with life-like situations rather than make-believe ones. The programs are student promoted rather than teacher promoted.

In performing duties around the building, the students show development. Those, whose duties authorize them to give helpful suggestions, do so tactfully. Those who follow the suggestions, do so cheerfully.

One of the main functions of the school is to enable an individual to take his place in society. That our school has progressed far in the direction is evidenced by the fact that in real life situations, our students conduct themselves like veterans.

It has been my pleasure to witness this unusual growth as I have been a teacher at School 48 before and since the junior high school was organized.

Since many of the activities at our school were suggested by the author of this thesis, I feel that she should receive much credit in helping our students to participate in life-like situations, to make desirable social and emotional adjustments as demonstrated in the Student Council, Assemblies, and other building activities.

M. B. Mc.
V.

As a parent I am in a position to evaluate the experiment conducted by the writer so far as it relates to my child. I have been pleased to note several changes in my child since she entered junior high school, due in a large measure, I feel, to the guidance received. I had always looked upon her as rather timid and quite unwilling to participate in group activities. She would never show the slightest interest in the organization of her homeroom. Now, she is president of her homeroom and delights in being able to participate in such activities as the Student Council, Assemblies, and other building projects. I feel that there is a carry over into the home, as this child shows more initiative in her home. She seems to have found herself and no longer looks upon the school as merely a place for academic development, but as a workshop for social and emotional adjustment as well.

L. E. B.

VI.

The experiment described in this thesis, was performed by the writer in the junior high school of School 43 in the manner set forth herein. Pupils of this junior high school manifest a greater degree of personal guidance now than they did before she began the experiment. I attribute much of this improvement to the activities and procedures employed in the experiment. Some of the apparent outcomes are:

1. Problems of discipline in the junior high school have decreased;
2. Respect for the rules and regulations of the school has increased;
3. A stronger school spirit exists now than ever before;
4. The working spirit among the pupils has improved;
5. The plan used in the experiment has been especially helpful in developing qualities of leadership in many pupils.

E. W. D., Principal.
CHAPTER VI

CONCLUSIONS

The experiences encountered during this investigation warrant the following conclusions:

1. Subjectively, effective personal guidance begins with the personality of the teacher, who should be sympathetic, altruistic and capable of directing habit formation.

2. Objectively, effective personal guidance is through pupil participation in life situations that offer junior high school boys and girls a means by which they are led to see desirable habits and attitudes in practice, rather than in theory.

3. Since boys and girls react favorably to situations that involve direct and indirect appeal to stories, quotations and poems, such literature has proven a potent factor in personal guidance.

4. In as much as this guidance problem is of a dual nature, ever involving both the teacher and the pupil, tests have proved to be of inestimable value in assisting the teacher to discover effectively maladjustments and to forecast the specific type of guidance necessary.

5. Out of the forenamed methods of effectively aiding personal adjustment, the careful teacher develops the fifth method, namely: self-appraisal, by means of self-rating scales and questionnaires. The
aim in using such devices is to direct the child in honestly evaluat-
ing himself in the analysis of his social traits and attitudes.

From this study, it seems evident that the socially and emotion-
ally maladjusted pupil is in need of personal guidance, to awaken his
social consciousness, to emulate accepted group standards of conduct
and to make him realize that he, a social being, has a definite re-
ponsibility of service, respect and achievement.

Pupils must be led to realize that by accepting responsibility,
rendering service, and making personal adjustments they are fulfilling
an obligation and accepting an opportunity conducive to social perfec-
tion. The teacher takes the pupils into a partnership and guides them.

In planning to improve the cooperative and social behavior of
pupils, one must uncover the existing constituents of such social ser-
vice tendencies as are already present. Honor and morality are not an-
tagongistic, for they usually supplement each other. Service is the re-
result of the mental process that develops not only an attachment for the
one served but a subordination of self to that person. In some cases,
service may involve sacrifice. In others, it may be mere pastime. In
some instances, the whole cultural background may be the inhibiting in-
fluence. In others, it may powerfully reinforce any suggestion for co-
operation. With due consideration given to forces and motives, as well
as to particular situations in relation to how social and emotional ad-
justment are achieved, there is no doubt but that changes in social
conduct can be produced.
Summary

Personal guidance has, here, been defined as the process of helping boys and girls acquire the behavior patterns which will help them to get along effectively with other people. The problem for this thesis has been an attempt to find various types of activities which may be used in guiding boys and girls of the seventh and eighth grades of the Indianapolis Junior High School to make social and emotional adjustments. To the writer and others interested in this phase of guidance, the need for such a study has been apparent for many years. This note was sounded in a recent newspaper clipping:

"Schools in the past have side-stepped the issue in regard to giving youth the proper guidance. The worth of individuals to society and to themselves never lies solely in what they know, but more in what they can do. The school is dealing with four factors in the individuality of students with which any program of guidance must reckon: native ability, interest or aim of the student, economic opportunity, and the factor of personal traits."  

The progressive school.-- The progressive school of today realizes as never before the importance of personal guidance, administering to the social and emotional needs as effectively as the academic needs. Teachers are being re-educated and are understanding their functions as advisors. Special counselors are helping individuals make adjustments to life. Right social and emotional attitudes can not be developed without right principles and right principles depend upon a true understanding of human nature and human experience. Honesty with one's self and

---

one's work is the foundation upon which success rests. Therefore teachers must be honest, sincere, concerned, and alert to the problems of personal guidance.

