Two source units in group guidance for the senior high school

Phipps, Robert Bradford

Boston University

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BOSTON UNIVERSITY
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Service Paper

TWO SOURCE UNITS IN GROUP GUIDANCE
FOR THE SENIOR HIGH SCHOOL

Submitted by

Robert Bradford Phipps
(A.E., Clark, 1941)

In partial fulfillment of requirements for the degree of Master of Education

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First Reader: Dr. Roy O. Billett, Professor of Education
Second Reader: Dr. J. Wendell Yeo, Professor of Education
Gift of R.B. Phipps
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INTRODUCTION

This service paper is an attempt to apply the principles and procedures set forth by Dr. Roy O. Billett of Boston University, in his course "The Unit Method in Secondary School" and in his text Fundamentals of Secondary School Teaching,\(^1\) to the organization of two source units for group guidance classes in the senior high school. The terminology used in this paper with reference to the unit method is that used by Dr. Billett.

The source unit is a type of unit distinctly different from the teaching unit. The latter is built around a definite classroom situation, whereas the source unit is constructed as a source of suggestions for the building of actual teaching units.

A teacher desiring to make use of a source unit in the construction of a teaching unit must have a thorough knowledge of the unit method and must also be well acquainted with the classroom situation in which he is planning to use the unit. He must, therefore, take into consideration the classroom material available, the pupil's achievement in other school subjects, his intelligence quotient, reading ability, chronological age, extra-curricular interests, family background, and other data concerning his out of school activities.

When this information has been assembled, the teacher is then in a position to make an accurate selection of the material suitable to his particular requirements.

A pre-test, constructed from selected items from the objective final test, is administered at the beginning of the unit. This pre-test is intended to provide evidence of pupil growth when the individual scores achieved are compared to the scores on the final test. In order to insure the reliability of the test, however, the pupils are not informed of this procedure.

At the end of the introductory phase, the teacher will pass out the mimeographed guide sheets and will explain them to the class. The pupils will be instructed to look over the guide sheet to get an idea of what it is about, and then to check those items that particularly interest them. They should also be encouraged to jot down any other activities that occur to them, and to ask the teacher for permission to do them. Furthermore, if the pupils are asked to keep a list of questions that come to mind as they are working on the unit, these questions can be dealt with in class discussions. Finally, the teacher should point out to the pupils the value of keeping good notes on their reading in order to facilitate reviewing for the final test.

A summary test of the essay type is given to the pupils at the end of the laboratory phase. The questions in this test are the items of the delimitation. They are deliberately
stated in very general terms in order to get the pupils' reactions to these broad areas rather than confining them to a specific field.

In preparation for the sharing and pooling of experience phase, a pupil-teacher committee will be formed (by pupil election if this seems advisable) early in the work on the unit. This committee will select the most worth while of the optional related activities and arrange a timetable for their presentation. Two, or possibly three, days will be used for the pooling and sharing of worth-while learning.

The final objective test on the entire unit is administered upon the completion of the pooling and sharing phase.
CHAPTER I
UNIT ORGANIZATION OF "GOALS"

Statement of the Unit

A person's life is made more effective when it is guided by definite, worthwhile, unified purposes he has arrived at for himself on the basis of knowledge of himself, a knowledge of the world in which he is living, and a clear set of values.

Delimitation

1. The chief determiner of a person's goals are his values and ideals.

2. Goals result from a desire to satisfy bodily and personality needs. Bodily needs include food, clothing, shelter and rest. Personality needs include:

   a. Acceptance and recognition
   b. Love and affection
   c. Growth and improvement
   d. Self-respect
   e. Being creative
   f. Being of service to others
   g. Religion

h. Using one's capacities to the fullest

3. Goals to be possible of realization must be in harmony with one's aptitudes, abilities, aims, and needs. This requires constant self-evaluation and a recognition of one's strengths and weaknesses.

4. Valid goals are based on genuine interests rather than whims of the moment.

5. Since people differ in the matter of interests, aptitudes, abilities, aims and needs, goals must be expected to differ from one person to another.

6. Goals are greatly influenced by the world in which one is living.

7. Seven of the most important goals in life are:
   a. Health
   b. Mastery of the tools for thinking and self-expression
   c. Vocation
   d. Worthy membership in home and family
   e. Citizenship
   f. Worthy use of leisure time
   g. Character

8. Every person must select his own goals for himself. No one else can give them to him. Guidance can merely suggest

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possibilities to him.

9. A compelling goal helps to sustain interest and the maximum of effort. An individual without a purpose is seldom using the potential abilities he possesses.

10. Planning one's life in advance in the light of goals and purposes is easier and more reliable than making hurried last-minute plans, permits one to discover and take advantage of opportunities that present themselves, prevents many unnecessary problems from arising, minimizes the number of decisions needed to be made, and gives one a feeling of confidence and mental serenity.

11. A central purpose serves to unify and integrate all one's activities and pursuits in proper balance without conflict.

12. No one separate pursuit or activity, such as a vocation, constitutes a person's central goal; it is only one of the pursuits that support, complement, and enhance each other as contributory elements.

13. Goals do not emerge full-fledged and complete at some particular time; they develop gradually out of life needs and experiences. Early formulation will tend to crystallize and fix incomplete and unsatisfactory goals. One must always be prepared to adjust creatively to his developing goals.

14. A person clarifies his goals by reading, by talking with people, and by direct experience.

15. Three of the most important criteria for judging the
significance of goals are:
a. It is personally challenging and satisfying
b. It is in keeping with reality
c. It is socially beneficial

16. Goals may be classified as either long-term or short-term goals and must be evaluated as such.

Probable Indirect and Incidental Learning Products
1. An appreciation of the ideals and goals of fellow students.
2. An attitude of sharing learning products.
3. An attitude of interest in the world and a desire to learn more about it.
4. An appreciation of the value of a good home.
5. A better understanding and relationship with the guidance counselor.
6. A recognition of the fact that many questions do not have definite answers, only partial or individual answers.
7. An appreciation of biography as a means of orientation and as a means of discovering goals.

Reading List for Teacher's Use


Activities for the Unit Assignment

A. Introductory

*1. The room might be equipped before the beginning of the unit with the required and optional reading material, and decorated with appropriate posters.

*2. A class discussion may be based on Allen: Case Conference Problems in Group Guidance, Number 18, "A Successful Man."

*3. Using the "quick-question technique," the teacher might pose a few of the questions that will be discussed in the unit. Examples:
   a. Why are life plans and goals necessary?
   b. How does a person decide what his goals in life should be?
   c. What are some of the goals we should have?
   d. Do all people have the same goals?
   e. Should we have only long-term goals, or are short-term goals valuable too?

*4. The teacher might relate the stories of a person with a definite goal in life and of a person lacking any definite goal. The class will be encouraged to make comparisons and draw conclusions.

