Resource units related to common personal problems of youth for use in social settlements.

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Boston University
RESOURCE UNITS RELATED TO COMMON PERSONAL PROBLEMS OF YOUTH FOR USE IN SOCIAL SETTLEMENTS

Submitted by

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(B. S. in Ed., Boston University, 1933)

In Partial Fulfillment of Requirements for the Degree of Master of Education

1951
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CHAPTER I
INTRODUCTION

1. Purpose

The aim of this service paper is to provide three units of work on the common personal problems of youth for use in the social settlement.

2. Justification

The need for outlines or resource units on the problems of youth has been expressed many times by workers in the social settlement. Often groups have discussed youths' problems in a haphazard fashion. Group leaders would be more effective if they were able to consult a manual, guide, or resource unit adapted for use in the agency. At present, there are no satisfactory units on the common personal problems of youth available for youth leaders.

Youth come to the social settlement to satisfy several basic needs. They need the satisfaction which is derived from participation and success in games, dramatics, music, arts and crafts. Slavson\(^1\) says that the youth who feel inferior because of size, handicap, or pampering find status through the exercise

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of some special ability in the social agency. Youth also come to the agency for help with their immediate problems.

Youth come voluntarily and in a relaxed manner. Groups are usually small in size. Group leaders know the parents as well as the neighborhood of the youth. Leaders thus have a unique opportunity to help teen-age boys and girls solve their personal problems.

3. Survey of Problems

In December 1946 the writer gave the Mooney Problem Check List to 100 boys between the ages of 13 and 17 years. These boys checked a total of 3,960 problems. This study alone emphasized the fact that youth do have personal problems and are able to define most of them.

In this service paper the common personal problems of youth were determined by the use of a check list which was given personally and individually to ten professional group leaders in Boston social settlements. The leaders studied the list of problems and then numbered them in order of importance up to six.

The writer rated the common problems of youth by means of a simple scoring device. On each of the ten sheets the problem marked with a "1" was given 6 points. Problem number two on each list was given 5 points, and so on down through number six which was given 1 point. When the totals were

1/R. L. Mooney, Problem Check List, Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1942.
added on all sheets the results were as follows:

1. Making Future Vocational Plans 35
2. How to Make Friends 32
3. How to Strengthen Personality 24
4. How to Get Along with the Opposite Sex 23
5. How to Build Self-Confidence 20
6. Techniques of Job Getting 15
7. How to be a Leader 13
8. Understanding American Democracy 13
9. Learning How to Budget and Spend Money Wisely 9
10. Improving Personal Appearance 8
11. How to Study 7
12. How to Use Leisure to Advantage 6
13. Understanding One's Self 5
14. Learning Good Manners 0
15. How to be a Good Conversationalist 0

4. Scope

This survey, made with the cooperation of the group leaders, helped the writer to select the three most common problems of youth with some degree of validity. The top three on the ranking list, "Making Future Vocational Plans," "How to Make Friends," and "How to Strengthen Personality," also received first consideration by the boys completing the Mooney Problem Check List, and are the units developed in this service.
The units of work on the common personal problems of youth have been developed with the consideration that the age range of the boys and girls is between 13 and 16 years.

The social settlement, of which there are 25 in the Boston area, is a neighborhood and family agency which works with all age groups and is located in the more crowded and less privileged parts of the city. The settlement is the proving ground for many social betterment measures which are later taken over by other private or public agencies. The settlement is constantly opening doors of opportunity for youth groups and helping these youth solve their personal problems.

5. The Unit

The units of work were drawn up through the use of books and magazine articles on the problems of youth and from the writer's experience as director of a social settlement. The units were given to seventeen professional youth leaders, the majority of whom had assisted in determining the three most common personal problems of youth. Five group leaders found it possible to try out a number of the suggested activities with small groups of boys and girls. The other twelve leaders examined the material and passed judgment on it without benefit of try-out. To facilitate summary all seventeen leaders answered a number of questions given them on a mimeographed paper.
The comments or evaluations are summarized in Chapter V of this paper.

Billett says that a unit is guided and directed experience. He defines the unit as a change brought about within the student. The unit on each common personal problem of youth is a plan which should result in new understandings, attitudes, skills, appreciations, and abilities.

In developing the units of work in this study it has been necessary to constantly keep in mind the character of the social settlement. All material has been adapted for use in the small and informal group.

This paper with three units of work can be used as a manual or guide by group work leaders. Far from complete, each unit offers only suggestions for the solution of some of youths' personal problems. Leaders can adapt the suggested outline and activities to their own groups and with the help of the boys and girls themselves eventually develop very satisfactory resource units.

1/ See Appendix for Evaluation Form.

CHAPTER II

UNIT I--HOW TO MAKE FUTURE VOCATIONAL PLANS

1. General Theme

The choosing of a vocation is one of the most important decisions that every youth must make. Even if man was not obliged to earn a living, he still would work, for he is an active creature. He desires to project himself into the world by creating something in which he can take pride and through which he can command the admiration of his contemporaries.

In the wise choice of a vocation there are three general factors youth must keep constantly in mind:

a. A clear understanding of himself, his abilities, aptitudes, interests, ambitions, resources, limitations, and their causes.

b. A working knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in many different lines of work.

c. Accurate and thoughtful reasoning in the relation of these two groups of facts.

Many job seekers have difficulty finding jobs or the right one because they have not thought enough about what they want to do, what they can do, and what they must do. They often drift haphazardly from office to agency, getting more and more discouraged and making a poor impression on everyone.
If they finally do land a job they sometimes end up in a spot which they don't really want and where they are not happy.

By making careful plans for the future in the world of work youth can attain the ultimate—"job adjustment."

2. Objectives

1. To help youth learn why they should be thinking about their future work.

2. To interest each individual in the group in studying himself and in learning more about his real interests and capabilities.

3. To help youth understand the importance of making adequate plans for their future occupation.

4. To guarantee to youth that the selection of an occupation be a matter of choice rather than chance.

5. To help youth to widen their occupational horizon.

6. To assist youth in gathering accurate and current information about occupations.

7. To give youth information and practice in searching for jobs.

8. To help youth develop the proper attitudes necessary in job holding and job progress.

9. To show youth just what characteristics employers look for in prospective workers.

10. To inform the group members about the responsibility of employers to co-workers.

11. To inform the group members about the responsibility of the workers to the employers.

12. To give youth experience in making plans and decisions.

13. To make possible the pooling of experiences of a number of individuals for the benefit of each.
3. Outline of Content

I. Definition of "vocational guidance."

A. Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it, according to the National Vocational Guidance Association. Vocational guidance is concerned with helping youth make decisions and choices involved in planning his future in the world of work.

II. Reasons for vocational planning.

A. Planning increases the likelihood that one will be working at an occupation that suits his abilities and interests, thereby enabling him to derive greater satisfaction and to make a greater contribution to society.

B. Opportunities in the world of work are limited only by one's vision of what his future may become, his abilities, and how they are used, one's character and determination.

C. Planning gives one a head start over those who have not thought about their future.

III. Steps in widening occupational horizons.

A. Youth should include in his thinking fields of work of which he has not been aware.

B. Youth should ask self the following questions:
   1. Do I prefer to work with people or with things?
   2. What school studies and activities have interested me most?
   3. What tastes and interests are revealed by my club and other leisure-time activities?
   4. In what kinds of activities do I do my best work?