Measurement and testing. — Measurement and testing are indispensable to the experimental selection of the most economical educational conditions. The purpose of testing in this field is to diagnose the needs of the pupils in order that they may grow toward certain goals. The comparative worth of different methods and materials are unknown until their effect upon the pupil is measured.

Testing and measuring were employed in this experiment for the following reasons: to sample character, to discover persons in need of help because of maladjustment, to evaluate methods, to aid in counseling, and to ascertain to what extent character may be measured.

The methods of testing herein employed were as follows:

1. Systematic observation of behavior;
2. Rating by pupils;
3. Rating by superiors;
4. Rating by associates;
5. Interviews and conferences;
6. Questionnaires;
7. Self reports.

These methods have made it possible to examine social and emotional ideas in the questioning, critical spirit characteristic of scientific inquiry. It remains for pupils, teachers, and parents to make intelligent application of the findings of tests to everyday life.
problems. Investigation is one of the necessary elements in the preparation for the guidance teacher. Investigation is not guidance but a fundamental requisite for it.

The methods of procedure. — The methods of procedure used in this experiment were chosen with the idea in mind that junior high school pupils desire to meet social approval. The school must create an atmosphere wherein an immature but real propriety of conduct is called for, simple enough for adolescent learning but genuine in appeal. Each sex should gain an appreciation of the other by a recognition of the efficiency of the other. Pupils realize honesty is the right social response but the doing of honorable acts makes the ideal real. Motivation of responses may be social or individual. The proper response should be made profitable by rewarding merit and penalizing misdeeds.

The fixation of habits by repetition requires skill on the part of the teachers so that interest prevails. Stories, quotations, poems, and discussions used to mold certain habits must not be clothed in too heroic garb. Stages of the development often seem slow and disillusioning but the experience in its entirety is gratifying. Pupils may be led to see that personal development is not a means in itself but a means of development that will aid in social adjustment destined to provide a happier life.

Directed group discussion for teaching approved responses to social situations is significant. One of the best techniques is that of problem analysis. A situation involving the ideals to be stressed is selected. Questions based upon experience and literature are asked and discussed. The readings for adolescents should provide for the new
consciousness of self, the enlarged personality. There is the demand for life substance in literature. The mind while still clinging with delight to action, the clash of life circumstances and the movement of events, is more willing to reflect and ponder the relations, causes and the character from which the action springs. This is true of hero worship ideals formed by adolescents.

Aside from discussions, other methods found useful in this study are programs, produced by clubs and homerooms; appeals, by means of student government; life-like situations; responsibility by work on committees; analysis by means of hypothetical cases; standards revealed by means of charts and health education; opinions by the cooperative making of booklets; attitudes by membership in clubs and participation by means of student government, homerooms, and family relationships.

An example of definite help given toward the solution of real problems is here given. Dramatization was used to guide the group in setting standards for entertaining friends. The skit was called Appropriateness and Beauty of Conduct. Points brought out were proper introductions, receiving guests, kindness to chaperones, appropriate gowns, serving of refreshments, conversation, taking leave and behavior on the streets or public conveyances enroute home. As a result of such activities, children and parents have expressed gratitude for help in meeting real life problems.

Recommendations

In the developing of the writer's philosophy of education, she has taken the point of view that an individual must be educated so he may
develop into an independent, clear thinking person, possessing a willingness, a knowledge and a power to act, to make adjustments and to base his decisions and actions upon the past experiences of his own and others. One's method of guidance depends upon his philosophy of education.

1. My first recommendation, therefore, concerns teachers. The guidance movement is so recent that many teachers have not availed themselves of opportunities to study the purposes and means of the movement. Teachers' meetings can be used to foster this need. A series of meetings during the year would prove effective. The meetings should be planned and supervised by the principal, the guidance expert or a member of the guidance committee. The topics for discussion should be detailed aspects of the guidance program or the successive readings and reports from publications dealing with the subject. The technique necessary for administering guidance, the use and evaluation of tests should be acquired by the entire staff. The guidance teacher should be the director of the process and a source of information and experience. The guidance teacher makes a diagnosis of maladjusted students, recommends treatment and applies it. The teacher must discover the source of difficulty.

2. When the teacher is properly conditioned, the second step is that of definitely dealing with pupils. It is here recommended that the methods used to correct emotional and social maladjustment be properly correlated with the pupil's experience. Such methods as discussions, written opinions, conferences, tests, and participation must give the pupil a real insight to his needs. He must recognize these activities
as an essential part of his growth. Experiments have proved that groups receiving daily instruction and guidance in meeting and solving life problems, show superiority over those not receiving such training. Throughout this study the term "guidance" has been used as another concept of education; the attempt to help to direct the personal activities of pupils into accepted standards of society.

3. The attitude and cooperation of parents has been cited as a vital element in the successful eradication of maladjustment. The writer recommends that parents be sure that their children are loved. The basis for maladjustment is often found in the environment of home where there is either a deficiency in parental understanding or a surplus of parental coddling. Parents must be frankly instructed in order that desirable behavior patterns are minimized.