5. Write a short theme on the subject, "What I Want to

* Items marked with an asterisk are for the teacher's use only and will not be reproduced on the pupils' mimeographed study guide.
Get Out of Life," or "If I Had Three Wishes." Your ideas on this subject will be tabulated on the blackboard and compared with a survey of other students. The class will then discuss the composite list.

If any additional thoughts occur to you during the next few weeks write them in your notebook as you will have another opportunity to write on this subject at the end of the unit.

6. In a short theme list all the reasons you can think of why it is an advantage to have goals and plans very clearly in mind.

*7. The teacher will pass out the mimeographed guide sheets and explain them to the class.

8. Look over the study and activity guide sheets to get an idea of what it is about, and then check the items that interest you. Jot down any other activities that you would like to do and ask the teacher for permission to do them.

9. Keep a list of questions that arise in your mind as you are working on this unit so that they may be discussed in class.

10. A summarizing test will be given at the end of the laboratory period. Therefore, it would be well for you to take notes on your reading so that you will be able to review.

B. For Individual and Group Study

1. a. Some people hastily adopt for themselves such goals as wealth or pleasure or fame, failing to consider the degree to which these things will contribute to the values they
really want. Do you want to be wealthy? Are you confident it will bring you happiness? What are some of the disadvantages of striving for wealth? In what ways are wealth, pleasure and fame merely by-products of other greater values?

b. Why do goals have such an important influence on our lives? By what criteria should we judge the significance of our goals? Write a paper measuring your own goals by this set of criteria. Name a few long-term goals and a few short-term goals and explain why you classify them as you do.

(Read 24: 48-51)

2. a. How is building a life similar to building a house? How is it different? What are the materials we use in building our lives? How do our materials change and develop?

b. How can we learn more about ourselves?

(Read 3: 3-7)

3. a. What are the charts and guides that help us to interpret the meaning of life? How can you develop skill in self-direction? For what purpose do we need to have a knowledge of ourselves?

b. During the past few generations material values seem to have dominated in our civilization. What new standards of success are emerging today?

(Read 6: 193-205)

4. a. What is the main difference between many a suc-

\(\text{The first figure in the parentheses refers to the book in pupils' reading list. The numbers following the colon indicate the pages therein.}\)
cessful man and many a failure? Is it a difference in capacity?

b. How can a person find pleasure in doing work? See how many reasons for work you can discover in this selection.

c. Explain this quotation from Lowell: "No man is born into the world whose work is not born with him."

(Read 17: 11-20)

5. a. What is the one main goal that people strive after in this world?

b. Is not happiness a rather unworthy, selfish goal for us to strive after? Can you accept it as a worthy goal and at the same time reconcile it with such goals as duty, service, and the like?

(Read 1: 458-459)

6. a. What is the great human quest?

b. Is everyone's idea of happiness the same? If not, how and why do they differ?

c. Can happiness come from anything external to the self?

d. What is the first step in the quest for happiness?

(Read 14: 5-24)

7. a. Why are our purposes a part of our personalities?

b. In what way does our purpose give direction to much of our daily behavior, and why does our daily behavior have meaning and significance only in the light of our purposes and goals?
c. Why is it necessary for a person to change his goals from time to time? How do goals "grow up"?

d. Are your goals based on deep-seated interests and desires or just whims?

(Read 25: 27-28)

8. a. "What you are to be, you are now becoming."

Explain.

b. Study the list of life values prepared by one class of students. Do you agree with their selections? Make a list of the things you want most from life.

c. Do a person's ideals and goals change from year to year?

d. What are the major values to be realized in a happy home? What can you contribute to your own home?

(Read 6: 153-175)

9. a. What does the word "investment" mean to you? What do your values and goals have to do with your investment in yourself? In what ways can a person invest in himself?

b. How does your decision of a goal influence your whole life and everything you do?

c. How did your essay on "What I Want to Get Out of Life" compare with the points of view of the high school students quoted?

d. Why should everyone not try to make the same kind of investment in himself?

(Read 25: 8-18)
10. Write the answer to this question: To what extent is my life planned so that I feel that I am controlling my destiny, that I am an independent being; or to what extent do chance and immediate pleasures or whims control me?

11. a. What is the advantage of beginning early to seek for the meaning and worth of life?
   b. How does one attain a mental balance under the tension in which we live?
   c. Is it possible for another person to give us our goals? Explain.
   d. What are some goals that might become the center of our lives, the focus for our living in terms of which our daily life may be continually appraised, redirected, remotivated? Give a few specific examples of each of these goals.

(Read 13: 248-271)

12. a. Bill Smith is beginning to think about his future. Have you been thinking about any of the questions that Bill Smith asks in this chapter? Jot down three or four of the questions for which you are especially seeking answers. This will help you to focus your attention on a few of the things you want in life and will be a step toward clarifying your goals. Some of these questions will be discussed in class.

(Read 5: 1-11)

13. a. Where does a person get his ideals?
   b. In what ways do our ideals influence our lives?
   c. What are the three criteria for judging the sig-
nificance of an ideal? How would you apply these criteria in deciding what your ideals should be?

d. Is it possible for a person to set his ideals too high as well as too low? Explain.

e. What is wrong with the ideals of a person who finds nothing in life worth striving for?

f. How do people's definitions of happiness vary? Can you describe a few such definitions?

g. Try describing the person of your ideals—either real or imaginary.

h. What characters of fiction have influenced your ideals? What historical figures—heroes, artists, scientists, religious leaders? What men and women whom you have known personally?

i. Can you trace some of the changes which have occurred in your own ideals as you have grown up?

(Read 23: 120-123)

14. a. How would you define Philosophy?

b. Why is it essential to have a philosophy of life?

c. What do we mean by the Good Life? Does this have any relation to our conception of a democracy? As an attempt to discover the full meaning of the various major values which constitute the essence of democracy, try to formulate answers to the questions listed in this chapter.

d. What can you do in order to shape your life philosophy along democratic lines?
15. a. Explain how a philosophy of life helps you to evaluate your goals?
   b. How does one formulate a philosophy of life?
   c. How does one's philosophy influence his life? And how does his life influence his philosophy? What is meant by "the thought is father to the deed"?

16. a. What are the types of values that should be included in a life philosophy? The term values connotes personal judgments of truth, worth, or excellence and personal attitudes and appreciations.
   b. How may we develop a life philosophy?

17. a. What effect does one's philosophy of life have on his personality?
   b. Describe the nature of a life philosophy?
   c. From what sources is a philosophy of life derived?
   d. How and why do people's philosophies differ?