C. Youth should make a survey of as many occupations as possible through the following:
   1. Work experience, part time or summer work.
2. Readings: books, trade magazines, census data.
3. Visits to factory, farm, store, institutions.
4. Interview with men who are succeeding in a vocation.
5. Start a work kit or file of vocational information.

IV. Process of narrowing choice of future work to a few occupations.

A. Relate school work and home and club hobbies to vocational interests.
   1. Discover hobbies which relate to occupation.
B. Plan for detailed study of the several occupations.
   1. The career conference.
   2. Study lives of leaders in the occupations.
   3. Write for pamphlets.
   5. Visit places of work.

V. Steps in self-discovery.

A. Evaluation of own potentialities, abilities, and limitations.
   1. Use of intelligence, achievement, and aptitude tests.
   2. Interest inventories.
   3. Personality inventories.
   4. Individual conferences with trained counselor.
   5. Review of activities record.

VI. Final steps in securing a job.

A. Choice of occupation.
   1. Summarize all factors regarding self and job opportunity.
B. Plan a job campaign.
   1. Look where the jobs are.
   2. Check job contacts.
      b. Private and school employment agencies.
      c. Contact friends and relatives.
      d. Union hiring halls.

C. Interview

D. Follow-up
   1. Keep contacts alive.

VII. How to progress in the vocation.

A. Cultivate a real interest.

B. Learn each job thoroughly.

C. Demonstrate initiative and dependability.

D. Don't let courtesy get rusty.

E. Keep learning.
   1. Special courses.
   2. Written material.
      a. Journals, pamphlets, magazine articles.
   3. Lectures.
   4. Observation.
4. Introduction of Problem

1. Ask individuals in the group the following question. "What do you think you will be doing ten years from now?" Start a discussion on the subject of future occupations. Find out just how much thinking and planning for the future members have been doing in the immediate past.

2. Ask group members about their experiences in summer or part-time jobs. Discuss the question of how much activity contributes to one's life work. Lead around to the vital need for careful planning for one's future vocation.

3. Bring enough copies of "Vocational Trends" published by Science Research Associates for each group member. Invite informal reading of various interesting items. Call attention to pictures and notes that might offer a challenge to the group. Lead up to a discussion on making future vocational plans.

4. Show the group the 16 mm motion picture entitled "Choosing A Vocation." (A Encyclopedia Britannic film obtained at the Boston University Film Service at a rental of $1.50.) Then list on the blackboard with the help of the group all points emphasized by the picture.

5. Give each member of the group a copy of the illustrated booklet, "Your Future Is What You Make It," issued without cost by the National Association of Manufacturers, 14 West 49th Street, New York City. Invite the group members to turn pages noting the chapter headings and pictures. Ask group members if there is anything of interest in the booklet or if there is anything there they had not known before. Encourage a discussion of how just information can eventually lead to success and happiness.
5. Suggested Activities

(Any of the following activities are to be selected to fulfill the objectives of the group.)

1. Form a committee to prepare a large scale map of the community. By means of small blocks locate all industries in the area. Show the variety of work opportunities nearby. Make field trips in order to complete map. Consult article in May, 1948 Occupations entitled "New Techniques for Community Occupational Surveys" and the booklet, "An Outline of Steps in a Community Occupational Survey," issued by the U. S. Office of Education.

2. Ask each member of the group to keep a large scrapbook on occupational information. Encourage all to look for newspaper and magazine items on such topics as trends in the world of work, how to get a job, finding the right job, and information on specific fields of work. Encourage members to exchange items with each other and to assist one another with the scrapbook.

3. Form a committee to work on the matter of vocational films. Write to the following places for film catalogs.

   a. The United States Department of Agriculture.
   b. Cinema, 234 Clarendon Street, Boston.
   c. The United States Office of Education.
   d. Y.M.C.A. Motion Picture Bureau
      347 Madison Avenue, New York.
   e. Boston University Film Service
      84 Exeter Street, Boston.
   f. United States Department of the Interior.
   g. United States Department of Labor.

   Study the catalogs with the group and retain for use later on in the project. Examine the booklet, "Audio-Visual Aids for the Group Leader," by Sherman Hicks. Available at the United Settlements of Greater Boston, 20 Union Park, Boston.
4. List all possible ways group members can find out about occupations. Send small committees to the library or to a social agency's guidance center for additional information on the subject. Refer to list from time to time asking members to add to list.

5. Encourage discussion on the following questions:
   a. Why do people work?
   b. Why are a great many occupations licensed or regulated by the government?
   c. Should one follow his father's occupation?
   d. How can hobbies help in one's future work?
   e. Outline the difference between job, position, and occupation.
   f. What part do you think personality plays in job getting, job holding, and job advancement?

6. Visit the public library with the group. Call attention to the Dictionary of Occupational Titles. Look up descriptions of jobs group members express an interest in. Ask the librarian to point out literature on the world of work.

7. Ask the group to list all places which help find jobs. Place list in scrapbooks.
   - State Employment Service
   - Private Employment Agencies
   - Settlement Houses
   - School Placement Bureaus
   - Personnel Departments
   - Help Wanted Ads
   - Direct Mail Campaigns
   - Trade & Professional Papers
   - Y.M.C.A.
   - Y.M.C.A.
   - Friends
   - Acquaintances
   - Relatives
   - Labor Unions
   - Y.M.C.A.
   - Y.M.C.A.

8. Invite the president of the Kiwanis, Rotary or Board of Trade to visit the group and speak on any of the following topics:
   a. How I Selected My Occupation.
   b. Job Openings in This Community.
   c. Preparing for the Future.
d. Succeeding in One's Chosen Field of Work.

9. Invite a vocational guidance director or counselor from a school or social agency to speak to the group. Have the group members prepare a list of questions to be given to the speaker several days before his appearance.

10. Bring to the group session a number of leaflets, pamphlets, and books on various vocations. Encourage the members to borrow any of special interest.

11. Organize a "Vocational Information Please" type of program with three outside experts on occupations. Have them discuss the qualifications, opportunities, and conditions of work in each of the three occupations. Have a member of the group serve as chairman.

12. Work with the group in setting up an occupational file. Encourage each member to assist in building an interesting and up-to-date file of practical information on occupations.

13. Ask a group member to summarize the article in Occupations May 1948, entitled "Occupational Trends." Use the material for discussion pointing out the vital need for widening their occupational horizon.

14. Discover the occupations group members seem most interested in. Ask for volunteers to visit employers in those fields of work, obtain answers to prepared questions, and bring back to the group observations of interest. Select employers who have different points of view.

15. Develop a discussion around the following question:
   a. What motion picture or television show have you seen recently that gave information about an occupation?
   b. List the points that were brought out by the show.

16. Keep a large bulletin board on the club room wall. Place on it interesting articles and pictures related to future vocational plans. Ask club members to contribute items.

17. Plan field trips to different industries or institutions for the purpose of observing men and women at work. Discuss in advance just what members should look for. Collect information on places to be visited. Plan group discussion after visit.
18. Ask the group members to bring magazines and newspapers to a session. Look over the Help Wanted Ads. Have each member write a letter applying for a job. Have letters read to the group for constructive criticism.

19. Form a committee to prepare a detailed statement of the qualities necessary in finding the right job, holding and progressing in it. Place qualities on the blackboard. Refine list and place in scrapbooks.


21. Ask the group members to exchange with each other experiences in connection with part-time or summer jobs. List all points which seem to be of practical help.