4. Attitudes and ideals are developed through all the experiences and activities of boys and girls. This means that all influences of the school must be in harmony to form the atmosphere favorable to the growth and development of those attitudes and ideals which are desirable. It is perfectly possible that personal guidance may develop or transform undesirable attitudes and ideals into those acceptable to society.

The development of attitudes does not cease at adolescence for the basis for desirable attitudes and ideals are formed in childhood. As the child grows into adolescence, potential and emotional trends and typical behavior, in which these traits are manifested, occur all along the way; therefore the writer recommends that whenever a junior high school exists without a trained counselor-guidance-teacher, such as one finds in the Indianapolis Junior High School, that that school's
curriculum should be reorganized to provide for a counselor-guidance-teacher for each junior high school. This teacher should teach half of the time and devote the remaining school day to counseling groups and individual students. Counseling is considered a normal extension of teaching; therefore, a counselor-guidance-teacher with special training, ability and personality will be in a position to focus his attention upon many of the contributing factors in children's lives which make for success or failure. The counselor-guidance-teacher, being a member of the teaching staff, is always available to the students and the work of the homeroom teacher and the counselor-guidance-teacher are better coordinated. Adequate instruction and preparation for life is impossible without individualizing and counseling as a dominating process. The curriculum must be an outgrowth of student's individual and social needs which are discovered through teacher-student contacts. Definite duties of the counselor-guidance-teacher should be:

a. To use diagnostic procedures to determine those pupils who are socially and emotionally maladjusted;
b. To keep records and data relative to individual cases;
c. To recommend and execute remedial measures;
d. To make direct and frequent contact with the home;
e. To promote growth and training in counseling by the chairman of the guidance activities.

5. The final recommendation is that each junior high school has, as part of its organization, a social or recreational room equipped with a piano, a Victrola and a variety of games such as cards, checkers, ping pong, bingo, lotto, pick-up-sticks, and other current parlor games.
This room should be available at noon periods and after school. The counselor-guidance-teacher could sponsor this activity.

This type of room would provide an opportunity to try out various modes of behavior, eliminating the types of responses which lessen popularity and cultivating those that increase popularity. The goal of the junior high school pupil is to obtain group approval. The social room would offer the supervision of friendly adults who are impersonal and detached from the family. There would be enough freedom for boys and girls to work out their own social relationships and enough independence to feel that they were growing up and making their own decisions.

The social room would provide the opportunity for boys and girls to be generally sociable with one another whether one participated in the games or dancing, or was just present in the group. These contacts are part of the process of making socially poised and understanding future citizens.

The junior high school must devise experiences and situations for the development of these attitudes and ideals which will aid the welfare and progress of society. There are obstacles to establishing an effective program which will recognize the importance of planning a junior high school curriculum definitely enough for the development of desirable attitudes and ideals as for the instruction in organized knowledge. Ideals evolve progressively with the experiences which create them. Hence the necessity for guiding and directing the emotional and social attitudes of youth. If the attitude of teachers and administrators towards the guidance program in the junior high school is one of
readiness, sympathy and alert inquiry into ways of developing children socially and emotionally, much can be done under present conditions towards planning definitely to develop desirable attitudes and ideals in pupils without additional expense. Guidance practices have nowhere been carried as far as desirable. Many have been too recently devised to permit investigatory appraisal. To the critics who contend that practices should not be introduced into schools until they have been evaluated, the answer must be that evaluation can hardly precede introduction.
# Appendix A

**Examples of Self Rating Cards**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-control</td>
<td>10 9 8</td>
<td>7 6</td>
<td>5 4</td>
<td>3 2</td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtesy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate yourself on the basis of ten points. Use a check ✓
<table>
<thead>
<tr>
<th>Traits</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am honest to myself and others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am courteous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am punctual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to follow directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I cooperate with teachers and pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I respect property, mine and others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am reliable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am clean and neat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work the best I can</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can and do control my tongue, hands and feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Sample of the Case Study Envelope Used for the Members of the Pandora Club.

<table>
<thead>
<tr>
<th>Home and Neighborhood Activities</th>
<th>Tests and Guidance Activities</th>
<th>Health Record</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Record</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NAME**
I helped some one.

I made no unnecessary extra

I answered no one

I was rude to no one

I wasted no time

I was self-controlled

I did not eat or chew in school

I did not take too much

I appeared neat and

I was clean in dress

I did my best work

I was honest

I was obedient

Any additional comments today
APPENDIX B.

Quotations

Lasting impressions are often the result of well stated and pointed expressions. Quotations fill this need. The following ones are quoted from Varman¹ and the writer passes them on hoping to solve somewhat the problem of locating just the right one.

"Being and doing your best is preparation for higher being and doing."

"An action well planned is half done."

"You cannot have friends unless you are willing to pay the price of being a friend. This is why the selfish are friendless."

"Without promptness, no success is possible."

"Many of the little duties of life are hard to perform, if allowed to accumulate, but, if dispatched promptly are never irksome."

"While you are considering where to begin, it is often too late to act."

"The energy wasted in postponing until tomorrow, a duty of today, would often do the work."

"God is character. To love God is to love a good character and strive to attain it."

"Character is the immortal essence, the one thing that age does

not decay nor death destroy. It is the one possession we take with us into the next life—touched with glory, not destroyed by death."

"Nothing can be so important to any one as the formation and possession of a good character."