18. After reading 26: 144-165, write a paper on what you consider to be the central purpose of your life.

19. a. What is the meaning of integration? How does this apply to our goals? What are conduct patterns?
   b. What factors contribute to integration?
20. a. This chapter points out how necessary it is to have comprehensive and valid goals. It will also make you aware of the needs on which you should formulate your goals.

Read the case studies and then determine why you think the truths and rules enumerated are accurate.

b. Now that you realize the importance of your own individual needs, make a chart of your needs as suggested in this chapter. Then write a paragraph in your notebook explaining in some detail the specific nature of the needs which you indicated. Do this as thoughtfully as possible. Remember that you cannot build worthwhile objectives or goals for yourself until you are well aware of your needs.

c. Make a list of all your specific needs which are associated with the types of activities in which you are interested. When you have completed this, you may talk the matter over in confidence with your teacher.

(Read 5: 12-26)

21. a. In what ways are the goals we adopt in life founded upon basic human needs?

b. What are our bodily needs? Our personality needs? This list is not complete. Can you think of any other personality needs not mentioned here?

c. How should this knowledge effect your own behavior?

d. How do our needs motivate our behavior? What variety of ways do people use to satisfy their needs? How
can we plan the best ways of meeting our needs?

e. Make a list of personality needs you feel are most important to you, and try stating how you plan to satisfy them.

(Read 24: 44-27; 23: 96-99)

22. a. What are the five powerful wants that everyone has? Give examples of each of these wants.

b. What are the ways this author suggests for satisfying these wants?

(Read 12: 13-50)

23. a. What are the six common needs as listed by this author?

b. What are the four general suggestions that can help you to make satisfactory adjustments when your needs are not being met? Can you add any others to this list?

(Read 16: 40-51)

*24. Sharing of individual work already done - reading of selected themes, exhibit of optional related work already done, and suggestions of further possibilities for related tasks and extensive reading.

25. a. Does everyone, consciously or unconsciously, develop a blueprint of his life?

b. What three major fields of interest and activity should be included in any comprehensive life plan? What is a possible fourth?

c. How does one discover his own central dominating
interest?

(Read 3: 165-167)

26. a. What are the five areas in which everyone needs to have definite aims and purposes?

   b. What questions should you answer in regard to each of these areas? Think carefully and seriously about these questions and try to formulate your own answers.

(Read 11: 226-227)

27. a. What are some of the reasons why people must work?

   b. How many reasons can you give why you intend to work?

   c. What occupations do you consider to be the most useful? The least useful?

(Read 11: 184-185)

28. a. Why is "earning a living" an inadequate reason for working? What other reasons does this author suggest? Make a list of five well known people who work for some other reason than the necessity of earning a living?

   b. Why is interest a factor in success? How is it related to efficiency?

   c. State two ways in which the right attitude toward work benefits us? What are six attitudes that will produce an interest in work?

(Read 10: 1-13)

29. a. What are the five goals which the group of young men mentioned in this chapter considered the most valuable in
life? Do you agree with them?

b. What five principles form the basis upon which advancement in one's chosen field of life work must be built? Have you mastered any or all of these principles? Which do you consider the most important? Can any of them be omitted?

(Read 10: 147-161)

30. a. What are the four steps leading to vocational success? Why must these be taken by student and guide together?

b. In order to make a wise choice of a life calling why do we need to consider carefully not only all phases of various life careers, but also our own interests and abilities?

c. Explain fully why we usually need to make a tentative rather than a permanent choice of our life career.

(Read 27: 314-338)

31. a. What questions does a student have to consider in making plans for future years in high school or college?

b. Are life's problems divided into compartments?

c. Copy in your notebook a chart similar to that given in this reference. List your first two occupational preferences and tell why you think each is appropriate for you. Be prepared to discuss your reasons with the rest of the class.

(Read 7: 155-176)

32. a. List the seven aims of education. Which ones do you consider the most important for yourself? How does your school provide for these aims?
*33. Divide the group into seven committees and let each committee work out a poster and a motto to illustrate one of the seven aims of education. The class will then build a code for students around these seven aims. The principal of the school will also be asked for a statement of its aims and purposes.

34. a. How does one learn? Is learning confined to just book study and school subjects?
   b. Is all learning helpful and desirable?
   c. Are some things learned better in groups than by oneself? Give a few examples.
   d. What are some of the changes that have taken place in you as a result of learning?

35. a. What character and personality traits does an employer look for in his employees?
   b. What are some of the personal traits that are responsible for most job dismissals?
   c. How do good character traits help to make your human environment better?

36. a. What are the four corner stones of success? Why are these traits called corner stones? Explain what is meant by each.
   b. Horace Greeley said that fame, popularity, and
riches do not endure. What was the one thing he said did endure?

c. Try describing some person whom you know who has a remarkably fine character. How does this person show strong character?

d. How are we laying the corner stones for our lives during our high school days? Does this suggest a goal you should adopt now?

(Read 11: 30-37)

37. a. Is one of your goals the ability to get along better with others? Then read this chapter for some very helpful suggestions.

Why is this ability one of the most essential arts of living? Do you need to understand people in order to get along with them?

b. Make a list of qualities you desire in your friends. Rate three of your friends according to this list, and then rate yourself.

c. Why is etiquette important? How important are your health and personal appearance? What social skills does a person need and how many do you possess?

d. Why are emotional maturity and self-dependence necessary in our relationships with other people? Make a list of ways in which you could improve your attitudes and behavior. Discuss these proposals in confidence with your instructor.
38. a. Why is it more important today than ever before that we determine our social goals and strive to develop them? 

b. What social goals are discussed in this chapter? Can you think of any others that you would add to this list? 

c. What did Lotze mean when he said, "To be is to be in relations"?

39. a. Why should skill in leadership be one of your goals? 

b. Are leaders born, not made?

40. a. Why does religion play such an important role in the lives of individuals and in the history of people and nations? 

b. What are some of the different values that different people emphasize in religion? What are the greatest values that religion has for you? 

c. How does a person's attitude toward religion influence his goals? 

d. If you have not been to church for some time, go next Sunday and try to understand why some people do go regularly. What do they get out of church services that satisfies them?

41. a. Most students look forward to establishing a home
of their own. This chapter will help you to clarify this goal. Write in your notebook ten brief and simple statements descriptive of a good home. A class committee will compile these into a comprehensive list which will be discussed in class.

b. Choose as an optional assignment one of the activities suggested in this chapter.

(Read 5: 160-177)

42. a. Do you want to be a real citizen? That is a goal everyone should strive for. How can one become a good citizen? Does a person have to work hard to be a good citizen?

b. What are the major social problems in this country? Jot down in your notebook ten or fifteen important social problems confronting our citizens today. In building your list consult the editorial columns of newspapers and magazines. The significance of these problems will be discussed in class. How can you contribute to the solution of these problems?