22. Ask group members to write for catalogs on occupations to the following addresses:
   a. Science Research Associates
      228 S. Wabash Avenue, Chicago.
   b. The Women's Bureau
      Washington, D. C.
   c. Bellman Publishing Company
      83 Newbury Street, Boston.
      Washington, D. C.
   e. The United States Department of Labor
   f. The United States Employment Service

23. Ask each group member to write a composition on the occupation he is most interested in at the present time. Have compositions read to the group for discussion.

24. Show the 16mm film entitled "Aptitudes and Occupations" available at the Boston University Film Service at a rental of $1.50 or purchased from Coronet Films, Coronet Building, Chicago. Discuss the importance of understanding one's self before deciding upon the future vocation.
25. Have each member make an outline of his own qualities to the best of his ability. Ask each to consider the following topics:

a. Physical characteristics.
b. Mental ability.
c. Special interests.
d. Personality.
e. Education.
f. Work experience.

26. Invite a guidance counselor to visit the group with copies of various tests such as Kuder Preference Rating, Strong Vocational Interest Blank, Bell Adjustment Inventory, and others. After a talk by the visitor on the value of tests in helping one know his abilities and aptitudes give one of the most interesting and challenging tests to the group.

27. Discuss with the group the various places at which one can be tested such as the Y.M.C.A., Y.W.C.A., Jewish Guidance Center, Franklin Street, Boston, and Boston University.

28. Ask each group member to mentally list three to five of his worse faults and then plan a campaign of self-improvement.

29. Invite a group leader, father of a group member, or an interested citizen to visit the group and tell of the pitfalls he would avoid if he were starting his occupation all over again.

30. Work with the group in preparing and putting on several skits showing the following:

a. An interview with a prospective employer.
b. Asking for a raise in salary.

31. Show the 16mm film entitled "I Want A Job" available at the Boston University Film Service.

32. Plan a debate on an interesting question related to future work for presentation before a larger group.
33. Bring a worker from an occupation of interest to group members to the session and select one member to interview him. Pretend the material is for a newspaper or magazine feature story.

34. Ask group members to find information to be placed in the scrapbooks and exchanged with others on the following topics:
   a. Jobs for Beginners.
   b. The Interview.
   c. Making Good on the Job.
   d. Dress and Grooming on the Job.
   e. Stepping Up to a Better Job.
   f. Managing Your Income.
   g. Personality in Business.

35. Ask group members to write for the following booklets:
   a. "How to Hunt a Job"
      Oakland Vocational Schools
      Oakland, California.
   b. "Your Job"
      Department of Vocational Guidance
      Boston School Department.
   c. "What You Should Know about Finding, Getting, and Keeping a Job"
      Brooklyn High School for Specialty Trades
      New York City.
   d. "Your Road to Employment"
      Fuller Brush Company
      Hartford, Connecticut.
   e. "From Books to Business"
      Transcription Supervisors' Association
      Grand Central Terminal Building
      New York City.
36. Ask group members to rate themselves by use of the following rating scale found in Gertrude Forrester's book, *Methods of Vocational Guidance*.

**Directions:** Place a check under the number which best describes self.

<table>
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<th>Character</th>
<th>Enjoyment of Work</th>
<th>Initiative</th>
<th>Mental Alertness</th>
<th>Judgment</th>
<th>Getting Along with People</th>
<th>Health</th>
<th>Appearance and Manner</th>
<th>Ambition and Objective</th>
<th>Social and Community Responsibility</th>
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**Key to Numbers:**

1. Seriously Below  
2. Below Usual  
3. Usual  
4. Above Usual  
5. Outstanding  
6. Basis for This Rating

Ask close friends in the group to go over each individual's chart and make suggestions. Study and readjust from time to time.

37. Ask the members to write to a number of large companies requesting job application blanks. Practice filling out the blanks accurately and neatly, concisely and completely.

38. Carry out a series of dramatizations with the group showing the following:

a. Selling yourself to a difficult employer.
b. Showing friends how you secured a promotion.

c. How a good salesman operates.

d. Describing past work experience.

e. Receiving criticism from the boss.

6. References for Leaders


2. Dennis, L. H., "Vocational Education," Education (September, 1940), p. 3.


7. References for Youth


CHAPTER III

UNIT II--HOW TO MAKE FRIENDS

1. General Theme

One of the most pathetic individuals in the world is the adolescent without friends. In early childhood, parents, brothers, sisters, casual acquaintances, and imaginary playmates can be substituted for intimate friendships. In adulthood, a philosophical outlook on life and an engrossing interest in one's family, in business, art, music, sports, or in various hobbies can make life fairly tolerable without friends. But when it first dawns upon the teen-age boy or girl that there are no intimate contacts of his or her own age, that there is no one with whom to share the joys and sorrows of life, it is nothing short of a calamity. For with this realization of friendlessness comes the conviction that the individual is without the ability to make friends. There is, as yet, no substitute in the form of a dominant interest and the philosophical outlook has yet to be built up.

There is no great mystery or secret formula about forming genuine friendships. It is a matter of common sense and an understanding of human nature.

Through such steps as self-analysis, selected reading,
observation, and discussion on the subject of how to make friends with individuals and groups any youth can acquire the art of friendship.

2. Objectives

1. To give youth an awareness of the vital need for possessing many good friends.

2. To help youth realize that observation and study can definitely improve one's capacity for making and keeping friends.

3. To help youth grow in the ability to make and keep intimate friends.

4. To show youth how to overcome various obstacles to friendships.

5. To show the desirability of taking a genuine interest in other people and their activities.

6. To help youth improve in the art of conversation.

7. To assist youth in developing a soft, clear, and friendly voice.

8. To show the part played by such characteristics as sympathy, generosity, helpfulness, and kindliness in making intimate friends.

9. To assist youth in the problem of making good friends in the home with brothers, sisters, and other relations.

10. To assist youth with the problems of friendship in the school.

11. To assist youth to make and keep friends in the community.

12. To help youth learn how to find resource material on making friends.

13. To help youth develop initiative in searching for material helpful in solving personal problems.
3. Outline of Content

I. Define "friend" and "friendship."

   A. One attached to another by esteem, respect, and affection.
   
   B. A fellow who knows all about you and likes you just the same.

II. Reasons for possessing friends--functions of friendship.

   A. To live profitably and happily during one's leisure time.
      
      1. Friends help one to make plans for worthy use of leisure time.
      2. Friends and partners are necessary in the enjoyment of recreational activities.
      3. Friends and good conversation help to fill one's spare time.

   B. To assist one progress in his occupation.
      
      1. Friends help one acquire greater knowledge of the job.
      2. Friends can assist with professional growth and financial advancement.
      3. Friends can help one gain a feeling of satisfaction on the job.

   C. To help through the crises of life.
      
      1. Friends help one with life's major problems.
      2. Friends helping each other in times of need make for a happier existence.

   D. To help in adjustment to society.
      
      1. Friends help each other in neighborhood and community affairs.
      2. A community of countless good friends is a strengthening factor in our democracy.
III. Qualities of friendship.

A. Self-control.
   1. One who frequently loses his temper has few friends.

B. Generosity.
   1. The Golden Rule is observed among friends.

C. Helpfulness.
   1. The way to have friends is to be a friend.

D. Sympathy.

E. Kindliness.

IV. Obstacles to making friends.

A. Insecurity in family relationships.
   1. Harmony in the home helps one in developing self-confidence.
   2. Parents can give their children help in the art of friendship.