"You can not dream yourself into a character; you must hammer and forge yourself one."

"Your character can not be essentially injured except by your own acts."

"For what will it profit a child if he gain the whole world of knowledge and lose his own health." G. S. Hall

"Confidence and affection conquer where authority and regulations fail."

"Service is the power to give to the world more than I take."

"Obedience is the foundation of moral character."

"Courtesy is the only way to deal with the courteous and the best way to deal with the rude."

"Take trouble to render little services, great services may never be asked of you."

"A habit may be either good or bad according to whether you rule it or it rules you."

"Truthfulness is simple, requiring neither study nor art."

"There is only one grade of honesty."

"Self-control requires courage."

"The person who controls himself becomes a natural leader of others."

"The softest words make the deepest impression."
APPENDIX C.

A form given to teachers in School 42 to get an estimate of the personal traits deemed important.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rating</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
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<td>Loyalty</td>
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<td></td>
</tr>
<tr>
<td>Morality</td>
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<td></td>
</tr>
<tr>
<td>Citizenship</td>
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<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
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<tr>
<td>Thrift</td>
<td></td>
<td></td>
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<tr>
<td>Honesty</td>
<td></td>
<td></td>
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<tr>
<td>Care of health</td>
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<td></td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Service</td>
<td></td>
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<tr>
<td>Orderliness</td>
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<tr>
<td>Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
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</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
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<tr>
<td>Personal Appearance</td>
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<td>Social Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socialability</td>
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(119)
### SCHOLARSHIP RECORD

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Introductory Language</td>
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<tr>
<td>Social Studies</td>
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<td>Mathematics</td>
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<tr>
<td>Science</td>
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<td>Physical Education</td>
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<td>Industrial Arts</td>
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<td>Home Economics</td>
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<td>Art</td>
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*Note: The number in the square with the mark refers to the personality trait having the corresponding number. It means that the pupil needs improvement in this respect. For example, C means that the child is not punctual.*

### PERSONALITY TRAITS

1. Industry 4. Co-operation
2. Punctuality 5. Courtesy
3. Dependability

### EXPLANATION OF MARKS

- A+ Honor Standing
- A  Very Good
- B   Average
- C   Poor
- D   Failure
Examples of Tests.

Name

Sex

Age

Place

Date

Number

School

Please give your best effort in these tasks. If you need help, ask the best child in the room to explain what the task is about. Remember to choose a room of comfortable and conducive. Great success are an advantage in sponsoring, writing, and family goals.

On the following page, you will find a list of tasks to complete. Each task is numbered, and you must complete each one. If you think you need help, ask a child to explain what the task is about. If you think you are ready, move on to the next task.

A list of the sentences from the first chapter is found on this page. These apply particularly to boys, but should be completed by both boys and girls. It is of the sentences from the word (46c) in front of them. These apply particularly to girls, but should be announced by both boys and girls.

Examples

A. Do clearly and carefully.

B. Learn new words in the order that you see them.

The first sentence is usually the easiest way to start, as you should put it first (1). The second sentence is usually the worst way to start, as you should put it first (1). In the center, you should put all the sentences in the word (46c) and front of them. These apply particularly to girls, but should be announced by both boys and girls.

Instructions on Reading and Writing

- Do not read any passages over the test until the test begins. If your pencil breaks while you are reading, you will be given another pencil. Tape tied to the end page may be used.

- Do not write in the margins. Do not write in the margins.

- Do not write in the margins. Do not write in the margins.

- Do not write in the margins. Do not write in the margins.

- Do not write in the margins. Do not write in the margins.
TEST OF KNOWLEDGE OF SOCIAL USAGE
for Junior and Senior High Schools
By Ruth Strang, Ph.D., Marion A. Brown, Ph.D.,
and Dorothy C. Stratton, Ph.D.

Have you ever felt out of place, ill at ease, or embarrassed in a social situation by not knowing what was the best thing to do, or how to do it? Unintentional discourtesy is often a cause of unhappiness and discomfort. Good manners are an advantage to anyone in business, social, and family life.

On the following pages are different ways of acting, or conducting yourself. Some of them are generally approved; some are not. Read each statement. If you think that it is generally the correct way to act, put a plus (+) after it. If you think that it is the wrong way to act in most situations, put a zero (0) after it.

A few of the sentences have the word (Boys) in front of them. These apply particularly to boys, but should be answered by both boys and girls.

A few of the sentences have the word (Girls) in front of them. These apply particularly to girls, but should be answered by both boys and girls.

Samples

A. Eat slowly and carefully. ( )
B. Leave your spoon in the cup after you have stirred your tea or coffee. ( )

The first sample is usually the correct way to act, so you should put a plus (+) after it. The second sample is usually the wrong way to act, so you should put a zero (0) after it. In the same way answer all the statements on the next six pages. Be sure to mark every statement.

Do not ask any questions once the test has begun. If your pencil breaks raise your hand and you will be given another pencil. Now turn to the next page and begin.

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.. "One piece is hardly a taste."

2. Irene's mother sent her to the store for groceries. The grocer gave her twenty cents change. She should have

- spent a nickel for candy and taken the rest to her mother.
- given ten cents to her sister and kept ten cents for herself.
- taken the twenty cents to her mother.
- told her mother that she did not get any change.