(Read 5: 178-203)

43. a. What does democratic citizenship imply? What are the advantages of a democratic environment?

b. How may high-school experiences contribute to your citizenship? How shall you plan to prepare for citizenship beyond high school?

(Read 4: 459-469)

44. a. Why is the wise use of leisure time becoming an important social as well as an individual problem? What is
the difference between leisure and recreation?

b. How can one decide the best ways of using his leisure? What are some of the things we should avoid in planning our leisure time?

(Read 24: 124-127)

45. a. Why is it necessary to understand oneself before one can decide on his own personal goals?

b. What kinds of personal information are likely to be of value in gaining self-understanding and self-appraisal?

c. Read the chapter on "Self-Understanding," following the suggestions given, and assemble as much personal information about yourself as possible.

d. Summarize your personal inventory under these two headings: "My More Serious Personal Liabilities" and "My More Outstanding Personal Assets."

(Read 26: 81-112; 22: 52-55)

46. a. How do present interests sometimes influence a person's future vocation?

b. What interests do you have that might offer vocational opportunities?

(Read 20: 288-289, 296-298)

47. a. How do our experiences help us to discover our interests and abilities? How do our experiences help us to discover our interests in a vocation? In leisure-time activities? In the problems of citizenship?

b. Are interests and abilities usually related?
c. How do your experiences help you to become a better member of your family group? A more acceptable member of a social group?

(Read 7: 142-154)

48. a. Why is it necessary that we know our true interests?
   b. What effect does interest have on the way in which you do your work?
   c. Why is it that the best tip-off of our genuine interests is found in the way we act when we are entirely free?
   d. Why are interests an important part of your capital for life?
   e. Do most people know from childhood what they want to achieve in life? Why?
   f. Why do people sometimes change their goals?

(Read 25: 26-27)

49. The teacher may wish to administer the Kuder Preference Record. If so, a diagnostic study of the tests should be made and discussed with each pupil in the light of his educational and vocational aims. The student should then take home his interest test and discuss it with his parents.

50. a. Why is "background" important: to the individual himself; to the individual in relation to society?
   b. How can background be acquired?
   c. When should one begin to develop his background?

(Read 9: 3-14)
51. a. What are some of the most important changes that have taken place in the world during the last few years? What effect will they have on our plans for the future? What new demands will they make on us?

b. Make a collection of clippings from newspapers and magazines about present changes in the world which will influence our choice of goals.

(Read 11: 222-225)

52. a. How has the new frontier of opportunity changed in the past few years?

b. What two personal traits are necessary in order to take advantage of our new frontiers?

c. Name a few "frontier professions" that are developing. Can you think of any others not mentioned in this chapter?

(Read 2: 373-384)

53. a. Biographies are a fine source of enlightenment on our goals and purposes. Read three biographical sketches from any of the books listed below:

- Lives of Girls Who Became Famous: Bolton
- Lives of Poor Boys Who Became Famous: Bolton
- Heroes of Science: Cottler and Jaffe
- Men Who Are Making America: Forbes
- Over Famous Thresholds: Gilbert
- Distinguished Americans: Harley
- Contemporary Immortals: Henderson
Heroes of Discovery in America: Morris
Heroes of Progress in America: Morris
Heroines of Service: Parkman
Real Americans: Wade
Famous Men: Carnegie

b. Write a theme on the biographies you have read answering the following questions:

(1) What was the main purpose of his life? How did he decide upon such a purpose?

(2) What was his greatest contribution to the world? For what will he be remembered longest? How has his work changed the lives of other people?

(3) What were the outstanding qualities or traits of character that he possessed? How did these traits bring him success? What are some incidents in his life that illustrate these traits?

(4) What lessons can we learn from a study of his life?

54. Choose one of the following magazine articles and prepare to give an oral report on it to the class:


(3) "Today Is Yours," K. Foss, American Home,
April, 1946.


(8) "Students Turn Thumbs Down on Money as Life Goal," Scholastic, December, 1945.

55. a. What is one of the chief reasons why many people fail to accomplish anything in life?

    b. Name a few people discussed in this chapter who refused to minimize themselves.

    c. Does the present time offer much opportunity to the individual man: the individual will: the individual energy?

    d. Why does Edward Bok refer to "you" as a "wonderful pronoun"?

      (Read 2: 113-125)

56. Write another theme on the topic, "What I Want to Get Out of Life" or "If I Had Three Wishes." Have your ideas changed any since you wrote on this subject at the beginning of the unit? In what way?

*57. Pupil summary at the end of the laboratory period.
The pupils will be assigned a paper on the subject, "My Chief Goals in Life." Subtopics to be included are: The Importance of Having Goals in Life, How I Judge the Significance of My Goals, How I decided upon My Goals, My One Central Goal, and Ten of My Most Important Specific Goals.

58. Have your optional work ready along with the work of the other pupils. Let the teacher know well in advance what you are planning to do so that the necessary time can be arranged for them. See the file of optional work for suggestions of things you can do. If you have any other ideas, tell them to the teacher and see if they will be approved.

59. The objective test on the entire unit. This test will be administered upon the completion of the pooling and sharing of the learning products by the pupils. This test is identified as "Final Test." The scoring key will be found in the appendix.
Optional Related Activities

1. Prepare a theme on one of the following topics. Ask the teacher for permission to present it to the class. If you think of another topic, ask the teacher if you may use it.
   a. "The Major Convictions on which We May Depend"
   b. "How We Should Deal with Life's Problems"
   c. "How to Form a Philosophy of Life"
   (Read selected chapters from reference 26)

2. Write a humorous essay or poem describing the person who never thought it necessary to have any worthwhile aims and purposes in life.

3. Copy the rating chart in 11: 38 and rate yourself carefully. Then write a brief statement of your main weaknesses and how they can be overcome.

4. If you disagree with anything that has been considered in this unit, state your views in a written paper or oral theme whichever you prefer.

5. Choose a recent issue of a scientific magazine and describe some new invention, pointing out the effect it might have upon our lives in the future.

6. Here is a list of books you will like if you enjoyed the reading in this unit. Ask the teacher for permission to make a book report on one of them.
   a. Jane Eyre, Charlotte Bronte. What is the conflict described here between personal feelings and the demands of society?
b. *Wings on My Feet*, Sonja Henie. What investments did Sonja Henie have to make in order to become an outstanding skater?

c. *Story of My Life*, Helen Keller. Why was Helen Keller successful in her struggle against her physical handicaps?

d. "Education Begins at Home", Charles F. Kettering, *The Reader's Digest*, XLIV, February, 1944, pages 80-82. What are some of the opportunities and obligations for young people today?

e. *The Light That Failed*, Rudyard Kipling. Describe this well-told story of an heroic struggle with blindness.

f. *Selected Stories*, Guy de Maupassant. How do these stories show the way people's personalities are changed by life?

g. *The Making of An American*, Jacob Riis. Describe how this Danish immigrant successfully worked toward his goal of service to his fellow men.

h. *Three Sisters*, Cornelia Spencer. What investments did these three Chinese sisters (Madame Chiang Kai-shek is one of them) make to become so famous?