B. Dominating parents.
   1. Sympathetic and understanding parents can give their children a head start in life.

C. Shyness.

D. Undesirable personality traits and attitudes.
   1. A negative person is shunned by others.

E. Frequent or long-continued illness.

F. Lack of cleanliness and good grooming.

V. How to make friends.

A. Become genuinely interested in other people.
   1. Express an interest in their activities.
   2. Give time and thought to other people.
3. Be enthusiastic about helping other people.

4. Remember that a person's name is to him the sweetest and most important sound in the English language.

5. Make the other person feel important and do it sincerely.

B. Smile often.

   1. A pleasant expression and manner draws people.

C. Know and use the standard forms of etiquette.

   1. People have greater liking and respect for one who knows the correct manner for making introductions.

   2. People dislike being with one who is ill-mannered at the dining table, in the theatre, and at other public places.

D. Develop an attitude of sympathy and understanding.

E. Develop a pleasing voice.

   1. A harsh voice irritates others.

F. Improve posture and dress conservatively.

G. Learn about friendship from observation of others.

H. Learn the art of making and keeping friends from newspaper and magazine articles. Read the best literature available on the subject.

4. Introduction of Problem

1. Discuss the general subject of making friends. Ask if the group members feel that they all have enough loyal friends.

2. Bring in two or more newspaper items which refer to friendship. Read to the group. Discuss the problem of how to go about making good friends.

3. Ask the group to think of several friends recently made. On a blackboard draw up an outline listing the most important points which seemed to be of help in cementing the friendly relations.
4. Discuss with the group the general subject of shyness versus over-aggressiveness. How can one be sure to strike the happy medium? Lead to a discussion of how to make and keep good friends.

5. Show the group the illustrated article entitled, "Are You A Social Schmoo--Rate Your Social Security," found in the Ladies Home Journal, January 1950 issue, page 46. Discuss the statements and photographs on making friends.

6. Discuss with the group their common personal problems. Look over copies of the Mooney Problem Check List with them. Check those statements pertaining to friendship and individual and group relationships. (Ross L. Mooney, Problem Check List, Bureau of Educational Research, Ohio State University, 1941.)

7. Show the group the 16mm one-reel film entitled "Are You Popular." Follow the showing of this movie with a discussion of the positive points illustrated. Motivate an interest in spending more time on the matter of making friends. Film available at the Boston University Film Library. Rental $1.50.

8. Show the group the 16mm one-reel film entitled "Shy Guy." Ask the group to list the points which relate to themselves in making and keeping friends. Film available at the Boston University Film Library. Rental $1.50.

9. Ask a member of the group to give a short talk on the importance of making friends in school, neighborhood and business. Then motivate a general discussion on the ways of making and keeping loyal friends.

10. Invite a local social or business leader to speak to the group on making friends.

11. Write up several short dramatic situations pertaining to the general problem of making friends. Have the group members act out these brief skits and comment on the lesson they teach.

12. Look up the story of a great friendship in history and prepare a brief story for the group.

13. Read aloud to the group the chapter entitled, "How Can I Make New Friends," in the text About Growing Up. Discuss points of value. (See bibliography.)
14. Keep a diary for a short period telling how one can best get along with others in school, recreation center, and neighborhood.

15. Ask group members to draw cartoons illustrating the positive points in making friends.

16. Have the group or a committee from the group write up an example of a good telephone conversation; one which furthers friendship.

17. Give each member the two quizzes found in the booklet, "Getting Along with Others." Discuss points which seem to apply. (See bibliography at end of unit.)

18. Discuss the following questions: How do the following characteristics aid in the cementing of friendships: intellectual ability, temperament, and muscular coordination?

19. Invite a dean of boys or a dean of girls from a nearby school to meet with the group and discuss the problem of making and keeping friends.

20. Form a committee from the group to summarize material which seems practical from the new book, Winning Your Way with People, by K. C. Ingram.

21. Ask each member of the group to write a brief paper on "Things I Must Keep in Mind If I Want Friends."

22. Without mentioning names ask group members to list in column form all undesirable characteristics of a person. In another column list all good characteristics without mentioning names.

23. Ask group members to think up situations or problems on the topic of making or losing friends. Let the others solve in the best possible manner.

24. Give the group the self-rating form found in this unit.

25. Show the one-reel 16mm film, "Courtesy Comes to Town." Discuss relationship of courtesy to friendship. (Film can be rented for $1.50 at Boston University Film Library.)

27. Refer to Case No. 25 in the same text, "I Want to Be Popular," pages 81 to 84.


(These cases deal with the concrete events of human living. The group members can consider each case from many points of view. They will feel the values bound up in each possible course of action.)

5. Suggested Activities

1. Invite a community leader such as a Kiwanis or Rotary president, Board of Trade chairman, leading politician, school principal, store manager, or social worker to meet with the group and express his views on making friends.


3. Form a committee to visit the library, look through the *Parents' Magazine*, *National Parent-Teacher*, and *The Clearing House*, and list the articles which might be of value in developing material on making friends.

4. Ask each member of the group to prepare a check list of the factors they consider vital in maintaining intimate friendships.

5. Make a collection of magazine articles and newspaper items which refer to friendship. Place material in large scrapbook.

6. Prepare a series of skits illustrating how two people meeting on the street should greet each other. Emphasize the pleasant and sincere welcome in which each expresses interest in the other and his activities.

7. Find poems or essays which refer to each of the following quality of friendship. Bring to group session to read.
a. Generosity.

b. Sympathy.

c. Kindliness.

d. Self-control.

8. Ask each group member to make a list of all things felt important in making friends with same sex. And with the opposite sex.

9. Propose the following questions for discussion:

a. Is it possible to be popular and not have many close friends?

b. How can you go about making friends when your family moves to another town?

c. What is the relationship between good health and the ability to make friends?

d. What is the relationship between appearance and making friends?

e. How can one go about discovering his bad habits and correcting them?

f. How can one's dentist, doctor, teacher, athletic coach, club leader, parent, or relations help one with the problem of making friends?

**Ask Yourself**

Are you a friendly person? Do you make friends easily?

Directions: Answer these questions with a "Yes" or "No." When uncertain, use a question mark.

1. Are you genuinely interested in other people?________

2. Do you remember that a person's name is to him the most important sound in the English language?_______

3. Are you a good listener encouraging others to talk about themselves?_______
4. Do you talk in terms of the other person's interest?_____
5. Do you go out of your way to help others?_____________________
6. Do you refrain from laughing when another makes a mistake?_____
7. Do you telephone friends before visiting them?____________
8. Are you gracious when admitting a mistake?___________
9. Are you quick to defend your friends against criticism?_________
10. Are you among the first to visit a new neighbor?___________
11. Do you avoid arguing with friends while in public?_______
12. Can you conceal your feelings when you are annoyed?_____
13. Do you avoid any feeling of superiority with your friends?___________
14. Do you refrain from gossiping?____________________
15. Can you keep your temper when you are criticized?_________
16. Can you discuss a problem without raising your voice?____
17. Do you try to make the other person feel important?_______
18. Do you get compliments on your consideration for others?________
19. Is it easy for you to introduce people without fumbling?_________
20. Do you always send "Thank you" notes promptly?_________

Each yes counts 2 points, each question mark 1 point. With a total of 35 or more, you are doubtless a person who makes friends easily and who has many intimate friends.