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THE BEST THING TO DO

A Test of Knowledge of Social Standards

Construced by FRANK E. TOMLIN
Published by STANFORD UNIVERSITY PRESS
Stanford University, California

Score: B........ W........
Total...........

NAME

Age........... yrs........... mos. School.........................
Grade......................... Teacher..........................

This is a test to see how well you know the best thing to do, or why something that is done is the right thing. You are to use B for "best" and W for "worst." In each problem, mark the best thing and the worst thing that could be done, or the best and worst reason for doing it. Look at the two samples.

SAMPLES

Edgar's father gives him two dollars every month to spend as he likes. It would be best for him to

_____ keep it all until he has enough to buy a bicycle.
_____ B spend part of it in the bank and spend the rest as he needs.
_____ W spend it all for candy, gum, shows, and the like.
_____ ask his classmates what to do with it.

Mary thanked the boy who picked up a book that she had dropped because

_____ if she didn't her teacher would scold her.
_____ he was her friend.
_____ everyone does it.

1. Charley was given a piece of candy. He should have said,

_____ "It surely is good candy."
_____ "Thank you."
_____ "Candy will spoil one's dinner."
_____ "One piece is hardly a taste."

2. Irene's mother sent her to the store for groceries. The grocer gave her twenty cents change. She should have

_____ spent a nickel for candy and taken the rest to her mother.
_____ given ten cents to her sister and kept ten cents for herself.
_____ taken the twenty cents to her mother.
_____ told her mother that she did not get any change.
### ADJUSTMENT SCORE CARD

#### The Training School
at Vineland New Jersey
Department of Research

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#### ATTITUDE OF OTHERS TOWARD HIM

- Choose him as a leader
- Accept him as a leader
- Play with him only occasionally, not often
- Seek his companionship
- Ignore and shun him
- Accept readily as one of group
- Butt of crowd, pick on him

#### LIABILITIES

- Enjoys being by self to extent of being reclusive
- Seeks company of certain few
- Often sulky
- Adjust self to social situation
- Quarrels, fights, etc. with companions

#### RESPONSIBILITY IN GENERAL

- Can be left to own resources
- Initial word enough
- Must be given frequent attention
- Must be watched continually
- Requires only occasional check up

#### HONESTY

- Often does not tell the truth
- Occasionally falsehood
- Not known to tell falsehood
- Word not to be relied upon
- Falsifies but readily admits falsehood

#### ATTITUDE TOWARDS OTHERS

- Is cruel, a "bully"
- Co-operates, is considerate of others
- Makes the best of any situation
- Rough but means well
- Co-operates, is considerate, a leader

#### LANGUAGE AND LANGUAGE ATTITUDE

- Profane, vulgar
- Saucy, talks back
- Always courteous, language good
- Occasional flare up

---

The Training School
at Vineland New Jersey
Department of Research
MORAL COMPREHENSION TEST

Below you will find a series of five stories. Underneath each story are a number of statements about it. Read them over carefully and number the statements from 1 to 3. Before the best explanation or the best thing to do place 1, in front of the next best place 2, and before the poorest explanation or the worst thing to do mark 3.

THE FOLLOWING IS AN EXAMPLE OF THE BEST WAY TO MARK THE STORIES.

EXAMPLE:
An automobile traveler found a poor may lying by the side of the road. He was badly injured. The traveller took him into the next town, gave the hotel keeper ten dollars and asked him to take care of the man. He said he would be sure to come back and when he did so he would pay the balance of the bill. It amounted to twenty-five dollars, but the traveler never returned to pay it.

1. If he did not come back he didn't have to pay.
2. A man should keep his word at any cost.
3. The traveler should have left the man for some one in that section to find and take care of.

I.

John Smith stayed away from school to go fishing with a chum. In order to avoid a whipping he wrote his own excuse to the teacher which said, "Please excuse John for absence from school yesterday." This he gave to the teacher and she accepted it.

1. John should have gone without an excuse and taken whatever came at school.
2. It was all right to do this to get out of a whipping.
3. Although he fooled the teacher, John was careful not to tell a falsehood in the excuse.

II.

William found he got too much change from the man at the grocery store. The man asked him the next day if he got too much change and he answered, "I don't think so." It bothered him afterward and so he gave half of the money to the Sunday School collection. The rest he spent on himself.

1. It wasn't so bad since he gave part of the money to the Sunday School.
2. He should have taken the money back to the store as soon as he found out the mistake.
3. After the grocer asked him, he should have told the truth and given the money back.

III.

At a Sunday School entertainment I put my box of candy under the seat. A teacher asked me if I did not get any candy. I shook my head and said nothing. Then she gave me another box.

1. I wanted an extra box for my sister who was home sick.
2. It wasn't an untruth because I did not say "no" to the teacher.
3. I acted a lie and this was wrong.
IV.

James told the teacher that Fred broke a window in the school building after she asked the class who did it. A few days later the teacher found out that it was another boy who broke the window. When accused of telling a lie James said, "Fred took my knife and would not give it back, so I got even with him."

...... It was all right for James to get even with Fred in any way he could.
...... James should only have said that he "thought" Fred did it.
...... James should not have lied to get even with Fred.

V.

The Gang was going to steal apples one night. I said it was wrong and mother would not want me to go. But they laughed at me and coaxed, and I finally went. The next morning I told mother I had been at Jack's house listening to the radio.