7. Read the biography of a man or woman such as Louis Pasteur, David Livingstone, Jane Addams, or Clara Barton. Tell the group about his life purpose and how he decided upon it.

8. Describe a character in fictional literature who had
a strong purpose in life and tell the class what that purpose was.

9. Select a few quotations from poetry which point out the value of goals or suggest goals we all should have. Memorize them for presentation before the class.

10. Write a one-act play that illustrates the value of goals and organize a cast to present it to the class.

11. Cartoons are a rich source of material for the study of goals, for the cartoonist is a keen observer of human nature. From your newspapers and magazines clip cartoons that are relevant to this unit and place them in booklet form. Try drawing a few cartoons of your own.

12. Make a list of mottoes and sayings that illustrate the necessity of having worthwhile goals in life.

13. Select a motto or saying that you think is especially important in this unit and print it on a poster to be hung in the classroom.

14. Ask some successful adult to explain his aims and purposes in life. Report your findings to the class.

15. If there is a Hi-Y Club or any other character building organization in the school or community, try to find out the main principles for which the organization stands and report to the group. Ask members of these organizations to explain just how their clubs help one to find goals in life.

16. Ask a few of your friends what they consider to be their personal goals and write a short paper making a few
general conclusions.

17. Consider one family, which you know well, whose members seem to be prizing material objects more than their other more valuable possessions. Explain in writing how you think their lives would be changed by a re-evaluation of their real wealth.

18. Study the case of a person who has simply drifted in life. Note the outstanding facts, omitting names. Do the same for one who has not drifted. What were the essential points of difference, (a) general ability, (b) personality, (c) plans, (d) use of leisure?

19. Discuss the issues of this unit with your minister, your parents, or some person with practical business experience. Compare his conclusions with those of the class.

20. Interview three different persons, asking each to state his idea of a successful person. Compare the answers with each other and with your own. Have you changed your opinion as a result of their ideas? As a result of the class discussions?

21. Assemble a list of unreliable methods which are used by ignorant or superstitious persons in choosing occupations. Then examine some of the follow-up reports of graduates of the school to find out which helped students most in selecting occupations. From the telephone classified directory and newspaper advertisements, list persons or companies that are likely to give unreliable information in the choice of an occupation.
Reading List for the Pupils' Use


Items for the Final Test

DIRECTIONS: Study each statement below. Circle T if the statement is correct. Circle F if the statement is false. If any part of the statement is false, circle F.

1. T. F. The quality of your ideals will determine the excellence of your achievement. (1)

2. T. F. A person with high ideals always knows what his goals are.

3. T. F. Every person has a set of ideals and goals by which he lives.

4. T. F. Wealth, pleasure, and fame are goals adopted by most people. (2)

5. T. F. The mind is like a muscle; it grows strong with use.

6. T. F. By making some effort every day to be helpful to others, your sense of direction and of values will grow.

7. T. F. A person's health has no relation to his goals.

8. T. F. Only the selfish person regards the enjoyment of life as a goal.

9. T. F. The opportunity of enjoying creative activities is limited to only a few people.

10. T. F. Happiness should be one of our main goals in life.

11. T. F. All people have the same basic needs.

12. T. F. A college course completes one's education.

13. T. F. It is impossible for a person to set his goals too high. (3)

14. T. F. A person's individual needs are unimportant in a consideration of occupations.

The figures in parentheses indicate that that item in which it appears and those immediately following it are intended primarily to measure the particular concept in the delimitation with the corresponding number.
15. T. F. The aim or goal of successful people is very often determined by some natural interest or aptitude.

16. T. F. A person excels in life by always being conscious of his defects.

17. T. F. A person's school record should be disregarded in making a selection of a vocation.

18. T. F. It is just as frustrating to aim at goals you do not consider important as it is to aim at goals you know you can not attain.

19. T. F. There is little a person can do to cultivate and refine his interests after he leaves high school. (4)

20. T. F. The way we act when we are entirely free is a poor indication of our genuine interests.

21. T. F. If you do not get into work or recreation which capitalizes on your interests, you may fail even though you have plenty of ability.

22. T. F. A person is born with his interests already developed.

23. T. F. The difference between a fast learner and a slow learner is frequently only a difference of interest.

24. T. F. Misplacement in industries is an important cause of poverty.

25. T. F. Goals that are suitable for your parents are necessarily suitable for you. (5)

26. T. F. There are no clearly established types of human beings.

27. T. F. Every person is different from every other person.

28. T. F. No two persons have exactly the same set of goals.

29. T. F. After you have chosen your occupational field, it is unnecessary to seek any more information. (6)

30. T. F. Work experience is of little value to the person who does not know what he wants to do.

31. T. F. Career plans frequently must change with the conditions of the time.

32. T. F. The more you do now to increase your understanding
of yourself and of the world of work, the easier your choice will be.

33. T. F. A person should center all his activities around his job. (7)

34. T. F. One of the marks of a truly educated person is the use that he makes of his leisure time.

35. T. F. A high school student has little opportunity to practice citizenship.

36. T. F. A person's goals are concerned chiefly with his vocational plans.

37. T. F. The foundation of character lies in the right kind of habits.

38. T. F. The future of our nation depends largely upon the kinds of homes we build.

39. T. F. Astrology is a proved source of wise guidance in choosing goals. (8)

40. T. F. If your school has a good testing program, you would do well to let the tests decide your vocational goals for you.

41. T. F. In selecting goals, no one is fully able to direct himself without some assistance from others.

42. T. F. A good counselor should be able to decide on your goals for you.

43. T. F. The person who really helps you determine your goals is the one who stimulates your sense of independence.

44. T. F. In achieving goals, superior intelligence is far less important than a dynamic push from within. (9)

45. T. F. Most people who have achieved success had definite aims and goals toward which they worked.

46. T. F. There are many people who are continually dissatisfied with life because they have nothing to strive for.

47. T. F. A person's goals should be big enough to challenge his best efforts.

48. T. F. In all cases "opportunities knock but once." (10)
49. T. F. Careful and constant planning of one's activities limits his freedom.

50. T. F. The surest way of achieving goals is by making a plan and revising it as conditions change.

51. T. F. There are no short cuts to success.

52. T. F. As each of us finds a satisfactory center for life, we develop a basis for confidence in ourselves and in life.