If your score is low it is time to check up on yourself.
6. References for Leaders


3. Cox, C., "Good Manners Are Important," The Nation's Schools (September, 1947), p. 27.


7. References for Youth


CHAPTER IV

UNIT III--HOW TO STRENGTHEN PERSONALITY

1. General Theme

Personality may be defined as the entire fabric of a person's attributes. The minimum consideration would be to say that it includes intelligence, temperament, skill, disposition, aptitude, interests, and physical make-up.

A person may be said to have a harmonious and effective personality if he is able to accept himself and the conditions of his life with fairly persistent satisfaction; if he is normally acceptable to others as a companion and co-worker; and if with reasonable cheerfulness he takes a part in life with interest for himself and benefit to society.

One's personality affects his relationship with people and determines, in large measure, one's happiness from day to day. A person's social life is controlled by his personality and most important, personality to a greater extent than anything else determines the degree to which one succeeds or fails in his life's work.

There is no magic or secret plan for the development or strengthening of personality. It is definitely something which can be changed, improved, and strengthened.
All youth possesses by nature the factors out of which personality can be made and to organize them into an effective personal life is everyone's primary responsibility.

2. Objectives

1. To help youth in the social settlement to recognize his own adjustment problems.

2. To help youth sketch a tentative picture of the personality he wishes to develop.

3. To help youth to work effectively to build and strengthen his personality.

4. To assist youth develop a distinctive personality.

5. To help youth develop an inner discipline which will aid in efforts to shake off undesirable habits and mannerisms.

6. To give youth an understanding of the importance of such traits as loyalty, reliability, and honesty.

7. To help youth develop an even temperament, a personality factor.

8. To help youth develop self-confidence.

9. To motivate youth toward a strong desire for self-improvement.

10. To help youth develop a systematic plan for strengthening traits of character.

11. To interest youth in periodically re-examining his personality.

12. To give the group members an opportunity to discuss their common personal problems and to work cooperatively in solving them.
3. Outline of Content

I. What is personality.
   A. Personality includes all the things that make you YOU.
   B. It is all the things you think about in evaluating another person.
   C. It is the extent to which an individual has developed habits and skills which interest and serve other people.
   D. Personality is a kind of action—a way of behaving—something progressive and dynamic.

II. How important is personality.
   A. Personality affects relationship with people in general.
      1. One's happiness in life is affected by personality.
   B. Personality plays a vital part in all school relationships.
      1. In daily contact with the instructors.
      2. In working and playing with fellow students.
   C. Personality helps one take his rightful place in the neighborhood.
      1. The spirit of cooperation and friendliness is stimulated by personality.
   D. Personality helps one achieve success and satisfaction in recreational or leisure-time activities.
   E. Positive personality ranks first in qualities needed for success in one's occupation.
      1. Helps one get the job.
         a. Manners and physical appearance are quickly noted by prospective employers.
      2. Helps one hold the job.
a. Agreeableness or ability to get along with all people helps one win confidence.

b. Poise and interest also indicate one's ability to concentrate and do the job.

3. Helps one win promotion.

a. The ability to win friends and to get along with all people is important in all occupations.

III. What are the important influences in personality development.

A. Material and cultural environment.
   1. Books, periodicals, music, art in the home.

B. Relationships with parents.
   1. Extent of confidences and companionship with parents.
   2. Disposition of parents.
   3. Type of parental discipline.

C. Relationships with brothers and sisters.
   1. Cooperation or competition.

D. Relationships in the community.
   1. Contacts at playgrounds or clubs.
   2. Contacts with storekeepers, civic officials.

E. Religious and ethical standards.
   1. Own and parents' attitudes toward religion and philosophy.
   2. Church attendance.
   3. Inner moral standards.

F. Ideals and aspirations.
   1. Heroes admired.
G. Significant experiences.
   1. Experience with lasting influence.

H. Family characteristics.
   2. Temperamental and mental characteristics.

IV. What are the major factors in personality.
   A. Appearance.
   B. Agreeableness.
   C. Manners.
   D. Interests.
   E. Temperament.
   F. Expression.
   G. Intelligence.
   H. Self-confidence.
   I. Dependability.
   J. Loyalty.

V. What steps can be taken to strengthen personality.
   A. Realization of the need for improvement.
      1. Assume there is some change to be made.
   B. Motivation, a strong desire for improvement.
      1. Breaking old habits and establishing new ones.
      2. Achieving greater security through personality development.
      3. Achieving greater social approval by means of a stronger personality.
   C. Making an analysis of personality liabilities and assets.
1. Study of self through use of rating scales and surveys.

D. Carrying out a systematic plan for strengthening personality.
   1. Devote time to different areas of self-improvement.
   2. Periodic examination of one's qualities.

VI. A plan for eliminating undesirable habits and building good habits.

A. Understand present condition or situation.
   1. Insight—understanding of self.

B. Find the cause of present behavior.
   1. Discussion with a counselor.
   2. Selected reading.
   3. Analyze the situation.

C. Reorganize the urges which allowed the bad habits to develop.
   1. Change unpleasant situations.
   2. Associate with different people.

D. Build personal morale.
   1. Consult a friend, doctor, or religious person.
   2. Read a variety of books or magazine articles on the subject.
   3. Develop a philosophy of life.

E. Eliminate undesirable habits.
   1. Expose the habits and work on new ones.
   2. Eliminate bad behavior by disuse and will power.
   3. Punish self after undesirable act.
   4. Keep a written record of efforts to eliminate habits.
F. Build positive habits.

1. Build habits in natural situations.
   a. Avoid being artificial.
   b. Surround self with people of good habits.

2. Learn a whole habit.

3. Surround self with good influences.
   a. Use approved avenues to satisfy motives.

4. Introduction of Problem

1. Give the group the following check test as a means of arousing interest in the subject.

   Is Your Personality Acceptable?

   Directions: Place a check under "Yes" or "No."

   Yes  No

1. Do your friends visit you frequently? __ ___

2. Have you a good memory for names and faces? ___ ___

3. Is your voice pleasant and your English good? ___ ___

4. Do you like to entertain friends at home? ___ ___

5. Are you both a good dancer and a good mixer? ___ ___

6. Will you go out of your way to meet people? ___ ___

7. Do your parents usually like your friends? ___ ___

8. Is it easy for you to start a conversation? ___ ___

9. Do you have several good friends of your own sex? ___ ___

10. Are you a "positive" listener? ___ ___

11. Are you always polite and courteous? ___ ___

12. Can you keep cool in a heated discussion? ___ ___

13. Are you careful about your personal appearance? ___ ___
14. Do you have strong prejudices?  
15. Is it hard for you to give compliments?  
16. Must you always be "on the go" to have a good time?  
17. Do you have good health and disposition?  
18. Are you ever ashamed of your close associates?  
19. Do you converse with people in terms of their interests?  
20. Are you considered a sarcastic person?  

(All questions but 14, 15, 16, 18, and 20 should be answered "yes." If you aren't sure, credit yourself with a half point.)

Group members can give their score and discuss the full meaning of the various questions.

2. Show any of the following 16mm motion pictures to the group. Use the picture to stimulate interest in self-improvement. Give group members paper and pencil and ask them to list any hints given in picture on strengthening personality.

   a. "Are You Popular"  
   b. "Shy Guy"  
   c. "Courtesy Comes to Town"  

Films can be rented at the Boston University Film Service for $2.00 a day or $4.00 a week.