...... It would have made mother feel bad if she knew, so I said I was at Jack's house.
...... I should have told mother all about it.
...... It was better to do as I could than have the crowd leave me out.

MORAL COMPREHENSION TEST

Below you will find a series of five stories. Underneath each story are a number of statements about it. Read them over carefully and number the statements from 1 to 5. Before the best explanation or the best thing to do, place 1. In front of the next best place 2, and so on until you come to the poorest explanation or the worst thing to do, and mark it 5.

THE FOLLOWING IS AN EXAMPLE of the right way to mark the stories.

EXAMPLE:

An automobile traveler found a poor man lying by the side of the road. He was badly injured. The traveller took him to the next town and gave the hotel keeper ten dollars, and asked him to take care of the man. He said that when he came back he would pay the balance of the bill. It amounted to twenty-five dollars, but he never came back to pay it.

...... It was the business of the hotel man to take care of him.
...... If he did not come back he didn't have to pay.
...... A man should keep his word at any cost.
...... The traveler should have left the man for some one in that section to find and take care of.
...... He should have sent some word to the hotel keeper if he could not return.

I.

Frank, who had always been a good boy and a chum of mine, was accused by a policeman of stealing some things from a candy store last week. Frank told me he didn't do it, and asked me to help him out. So I said he was with me that night and got him out of it.

...... I should only have told the policeman that Frank was not the kind of a boy that would do such a thing.
...... If you believe what a friend says, you ought to help him out, even if you tell a fib.
Fellows ought to stand together against anyone who is after them.

You should not make a statement unless you are sure of it.

Even if I knew that he took the candy I would have helped my chum out.

II.

Tom's chum asked him to promise to do something, without telling him what it was. Tom promised. Then his chum told of a plan to take some plumbing from a vacant house and sell it to the junk man, and spend the money. When Tom found out what the plan was, he broke his promise and refused to have anything to do with it.

Promises are only binding if you want to keep them.

It is right to break a bad promise.

In every promise we should whisper to ourselves, "Maybe I will do it"; then you don't have to keep it if something comes up.

Tom didn't take his promise seriously.

When he learned the plan involved stealing, he felt it was right to break the promise.

III.

Henry's uncle, who lives at his house, got into trouble, was arrested and went to jail. He escaped, came home in the night, and hid in a secure place in the attic. Henry heard his uncle come in, but did not see him. The next day, when two policemen came and asked him, Henry said, "I have not seen my uncle and I have been home all morning." They believed him, and in a little while went away.

He should have run out of the house when he saw the policeman coming, and so got rid of any trouble for himself.

Fixing up a story is all right when it brings good results.

Henry tried to tell the thing that would help his uncle, and at the same time stick to the facts.

You have a right to do anything to get rid of an enemy.

IV.

Edward's aunt took him on the train for a visit at her home. He was a few weeks over six years of age. When the conductor asked for his fare, his aunt said, "I don't need to pay for him. He is hardly six but large for his age." Edward was just going to speak up and tell how old he was when his aunt looked at him in a cross way and he kept still. The conductor stopped for a minute and then went on.

It was all right for his aunt did not have money enough to pay his fare.

His aunt was older and should have told the conductor the facts.

They could do it, for the railroad would never know he was six years old.

Edward should have spoken up and told how old he was.

All boys should do it for the railroads charge too much.
Mary was boasting to me of all the things she got for Christmas. I was at my aunt Jane's and that gave me a chance to boast to her of my aunt giving me a lot more things than she got.

It is all right to make things a little bigger than they are, for you feel badly when the other person has more than you have.

Always tell things as they are, even if it does make you look small.

It is all right to boast when you get a chance.

I should have told Mary just what I got when she asked me.

Boasting is a fine way to get other people to think you are smart.
THE SCHOOL INVENTORY

By HUGH M. BELL

Published by
STANFORD UNIVERSITY PRESS
Stanford University, California

NAME

SCHOOL

SEX

DATE

SCHOOL CLASS

DIRECTIONS TO STUDENT

On the following pages you will find a list of questions concerning things about this school which may or may not be satisfactory to you. We should like to know what things about this school you like and what you dislike. Your answers will be treated with the strictest confidence and in no case will they be used to cause you any embarrassment. If you will answer these questions honestly and thoughtfully, the school will endeavor to improve the conditions which your answers indicate need improvement.

There are no right or wrong answers. Indicate your answer by drawing a circle around “Yes,” “No,” or “?.” Try to answer all questions either “Yes” or “No.” If you are certain that you cannot answer “Yes” or “No,” then use the question mark.

There is no time limit, but work rapidly.