53. T. F. There are all sorts of ways to reach your goals.

54. T. F. Present goals will have little influence on future goals. (11)

55. T. F. The vocational side of your life is an integral part of your total life pattern.

56. T. F. Your philosophy grows out of your own experiences and your own ways of living.

57. T. F. Each personality need operates as a single entity, and an individual behaves in one way because of one particular need and in another way because of another particular need.

58. T. F. Philosophy is an attempt to interpret the meaning of our experience.

59. T. F. So many elements go into your entire self that they are just a bunch of unrelated parts.

60. T. F. When a person has found a purpose in life, every action he contemplates is appraised in relationship to its effects on his purpose.

61. T. F. Any activity that furnishes real satisfaction and joy to the individual becomes his central purpose. (12)

62. T. F. When a person has a central goal it is shown in everything he does.

63. T. F. Many occupations are of such a nature as to make difficult or impossible the complete expression in them of one's central life purpose.

64. T. F. A vocation may furnish the chief avenue through which the central goal is realized.
65. T. F. The main avenue for the expression of the central purpose may be the home, the avocation, civil life, the church, or social activities.

66. T. F. A person's vocation should be his central purpose.

67. T. F. As a person gets more experience, his interests and ideas grow. (13)

68. T. F. A definite vocational choice should be made as late as possible during your youth.

69. T. F. As long as you live, you will be setting new goals for yourself.

70. T. F. It is an easy matter for most people to decide what their goals should be.

71. T. F. A person's ideas at thirty will be quite different from those which he holds at fifteen.

72. T. F. Most successful people know from childhood what they want to achieve in life.

73. T. F. The best any high school student can do is to make a tentative choice of his life work.

74. T. F. A high school student should know what general vocational field he wishes to enter.

75. T. F. Reading books is of little help in trying to get a realistic picture of the world of work. (14)

76. T. F. A large part of your most valuable information needed for clarifying your goals can not be found in books at all.

77. T. F. Formal schooling is the only means by which a person can formulate his goals.

78. T. F. There are no definite standards by which one may judge the significance of his goals. (15)

79. T. F. Some goals can be translated into action because they are based on false premises.

80. T. F. It is necessary for most people to win fame and riches in order for them to feel that they have succeeded in life.

81. T. F. A person's goals have little social significance.
82. T. F. The chief ambition in life should be to make a fortune.

83. T. F. A person whose purpose is to live a life of Christian service may express that purpose through his vocation whatever that vocation may be.

84. T. F. A person needs both long-term and short-term goals. (16)

85. T. F. Short-term goals are relatively unimportant.
CHAPTER II

UNIT ORGANIZATION OF
"THE WISE USE OF LEISURE TIME"

Statement of the Unit

There are numerous desirable ways of spending one's leisure time. By making a wise choice of these activities, a person can turn these hours to greater profit and enjoyment for both himself and society.

Delimitation

1. The chief function of leisure activities is the development of the whole individual. What a person is depends largely on what he does during his leisure time.

2. The way one uses his leisure time has become more important as opportunity for recreation has increased.

3. Intelligent choice and wise planning of leisure-time activities are dependent upon a knowledge of the different types of such activities, skill in their use, and real interest and desire to participate in them.

4. A good leisure-time activity rounds out one's personality by giving him an opportunity to express interests that are not called for in daily work.

5. Leisure-time activities should be planned as definitely
and as intelligently as those of one's vocation.

6. Leisure-time activities comprise the entire range of human endeavor, for what is vocational activity to one person may be a leisure-time activity to another.

7. A balanced recreational program includes activities that provide for:1/

   a. Physical health
   b. Intellectual growth
   c. Quiet, solitary recreation
   d. Social enjoyment
   e. Creative recreation
   f. Audience and spectator recreation

8. Escape activities have a legitimate place in leisure time, but they can not, as at present, absorb the major part of such time if complete development of the individual is to be secured.

9. Recreation provides opportunities to increase one's strengths and overcome one's weaknesses.

10. Proper leisure activities help one to return to his full-time occupation with renewed vigor and enthusiasm.

11. A worth-while leisure activity does not interfere with regular work, school plans, religion, or home responsibilities.

12. Present activities determine in a large measure the

nature of future leisure-time activities.

The wise person selects recreations which continue and develop as he grows older.

13. From the numerous inexpensive ways of enjoying life, one can always find recreations within his means.

14. The right kind of leisure-time pursuits is in harmony with one's abilities, interests, and personality.

15. Since all people differ in respect to abilities, interests and personality, each must find the hobby or recreation that best fills his own personal needs.

Probable Indirect and Incidental Learning Products
1. An appreciation of the "leisure lives" of fellow students.
2. An appreciation of the value of a good home.
3. An appreciation of how a vital community action can grow from small beginnings.
4. An attitude of sharing learning products.
5. An appreciation of how much salesmanship plays in everything one does.
6. An appreciation of the value of talking things over with parents and getting their opinions.
7. The ability to work together for a common purpose.
8. An awareness and sensitivity to the needs of the community.
9. The ability to present information to other people.
10. An appreciation of various means of getting desired information.
Reading List for the Teacher's Use


Activities for the Unit Assignment

A. Introductory

*1. Before the opening of the unit, the class room could be appropriately decorated with posters and pictures, and the bulletin board might contain clippings from newspapers and magazines that suggest interesting basis for a new hobby and part-time recreation.

*2. A doctor could be invited to the class to tell how recreation relieves nervous tension, or a police official could tell how delinquency and the psychological desire for recognition are tied up.

*3. A class discussion could be based on one of the following topics from Richard D. Allen, Case Conference Problems in Group Guidance:

   a. "One Person Can Not Do Everything," page 55
   b. "Planning Leisure," page 74
   c. "A Crowded Schedule," page 86
   d. "There Was Nothing Else To Do," page 107

*4. Place on the blackboard this sentence- Benjamin Franklin wrote, "Leisure is time for doing something useful." The class might then be encouraged to discuss this quotation and express what they understand by it.

*5. Show to the class the film, "Curious Industries," #GB4 in the Boston University School of Education Film Library.

* Items marked with an asterisk are for the Teacher's use only and will not be reproduced on the pupils' mimeographed study guide.
*6. The pupils might listen to Hobby Lobby over WEEI at 8:30 P. M. on Saturday and be prepared to report to the class on the following Monday the hobbies dramatized that interested them most, and why.

*7. Discuss informally with the class the following question: Why should every person be vitally interested in at least one hobby?

*8. A prominent citizen of the community could be invited to the class to talk about his favorite hobby or leisure activity.

*9. Ask a boy and a girl to volunteer to tell the class of their original hobby, giving the following information: How they became interested, the approximate cost to maintain, the amount of time their hobby takes per day, per week; and how long they have been enjoying this particular activity. The teacher can immediately capitalize on this demonstration by following it with a citation of the possible values to this boy and girl so that the whole class will have an example for their own interests.