3. Start a group discussion on personality by asking any of the following thought-provoking questions.

   a. What is meant by the statement, "Personality does not grow in a vacuum"?
   b. What does it mean to say that personality includes all the things that make you YOU?
   c. Why is it that most employers say that a good personality is as important as skill or ability?
4. Invite a sales manager, minister or priest, librarian, schoolteacher or group workers to come to a group meeting and speak on personality's place in the world today. Select a speaker who has a pleasant and distinctive personality.

5. Bring enough copies of the illustrated booklet, *Your Personality and Your Job*, by Paul W. Chapman, to the meeting. Read over several of the most interesting pages with the group. Develop a discussion on the need for constantly improving one's personality. Booklet obtained from Science Research Associates.

6. Ask the group members to think of one or two of their close friends. Then without using any names write down the traits or characteristics that have drawn them to these friends. Pool the information and place traits on a board. Ask group to analyze themselves and see if they measure up to qualities possessed by their friends.

7. Bring several copies of Dale Carnegie's book, *How to Win Friends and Influence People*, to a group meeting. Ask the question, "Why has the book been such a big seller?" Bring about a discussion on the values of possessing a good personality.

5. Suggested Activities

Any of the following activities are to be selected to fulfill the objectives of the group.

1. Ask each member of the group to develop a clear complete definition of personality. Encourage members to look in the dictionary, in various textbooks and pamphlets. Ask each to write down his own definition.

2. Discuss with the group the ways in which magazine articles and advertisements have influenced our interpretation of personality.

3. Ask a member of the group to visit the local library, obtain a copy of H. E. Fosdick's book entitled, *On Being A Real Person*, and prepare a brief oral talk on the chapter, "What It Means to Be A Real Person," pages 27 to 51.

4. Ask another group member to read the chapter "Personality
Grows" in the text, High School Life, published by the National Forum, Inc., and give the group an oral summary.

5. Discuss with the group the meaning of the two words "introvert" and "extrovert."

6. Invite a guidance counselor or a personnel director to attend a meeting and talk on the importance of personality in business.

7. Organize the group into two teams. Ask one team to make a survey on the topic--what kind of personality do people admire. Ask the other team to make a survey on the topic--what personality traits are disliked. Allow two or three weeks for this and then present each result at a group meeting.

8. Using Roy Newton's book, How to Improve Your Personality, mimeograph several of the questionnaires on positive and negative personality traits and give to group members as a means of motivating interest in self-analysis. Pages 86 to 109.

9. Ask each member to complete his own chart along the following lines:

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<tr>
<th>Personality Assets</th>
<th>Personality Handicaps</th>
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<td>2.</td>
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Consult various books for list of personality traits.

10. Divide the group into small committees. Ask each committee to select a major personality factor or quality such as appearance, temperament or dependability and make a complete study listing all points relating to the quality. In giving an oral report ask each committee to show how members can improve their own personality characteristics.

11. With the entire group participating develop a large scrapbook on strengthening personality. Collect newspaper and magazine articles on the subject. Have book available for reference at each meeting.

12. Place the following statement on a blackboard for discussion purposes:
"Usually to have a good personality a person needs a variety of interests and experiences."

13. Ask group members to list their various recreational activities which serve to make them interesting people.

14. Ask a member to look over the text, Personal Power by Keith J. Thomas, and list various statements which refer to self-improvement. A brief report can be given at a group session.

15. In group discussion develop a series of slogans relating to personality to be printed on cards and placed on the bulletin board or written on the blackboard. Suggest such slogans as "Don't Try to Be Like Any Other Person--Your Magnetism Comes from You Because You're You."

16. Invite two people unknown to the group members to come into the room and talk with the leader for a few moments. When they leave ask the group to analyze their personalities.

17. Divide the group into two committees and ask one group to list all possible "Habits That Handicap." Ask the other group to list all possible "Attitudes That Antagonize." By thinking of neighbors, people met on street-cars and in stores many ideas can be developed.

18. Place the following statements on the blackboard for discussion purposes:
   a. Describe the danger of being too suspicious of others.
   b. The ability to cooperate helps people to win prestige and advancement.
   c. To develop personality feel a genuine interest in others.

19. Ask members of the group to interview a number of people in a profession, retail business, sales work, or in any supervisory capacity, on the subject of "Importance of Personal Appearance." Bring the results to a meeting for summary.

20. Develop with the group a check list which could be studied and used before one goes to a party, to work, to school or to church. This list to be devoted to the subject of "How to Be Well-Groomed."
21. Let each group member put in a box unsigned letters to other group members telling them what conditions or practices they should correct. Ask each member who receives one of these letters to make plans for correcting his unpleasant habits or mannerisms and discuss these plans with the group. If wished, plans can be discussed in confidence with the leader. Group can also develop a list of the many tactful ways of helping persons who have disturbing habits or faults.

22. Divide the group into several small committees. Ask each committee to select a personality trait and then originate a skit or series of brief skits to illustrate and emphasize to the group its importance and place in the whole personality. Have the skits presented followed by discussion and the drawing up of the positive points brought out which seem helpful in strengthening personality.

23. Assist the group in preparing a dramatization emphasizing the importance of being natural. Ask two members to carry on a conversation in which one makes an effort to be easy and natural and the other artificial or unnatural.

24. Ask a group member to read the chapter entitled, "Warped and Dwarfed Personalities," pages 41 to 62 in the text, Solving Personal Problems, and present a brief summary to the group.

25. Give the group any of the personality questionnaires or inventory rating scales found in the paper, "A Student Inventory of Personal Assets and Liabilities," as a "tool" in helping individuals understand themselves better.

26. Send to the University of Chicago Press for copies of the "Thurstone Personality Schedule" and to the Stanford University Press for copies of the "Bernreuter Personality Inventory." Give to the group at end of unit study.

27. Place the following diagram on the board for discussion purposes.
Our Personality Wealth

Our Interests, Preferences, Ambitions

Our Personality Traits

Our Past Achievements

Our Capacity to Learn or General Intelligence

Our Bodily and Mental Health and Efficiency of Sense Organs

Ask the group to originate similar diagrams, sketches or even cartoons to illustrate the relative importance of the many and varied personality factors.

28. Ask a group member to read the chapter entitled, "The Mature Personality," pages 316 to 335, in the book, Their Future Is Now. Have member give a review of chapter to the group.

29. Ask group members to bring copies of the magazine Seventeen to a session. Examine magazine with group and look for material helpful in personality development.

30. Give the group any of the following personality rating scales or inventories as a tool in motivating discussion or as a check-up on the absorption of material on strengthening personality.

Personality Rating Scale

Directions: Place a check under one of the three headings.