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STANFORD UNIVERSITY PRESS
STANFORD UNIVERSITY, CALIFORNIA
1. Yes  No  
   ? Do you like all of the subjects you are now taking in this school?
2. Yes  No  
   ? Have you found the students in this school friendly and willing to "meet you halfway"?
3. Yes  No  
   ? Do you think this school places too much emphasis upon grades?
4. Yes  No  
   ? Do you think that too much importance is attached to the possession of money and good clothes in
   this school?
5. Yes  No  
   ? Do you find that most of the subjects which you are taking are very interesting?
6. Yes  No  
   ? Have you found that some of your teachers are easily "upset" over trifles?
7. Yes  No  
   ? Do you think that the students in this school are "snobbish"?
8. Yes  No  
   ? Do you think that all of your teachers are "up to date" in their ideas and actions?
9. Yes  No  
   ? If you were able to do so, would you like to attend some other school than the one you are now
   attending?
10. Yes  No  
   ? Do you find that some of your teachers refuse to change their attitude toward you once they have
   made up their minds that you are "no good"?
11. Yes  No  
   ? Do you think that your school activities are controlled by too small a group of students?
12. Yes  No  
   ? Do most of your teachers make their lesson assignments definite and clear?
13. Yes  No  
   ? Do you feel that some of your teachers hold a "grudge" against you?
14. Yes  No  
   ? Would you like to take a different group of courses than those in which you are now enrolled?
15. Yes  No  
   ? Do you think that there are too many social cliques in this school?
16. Yes  No  
   ? Do you find that some of your teachers are very hard to get acquainted with?
17. Yes  No  
   ? Is this school providing the kind of preparation that you want for your chosen occupation?
18. Yes  No  
   ? Do you think that some of your teachers feel that they are superior to their students?
19. Yes  No  
   ? Do some of your teachers "talk over the heads" of their students?
20. Yes  No  
   ? Have you been able to get into the school activities in which you are interested?
21. Yes  No  
   ? Would you like to quit school and go to work?
22. Yes  No  
   ? Do you think that some of your teachers lack physical strength to do their best work?
23. Yes  No  
   ? Are some of your teachers nervous and easily excited?
24. Yes  No  
   ? Does this school provide adequate opportunity for you to meet and make friends?
25. Yes  No  
   ? Are some of your courses very boring to you?
26. Yes  No  
   ? Are some of your teachers very sarcastic?
27. Yes  No  
   ? Do you have difficulty in keeping your mind on what you are studying?
28. Yes  No  
   ? Do you find that most of your teachers are systematic and orderly in the way they conduct their
   classes?
29. Yes  No  
   ? Do you think that some of your teachers are narrow-minded?
30. Yes  No  
   ? Have you frequently found the ventilation poor in some of your classrooms?
31. Yes  No  
   ? Do you think that some of the women instructors in this school show favoritism toward boys in
   their classes?
Are most of your teachers successful in putting across their subject matter?

Do you think that some of your teachers expect too much of you?

Do you find that most of your teachers are very interesting to know personally?

Do you find that this school tends to make you unhappy?

Have you experienced considerable difficulty preparing your lessons for your classes?

Have you found that the speaking voice of some of your teachers is irritating to you?

Do you think that some of your teachers are lazy?

Do you find that this school work dull and uninteresting?

Do you think that some of your teachers lack force of character?

Do you think that the disciplinary cases are handled fairly in this school?

Do you think that the principal and teachers in this school lack patience when dealing with students?

Do you think that some of your teachers allow themselves to become too familiar with some students?

Do you find that some of your teachers hold themselves aloof from the students and do not mix freely?

Do you think that the principal of this school is too strict with students?

Have you found that principal and teachers in this school tend to act as if they were always right and you were always wrong?

Do you find that some of your teachers assign too long lessons?

Do you think that this school is run as if it were a prison?

Have you been able to choose the subjects you like in this school?

Do you think that some of your teachers act as if they were bored with their work?

Do some of your teachers produce a feeling of fear in you?

Do you find it rather easy to get well acquainted with your teachers?

Do you think that your school makes a mistake when it sends home without your permission a report of your scholarship?

Are you often frightened by the way some of your teachers call on you in class?

Have some of your teachers criticized you unjustly?

Do you like the teacher who has been designated as your counselor?

Do you dislike intensely certain teachers in this school?

Do you think that some of your teachers show partiality toward certain students?

Do you think that your teachers require too much work to be done outside the regular class period?

Do you think that some of the men teachers in this school show partiality toward girls in their classes?

Do you think that some of your teachers are susceptible to "apple polishing"?
Do you think that some of your teachers lack a sense of humor?

- Yes
- No

Do you think that some of your teachers treat you as if you were a small child?

- Yes
- No

Do you feel that most of your teachers have confidence in your ability to succeed?

- Yes
- No

Have you found that some of your teachers are very "bossy"?

- Yes
- No

Do you find that some of your teachers make you feel as if you did not care whether you learned anything in their classes or not?

- Yes
- No

Do you find that all of the teachers in this school are cheerful and pleasant to meet?

- Yes
- No

Do you find that some of your classes are very monotonous?

- Yes
- No

Do you think that the principal of this school allows the students sufficient opportunity to participate in the administration of the school?

- Yes
- No

Do you find that some of your teachers fail to stimulate in you the desire to do your best work?

- Yes
- No

Do you find that some of your teachers apparently take delight in making you feel embarrassed before the class?

- Yes
- No

Do you have the feeling that some of your teachers dislike their jobs?

- Yes
- No

Do you find that your teachers are honest and straightforward in their dealing with you?

- Yes
- No

Do you think that some of your teachers show a lack of interest in school activities?

- Yes
- No

Do you think that some of your teachers lack enthusiasm for their work?

- Yes
- No

Do you find that your teachers are always ready to help you individually with your school work?