*10. For a class room exhibit ask the pupils to bring in any equipment or tools used in their favorite sports or hobbies or any handicraft or collections that might easily be brought to class. Have each student explain his or her hobby or leisure activity. Perhaps some other group would like to join in making a real exhibit that would attract the attention of the whole school.
2. For Individual and Group Study

1. a. Is your town "dead"? Read about the "dead" town described in this chapter.

   b. As the first step toward planning your leisure time, make a chart as suggested on page 3 of this reference and fill in your "must activities." All the blank spaces left on the chart after doing this are the leisure hours which we are going to study in this unit.

   c. Fill in the blank spaces on your chart with the leisure activities you engage in.

   d. A committee will analyze the individual charts in order to get an idea as to how much time the "average student" spends on various activities.

   e. What are the indications that leisure hours are often wasted and abused?

   f. Be prepared to discuss your favorite activities in class and tell what satisfactions you derive from them.

   (Read 7: 1-9)

2. After considering your own interests, health, and the general kind of work that you desire to do, make a general long-term plan for your recreation. List some of the skills needed and suggest when and how they may be developed.

3. a. How can you decide the best ways of using your leisure?

\[\text{The first figure in the parentheses refers to the book in pupils' reading list. The numbers following the colon indicate the pages therein.}\]
b. What are the six kinds of recreation? State why each is important and why it is necessary to have a balance of each in your recreational program. Make a list of all the activities you engage in under each of these headings. Are you stressing one type of activity to the exclusion of others?

c. A committee will pool all the individual lists and make a master list for the whole class.

d. Are you affiliated with the American leisure-time disease called Spectatoritis? What are the symptoms and cure for this common disease?

(Read 7: 10-23)

4. a. Why is it necessary for every person to decide for himself what is the best use of his leisure time?

b. What are the eight standards for judging the value of leisure activities as suggested in this chapter? Can you think of any others that should be added to this list? How do your activities measure up to these standards?

c. On a picture or cartoon chart described on page 38 of this reference, try to summarize whether or not your total pattern of recreation meets your standards.

(Read 7: 24-38)

5. a. What are the "blind spots" on your map of leisure-time activities?

b. What are a few good ways of learning about the world of recreation?

(Read 7: 37-45)
6. a. As a study-help in reading this chapter, be sure to consider the following suggestions: Find out ways of getting information, ways of sharing your information with others, and ways of exploring recreations which are new to you.

b. Learn about a few selected ways of enjoying leisure time which you may want to adopt. Discover some generalizations which you can apply to other activities.

c. Prepare to tell the class about some recreation you know well.

d. Explore one of the blind spots on your recreational map and prepare to share your information with the rest of the class.

e. The class will organize a series of panel discussions on recreations which class members have explored. Those who selected one or another of the six kinds of recreation will report as a group.

(Read 7: 46-75)

7. a. Now that you are more recreation-wise, draw up another time chart similar to the first one you made, and fill in your improved schedule making whatever changes you believe to be desirable and possible.

b. Make your master diagram as suggested on page 79 of this reference. Be sure to make your diagram and time-chart jibe.

(Read 7: 76-80)

*8. A community leader will be invited to talk to the
group on Boy or Girl Scouts, Hi-Y, or C. Y. O. activities, explaining how wise use of leisure time helps to develop good character.

9. a. What are some of the recreational problems in America today? What is the effect of these problems on the welfare of the nation?

b. What are some private recreational agencies? Public recreational agencies? What are their inadequacies? How can you contribute to improved recreational facilities?

(Read 7: 81-82)

10. a. In this chapter you will read about ways of making your every-day use of time contribute to the kind of person you want to be. Which students discussed in this chapter made the best use of their time?

b. Should pleasure be the chief criterion in judging the wise use of leisure time?

c. How can you overcome the "in-between" age?

(Read 19: 35-42)

11. a. How did Tom Sawyer turn work into play?

b. How would you define avocation? Does an avocation ever become a vocation?

(Read 12: 322-327)

12. a. In what ways does an interesting hobby effect a person's life?

b. How does a person acquire interests and hobbies?

c. "It's a wonderful age to live in." Why?
d. Why does "all work and no play make Jack a dull boy"?

(Read 1: 228-234)

*13. Invite the sub-master or girls' dean to address the class and urge the formation of a Hobby Club to add to the value of the whole school. When initiating the Hobby Club, send members of the class to each classroom in the school telling of the plans of this new club and thus muster membership from the whole school.

14. a. For what reasons should a person plan his time?
   b. What are some of the essentials one needs to consider in budgeting his time?
   c. What procedure should one follow in planning his time?

(Read 11: 23-31)

15. a. What is the relation between a vocation and an avocation?
   b. Be prepared to explain the values of an avocation discussed in this chapter.

(Read 10: 204-209)

*16. Sharing of individual work already done. Reading of selected themes, exhibit of optional related work already done, and suggestions of further possibilities for related tasks and extensive reading.

17. a. Do you ever think about making your day more enjoyable? Would you like to know more about selecting leisure-
time activities that provide both pleasure and satisfaction? If so, you will find this chapter helpful.

b. What are two benefits to be derived from play?

What two factors determine the nature of our play?

c. What is the principle point that is emphasized in this chapter?

(Read 18: 163-186)

18. a. What are the four main types of recreation?

b. What were the recreations enjoyed by Americans during the frontier days? How has this changed today?

C. In order to learn more about the kind of person you are, and to see where your leisure activities are leading you, try answering the questions on page 55. Are you satisfied with this profile or do you see some changes you would like to make?

(Read 20: 44-55)

19. a. What effect does the way we use our leisure have on our personalities?

b. What are the two types of relaxation?

(Read 14: 124-127)

20. You know the fun you have when you start to make something? Why is it that a person enjoys making things? What are some of the ways one can be creative?

(Read 14: 128-131)

21. What type of person do you prefer, the one with many interests or the one without any strong interests? How can
a person increase and develop his interests?

(Read 15: 136-139)

22. What is the difference between leisure and recreation? Give a few examples of each type of activity.

(Read 17: 124-127)

23. a. Why do we have more leisure today than ever before? What happens to people who acquire leisure and who are unaccustomed to it?

b. What two functions of leisure does this author propose? What are five ways to help one recognize the right avocation for himself?

c. What effect does one's vocation have on his avocation?

(Read 9: 182-191)

24. a. It is said that what a boy is depends upon what he does when he has nothing to do. What is meant by this remark?

b. What is meant by leisure time? Try making a definition of your own?

(Read 8: 138-139)

25. According to the calculations in this reference, how much time does the average person spend in the course of a lifetime in doing not much of anything? Is that true of men who have left their mark in history?