A. Appearance

1. Are your eyes clear and bright?

2. Do you maintain good posture?

3. Are you and your clothes neat and clean?

4. Do you smile often?

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<th>Always</th>
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<td>B. Agreeableness:</td>
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<tr>
<td>1. Do you cooperate in all things?</td>
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<td>2. Do you refrain from gossiping?</td>
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<td>3. Do you avoid arguments?</td>
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<td>4. Do you avoid making fun of others?</td>
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<td>5. Do you take a genuine interest in others?</td>
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<td>C. Manners:</td>
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<td>1. Are you always considerate of others?</td>
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<td>2. Are you appreciative of things done for you?</td>
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<td>3. Do you congratulate others upon their achievements?</td>
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<td>4. Do you help those less fortunate than yourself?</td>
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<td>5. Do you know and use the rules of etiquette?</td>
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<td>D. Interests:</td>
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<td>1. Do you have leisure-time appreciations?</td>
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<td>2. Do you belong to two or more organizations?</td>
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<td>3. Do you make an effort to meet new people and make new friends?</td>
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<td>4. Do you read at least one newspaper and one magazine regularly?</td>
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E. Temperament:

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<th>Question</th>
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<td>1. Do you control your temper?</td>
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<td>2. Do you avoid constant worry?</td>
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<td>3. Do you become enthusiastic about interesting things?</td>
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<td>4. Are you careful not to hold grudges?</td>
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<td>5. Are you able to work pleasantly with others?</td>
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F. Expression:

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<th>Question</th>
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<tr>
<td>1. Do you have a pleasant speaking voice?</td>
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<td>2. Do you avoid the use of slang and profanity?</td>
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<td>3. Do you try to develop a good vocabulary?</td>
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G. Intelligence:

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<tr>
<td>1. Do you have a good memory?</td>
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<td>2. Are you free from superstitions?</td>
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<td>3. Do you listen attentively to people?</td>
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<td>4. Do you keep informed about current events, your work, and subjects of popular interest?</td>
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H. Self-confidence:

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<tr>
<td>1. Are you able to act natural under most circumstances?</td>
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<td>2. Are you able to give credit to others for what they do?</td>
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<td>3. Do you avoid criticizing others?</td>
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<td>4. Do you seek opportunities to meet those above you?</td>
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I. Dependability:  

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<td>1. Are you honest in all things?</td>
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<td>2. Are you willing to accept responsibility?</td>
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<td>3. Do you finish the things you start?</td>
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<td>4. Do you discharge your duties promptly?</td>
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</table>

J. Loyalty:  

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you take a personal interest in the welfare of your friends?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can you be depended upon to keep your promises?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you defend from unjust criticism the persons and things with which you are identified?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Can you keep from telling the things you learn in confidence?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An Inventory of Voice and Speech  

Directions: Place a check mark under "Satisfactory" or "Needs Attention."

<table>
<thead>
<tr>
<th>Quality of Voice: Is your voice</th>
<th>Satisfactory</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Too high pitched?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Nasal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Strained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Breathy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Varied in pitch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Clear and distinct?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Rich and colorful?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality of Voice (continued) | Satisfactory | Attention
---|---|---
| 8. Adapted to the size of the listening group? | | 
| 9. Well controlled? | | 

Unpleasant Speech Mannerism: Do you speak

| 1. Too fast? | | 
| 2. In a drawling manner? | | 
| 3. Lispingly? | | 
| 4. Gruffly? | | 
| 5. Too slowly? | | 
| 6. In an uncertain stumbling manner? | | 
| 7. With an affected accent? | | 

General Speech: Do you

| 1. Pronounce words correctly? | | 
| 2. Enunciate carefully? | | 
| 3. Use slang inappropriately? | | 
| 4. Keep calm free from excitement? | | 
| 5. Adapt voice to the occasion? | | 
| 6. Use proper inflection? | | 
| 7. Show evidence of an adequate vocabulary? | |
An Inventory of Personal Appearance

Directions: Place a check mark in the appropriate column.

Clothing:

1. Are your clothes always clean, pressed, and free from unpleasant odors? ___ ___ ___
2. Do you keep your shoes shined and heels straightened? ___ ___ ___
3. Are your handkerchiefs always fresh? ___ ___ ___
4. Are color combinations in good taste? ___ ___ ___
5. Do you adapt clothes and appearance to the time, place, occasion and your age? ___ ___ ___

Skin, Hair and Nails:

1. Do you avoid all evidences of dandruff? ___ ___ ___
2. Are you free from skin eruptions? ___ ___ ___
3. Do you keep your nails trim and clean? ___ ___ ___
4. Do you visit a barbership frequently? ___ ___ ___

Health (Physical):

1. Is your weight about normal? ___ ___ ___
2. Are you alert, free from a tired and worried appearance? ___ ___ ___
3. Are you sensitive about your posture? ___ ___ ___
4. Is your breath free from bad odors? ___ ___ ___
5. Are your teeth clean and free from cavities? ___ ___ ___
6. Are your eyes clear and bright? ___ ___ ___
### Personality Inventory

**Directions:** Place a black dot on the position on each line that you think best describes you. By connecting each dot with the one on the line below it you have a "personality inventory."

<table>
<thead>
<tr>
<th>Very Low</th>
<th>Low</th>
<th>Average</th>
<th>Good</th>
<th>High</th>
</tr>
</thead>
</table>

1. Appropriate and attractive clothing
2. Physical and mental poise
3. Physical health and vitality
4. Personal neatness
5. Intelligence
6. Tact
7. Honesty
8. Self-confidence
9. Dependability
10. Emotional stability
11. Ambition in life
12. Cooperativeness
13. Manners
14. Patience
15. Cheerfulness
16. Self-control
17. Interests
18. Sense of humor
19. Acceptances of responsibility
20. Originality
Cooperative Traits

Directions: Rate yourself placing any number 1 to 5 in the parentheses ( ) at the end of each trait. Consider the following scale when rating self:

1. Very poor 4. Well above average
2. Just fair 5. Almost perfect
3. Average

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness</td>
<td>( )</td>
</tr>
<tr>
<td>Alertness</td>
<td>( )</td>
</tr>
<tr>
<td>Unselfishness</td>
<td>( )</td>
</tr>
<tr>
<td>Lack of jealousy</td>
<td>( )</td>
</tr>
<tr>
<td>Decision</td>
<td>( )</td>
</tr>
<tr>
<td>Fairness</td>
<td>( )</td>
</tr>
<tr>
<td>Personal integrity</td>
<td>( )</td>
</tr>
<tr>
<td>Consideration of others</td>
<td>( )</td>
</tr>
<tr>
<td>Courtesy</td>
<td>( )</td>
</tr>
<tr>
<td>Optimism</td>
<td>( )</td>
</tr>
<tr>
<td>Single-mindedness</td>
<td>( )</td>
</tr>
<tr>
<td>Understanding of others</td>
<td>( )</td>
</tr>
<tr>
<td>Forethought</td>
<td>( )</td>
</tr>
<tr>
<td>Reliability</td>
<td>( )</td>
</tr>
<tr>
<td>Energy</td>
<td>( )</td>
</tr>
<tr>
<td>Frankness</td>
<td>( )</td>
</tr>
<tr>
<td>Friendliness</td>
<td>( )</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>( )</td>
</tr>
<tr>
<td>Loyalty</td>
<td>( )</td>
</tr>
<tr>
<td>Lack of vanity</td>
<td>( )</td>
</tr>
</tbody>
</table>

General Personality Development

Directions: Place a check mark under "Yes" or "No."

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you remember names and faces well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are you quick to offer help—even to strangers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you naturally feel a desire to know people better?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you assume people are your friends unless they prove otherwise?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Are you loyal under all circumstances while in a group?  

6. Do you seek to understand your group members?  

7. Are you tolerant of human physical and mental peculiarities?  

8. Do you feel that everyone has a right to his own opinions and beliefs?  

9. Are you conciliatory?  

10. Can you converse intelligently on many and varied subjects?  

11. Do you take an interest in the activities of friends?  

12. Do you respect the judgment and knowledge of others?  

6. References for Leaders


3. Cahill, B. H., and J. Wendell Yeo, A Student Inventory of Personal Assets and Liabilities, Boston University School of Education, Boston, 1941, 60 pp.