- Yes
- No

On the space below please list specific suggestions which you may have for the improvement of your school.
THE ADJUSTMENT INVENTORY
By HUGH M. BELL

Published by
STANFORD UNIVERSITY PRESS
Stanford University, California

NAME: __________________________ AGE: ______ SEX: ______
NAME OF SCHOOL: __________________ SCHOOL CLASS: ______
DATE: __________________________

DIRECTIONS

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

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

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

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Do you day-dream frequently?  
Yes No ?

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

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

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

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

Are your eyes very sensitive to light?  
Yes No ?

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

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

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

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

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

Are your eyes very sensitive to light?  
Yes No ?

Have you been embarrassed because of the type of work your father does in order to support the family?  
Yes No ?

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

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

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

Have you ever felt that someone was hypnotizing you and making you act against your will?  
Yes No ?

Have either of your parents frequently criticized you unjustly?  
Yes No ?

When riding on a train or a bus do you sometimes engage fellow-travelers in conversation?  
Yes No ?

Have you ever felt that someone was hypnotizing you and making you act against your will?  
Yes No ?

Have either of your parents frequently criticized you unjustly?  
Yes No ?

Do you find it easy to ask others (or help?  
Yes No ?

Has illness or death among your immediate family tended to make home life unhappy for you?  
Yes No ?

Have you lost weight recently?  
Yes No ?

Did you dread the sight of a snake?  
Yes No ?

Have your parents frequently objected to the kind of companions that you go around with?  
Yes No ?

Do things often go wrong for you from no fault of your own?  
Yes No ?

Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?  
Yes No ?

Are you frightened by lightning?  
Yes No ?

Is either of your parents very easily irritated?  
Yes No ?

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

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

Have you had considerable illness during the last ten years?

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

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

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

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

Have there been frequent family quarrels among your near relatives?

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

Do you frequently have spells of dizziness?

Have you frequently quarreled with your brothers or sisters?

Are you often sorry for the things you do?

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

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

Are you subject to eye strain?

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

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

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

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

Do you get angry easily?

Are you often the leader at a social affair?

Are you subject to attacks of indigestion?

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

Do you blush easily?

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

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

Are you subject to tonsillitis or laryngitis?

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

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

Do you frequently experience nausea or vomiting or diarrhea?

Are you sometimes the leader at a social affair?

Are your feelings easily hurt?

Are you troubled much with constipation?

Do you ever cross the street to avoid meeting somebody?

Do you occasionally have conflicting moods of love and hate for members of your family?
- Yes  No  If you come late to a meeting would you rather stand or leave than take a front seat?
- Yes  No  Were you ill much of the time during childhood?
- Yes  No  Do you worry over possible misfortunes?
- Yes  No  Do you make friends readily?
- Yes  No  Have your relationships with your mother usually been pleasant?
- Yes  No  Are you bothered by the feeling that people are reading your thoughts?
- Yes  No  Do you frequently have difficulty in breathing through your nose?
- Yes  No  Are you often the center of favorable attention at a party?
- Yes  No  Does either of your parents become angry easily?
- Yes  No  Do you sometimes have shooting pains in the head?
- Yes  No  Was your home always supplied with the common necessities of life?
- Yes  No  Do you find that you tend to have a few very close friends rather than many casual acquaintances?
- Yes  No  Was your father what you would consider your ideal of manhood?
- Yes  No  Are you troubled with the idea that people are watching you on the street?
- Yes  No  Are you considerably underweight?
- Yes  No  Has either of your parents made you unhappy by criticizing your personal appearance?
- Yes  No  Does criticism disturb you greatly?
- Yes  No  Do you frequently come to your meals without really being hungry?
- Yes  No  Are your parents permanently separated?
- Yes  No  Do you keep in the background on social occasions?
- Yes  No  Do you wear eyeglasses?
- Yes  No  Does some particular useless thought keep coming into your mind to bother you?
- Yes  No  Did your parents frequently punish you when you were between 10 and 15 years of age?
- Yes  No  Does it upset you considerably to have a teacher call on you unexpectedly?
- Yes  No  Do you find it necessary to watch your health carefully?
- Yes  No  Do you get upset easily?
- Yes  No  Have you disagreed with your parents about your life work?
- Yes  No  Do you find it difficult to start a conversation with a stranger?
- Yes  No  Do you worry too long over humiliating experiences?
- Yes  No  Have you frequently been absent from school because of illness?
- Yes  No  Have you ever been extremely afraid of something that you knew could do you no harm?
- Yes  No  Is either of your parents very nervous?
- Yes  No  Do you like to participate in festival gatherings and make "whoopee"?
- Yes  No  Do you have ups and downs in mood without apparent cause?
- Yes  No  Do you have teeth that you know need dental attention?
- Yes  No  Do you feel self-conscious when you recite in class?
- Yes  No  Has either of your parents dominated you too much?
- Yes  No  Do ideas often run through your head so that you cannot sleep?
- Yes  No  Have you had any trouble with your heart or your kidneys or your lungs?
- Yes  No  Have you often felt that either of your parents did not understand you?
- Yes  No  Do you hesitate to volunteer in a class recitation?
- Yes  No  Does it frighten you to be alone in the dark?
- Yes  No  Have you ever had a skin disease or skin eruption, such as athlete's foot, carbuncles, or boils?
- Yes  No  Have you felt that your friends have had a happier home life than you?
- Yes  No  Do you have difficulty in getting rid of a cold?
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