7. References for Youth


CHAPTER V
EVALUATION

1. Forms of Evaluation Employed

When the first draft of each of the three units of work was completed, mimeographed copies and evaluation questionnaires were given to seventeen professional youth leaders from Greater Boston social agencies as follows:

- Roxbury Neighborhood Center
- Settlement Council of Boston
- Boston Juvenile Court, Citizenship Training Department
- North End Union
- Trinity Neighborhood House, East Boston
- Little House of Dorchester
- Jewish Vocational Service
- Central Square Social Center, East Boston
- Denison House, Dorchester
- Marginal Street Center, East Boston
- Newton Youth Organization
- Dorchester House

These leaders had expressed a willingness to evaluate each unit.

Ten of the seventeen group workers demonstrated special interest in the units of work as they had earlier assisted in the survey which helped to determine the most common personal problems of youth. Whenever possible these evaluators tried to evaluate questionnaire found in Appendix.
out each of the units with teen-age groups in their agencies. The outline of content was reviewed, suggested activities tried, and bibliographies examined. Guided by their leaders, the work of the youth on each problem was serious and diligent. When it was not possible to try out the experimental editions, leaders judged the material on the basis of their experiences over the many years with youth of all ages and types. The writer's advisor, Dr. J. Wendell Yeo of Boston University, also went over each unit and assisted in making the material as practical as possible for social agency teen-age groups.

When all the evaluations were in the hands of the writer he carefully reviewed all the comments made by the professional leaders. Unit outlines and activities were amended and supplemented from material outlined on the evaluation forms. Additional texts were also added to the unit bibliographies.

There were twelve evaluation questionnaires completed on the unit of work entitled, "Planning Your Future Work," six on the unit, "How to Make Friends," and five on "How to Strengthen Personality."
2. Jury Opinion of Appropriateness

The evaluations below represent the opinions of twelve professional group leaders who examined the material in all three units but without benefit of try-out. These leaders from the social settlements or group work agencies called upon their experience with teen-age individuals and groups in judging the practicability and adequacy of the material. Three leaders had for some time been working with small groups on the very problems covered in this paper.

In discussing the question relating to the adaptability of the material to the youthful members of the agencies, only two group workers felt that quite a number of the listed activities "too heavy" for the youth. One said, "While in the settlement the members want only to participate in recreational activities; therefore the introduction of such a project would keep them away." The other used the same words of several youth in saying that the activities were too stuffy and too much like school work. While the writer agrees that a few of the activities are slightly academic, many are light and challenging, and all can be adapted by a skilled leader.

All other leaders were definitely on the positive side of the question. They felt that the youth have for some time been searching for program material that is meaningful. One leader thought that many of the unit activities had
entertainment as well as educational value. Three evaluators merely echoed the thoughts of the writer in his first chapter by stating that "youth come to the agency in an interested and relaxed manner." These leaders agreed that youth have problems, recognize them, and when convinced of their leader's sincerity seek help in the solving of their common personal problems.

One leader wrote on her questionnaire, "I have tried similar material with groups of youngsters and can say from experience that this unit material is varied and on their level. It is interesting and would stimulate much thought on the problems."

Another group leader stated, "The unit material is clearly adaptable for all interested youth. It is written in simple English and the whole project aims at shaping attitudes and helping one be successful. It is done in an entertaining manner."

Several leaders comment on the fact that the material can be used by any size group and that there are enough suggested activities for any size and type group.

A few references were added by the leaders. They are: Counseling Adolescents by S. A. Hamrin and B. B. Paulson and Handbook of Job Facts, both printed by Science Research Associates. It's How You Take It by G. Colket Caner, published by Coward-McCann, Inc., was another suggested reference.
The fact that so few references were suggested by the youth or leaders seems to indicate that little has been done to date in the agencies on this very practical matter of helping boys and girls solve their perplexing problems. Perhaps it suggests that leaders must devote great thought to other than youth's recreational needs.

3. Evaluations Resulting from Use of Units

Five group work leaders in the social settlements did find it possible to try out some of the material with a total of thirty-nine youth. These leaders reported that a total of thirteen hours were spent in discussing the problems and working on a number of the suggested activities.

Under the question relating to the comments made by youth the only unfavorable statements were in regard to leadership. All five group leaders reported that their teen-agers recognized the fact that superior leadership was required. It was stated that superior leaders could motivate youth to enthusiastically tackle the three common personal problems. One group said, "The success or failure of such a project depends on two factors, leadership and the time available for planning." Top leadership for this work in the social settlement field is rare and when found has to devote all time to administrative responsibilities.

Youth did make a number of favorable comments along the following lines, "Just what we need, promotes clear thinking
about one's self; wish we could do more of these activities; given new ideas and sources of material on our problems; developing model personalities and practicing ways of getting a job are practical lessons for us."

In regard to the question on adaptability to youth, one group of five agreed that the material could be even more simple for the informal groups at the settlement. These teenagers urged the writer to avoid anything which might sound like preaching or which might be stuffy. Another group stated this same general idea by saying, "It would require a pretty serious thinking group of boys and girls to carry through with such a project."

On this same question of adaptability three of the leaders said that the youth made special mention of the three units of work stating that the suggested activities would give strength to the over-all agency program. In their words, "The units' activities would give all a feeling of worthwhileness." This comment seems to indicate that problem solving with the use of this manual or guide has a vital place in the social settlement.

The teen-age boys and girls agreed that the great number and interesting variety of activities involving trips, check lists and tests, special reading, and demonstrations constituted a feature of each unit.

While several youth mentioned the reference lists and
spoke of the "large number of books and articles on the problems," no additions were made. One girl did urge the writer to refer often to the *Women's Home Companion* as it frequently carried articles on youth and their problems.

4. Suggestions for Revision

In answering the evaluation question regarding suggestions for unit revision the youth leaders made several points. They are listed as follows: "Obtain more material from Science Research Associates; place an X or star before the most practical books in the reference lists; add more rating scales for they are of great interest to youth; and add many more current magazine and newspaper articles to the reference lists."

The writer hopes that many other youth groups will find it possible to carry on the type of activity suggested in the three units of work. Three social agencies are already planning to continue their work on youth's problems using the material found in this paper.

As suggestions regarding activities or reference are passed on to the writer he hopes to work them into the units. The addition of new and good reference books, and magazine and newspaper articles will help in making the activities valid.

The recruiting of adequate leadership for the small informal group desiring to work on their personal problems
is the responsibility of agency administrators. This must be done if youth is to be adequately served.
Leader's Evaluation of Resource Unit

Title of Resource Unit

Name of Agency

Name of Leader

1. How much time was spent on the unit by the group?

2. Did the members volunteer comments favorable to the unit?  If "Yes" summarize their comments.

3. Did the members volunteer comments unfavorable to the unit?

4. Do you think that the unit material is adapted to the teen-agers participating in activities in the social settlement?

   No: -- Tell why

   Yes:-- Tell why

5. Have you any other comments which may help in revising this unit?

6. Can you add any worthwhile activities to this unit?

7. Do you have any comments on the references for youth?

8. Do you have any comments on the references for leaders?

9. Can you offer any other suggestions for the improvement of the resource unit?