(Read 8: 140-141)

26. a. What is one of the most common causes of crime?
b. Which of the six standards given in this lesson are the most important? Why? Which are the least important?

c. Name a few activities that violate these standards. Name a few that measure up to them. Illustrate your answers.

(Read 8: 142-143)

27. What are the two groups into which leisure can be roughly divided? Give a few examples of each.

(Read 8: 144-145)

28. Why should a person avoid getting "into a rut"? Describe some person you know who is "in a rut." What would you suggest as a hobby for that person? Why?

(Read 8: 146-147)

29. High School boys and girls can be roughly divided into three groups according to their reading habits. In which of these three groups do you find yourself?

(Read 8: 148-149)

30. What are a few good pointers to remember in planning a vacation? Make a plan for your own next vacation including all the points you think should be considered. The class will compare these plans and select the six best ones.

(Read 8: 150-151)

31. a. The following are among the most important questions to consider in formulating appropriate plans for your leisure pursuits. This chapter will help you to arrive at answers to these questions for yourself.

(1) When may leisure time be said to be wisely
used?

(2) What are the effects of the wise use of leisure time?

(3) When may leisure time be said to be unwisely used?

(4) What are the effects of the unwise use of leisure?

(5) Do my present pursuits represent a wise use of leisure time?

(6) In what other types of leisure-time activities should I take part?

(7) How can I best acquire the abilities needed in desired leisure-time activities?

(8) What plans shall I make for the use of my leisure after high school days are over?

b. In order to explore these questions more fully follow the activities suggested by this author.

(Read 2: 141-159)

32. Make a list of the recreations in which you now engage and indicate whether or not they are such that you can continue and develop them as you grow older. Make three columns, "Usable," "Modified," "Discarded," and place a check after each activity in the appropriate column.

33. This selection shows how the wise use of leisure time will help you to get more out of life. Explain why present actions in a large measure determine the nature of future
leisure-time activities.

(Read 3: 169-171)

*34. A community forum might be planned which will include students, teachers, community leaders, and outside speakers to investigate the local recreational opportunities and to initiate a plan of improvement.

35. Do you realize the value of your school activities in providing you with leisure-time interests? List all the courses or student activities which you have taken this year. Then on the basis of your experience in each course or activity indicate which activities you discovered to be attractive and suitable for you. Finally, after talking the matter over with your instructor, show which ones you discovered to be unattractive and unsuitable for you. Be prepared to give reasons for your statements when the members of the class compare and discuss their findings.

(Read 4: 146-148)

*36. The class could visit a local museum or library where private collections and displays are featured. This may be done individually over the week end, and the pupils might then bring to class news on the latest activities of hobbyists.

37. What are some of the temptations that prevent many people from making the best use of their leisure time? How may these temptations be overcome?

(Read 6: 181-196)
38. You will discover from this reading that it takes good judgment and careful planning to make the best use of leisure time. Did the persons considered in this chapter carry out exactly the right actions? If not, what mistakes did they make and what should they have done?

(Read 5: 111-125)

39. The teacher will prepare a quiz program on the various kinds of hobbies or leisure activities. If you have questions suitable for such a program, hand them in to the teacher.

40. Read one of the following magazine articles and prepare to tell the class the main ideas it contains:


41. Pupil summary at the end of the laboratory period. The pupils will be assigned a paper on the subject, "The Wise Use of Leisure Time." Sub-topics to be included are: The Importance of Using Leisure Time Wisely, Criteria for Judging the Wise Use of Leisure Time, Ways of Developing New Interests, Types of Activities to Include in a Balanced Leisure Program, How I Have Improved the Use of My Leisure Time.

42. Have your optional work ready along with the work of the other pupils. Let the teacher know well in advance what you are planning to do so that the necessary time can be arranged for them. See the file of optional work for suggestions of things you can do. If you have any other ideas, tell them to the teacher and see if they will be approved.

43. The objective test on the entire unit. This test will be administered upon the completion of the pooling and sharing of the learning products by the pupils. The scoring key will be found in the appendix.
Optional Related Activities

1. Describe a time in your life when your recreation was out of balance (when you were all out for one sport, for instance, and you allowed no room for any other recreation). Sometimes this is desirable. Usually it is not. How was it in your own case?

2. Give a few examples of people who had leisure-time interests that developed into regular jobs or professions.

3. Make a picture chart showing the time and money you spent on audience recreation last week.

4. Write a short theme entitled, "My Most Profitable Vacation." Be sure to tell why it was so profitable.

5. A panel group will be organized to discuss the question of whether or not there is any relation between the amount of happiness you get from recreation and the amount of money you spend. Tell the teacher if you wish to serve on this panel.

6. Make up a questionnaire to determine what the class has been doing in the way of community activity. Have the questionnaire mimeographed and filled out by each member of the class. Sum up the results of the questionnaire on a poster and prepare to give an oral report to the class. If visits to the places where students are working seem appropriate, arrange them with the approval of the teacher. The results of this inquiry could be summarized in a feature story for the school paper.
7. Investigate the needs of your school, your neighborhood, or your community. After listing those you think of, get the suggestions of your parents and people in welfare agencies like the Council of Social Agencies, Scout headquarters, settlement houses, 4-H clubs, or the local Y's. You will find help in two very readable books: *Your Community*, Joanna Colcord, and *Organizing Our Town*, R. C. Morrison.

8. If you have never taken part in your community organizations before, join one now and make a report to the class on your experience.

9. If working with others that all might enjoy life more is a new idea to you and you want suggestions, you might read and report on the projects described in any of the following books:


10. A committee may organize a radio program to be broadcast over the school public address system on the topic, "The Wise Use of Leisure Time."

11. A group may prepare an assembly program for the rest of the school. The program should show that idleness is
dangerous, whereas the worthy use of leisure is more beneficial.

12. Find out for the class what sources of information can be depended upon in choosing movies. Consider such things as movie magazines, advertisements, and movie reviews. What makes a good review? Bring such materials to class so that your discussion can be based on actual tangible sources of information.

13. Lead a class discussion on the question, "Have the movies affected you?" Tell the class how you have been affected, and relate incidents from Herbert Blumer's book, Movies and Conduct.

14. Investigate your fellow students' movie going habits by means of a mimeographed questionnaire. Also ask your local movie manager how many people attend the movies weekly in your community and how much they spend. Report your findings to the class.

15. Bring in reviews of current movies and post them on the bulletin board. You may also lead a class discussion on current movies if you like.

16. If you are interested in the products that come from Hollywood and wish to study them further, you will enjoy books like these:


   b. How to Appreciate Motion Pictures, Edgar Dale.
Macmillan Company, 1933.


d. America at the Movies, Margaret Farrand Thorp. Yale University Press, 1939.

17. Make a survey of the hobbies represented among the teachers in your school.

18. If it's music you want to know more about, choose one of the following books and write a book report on it. See the music teacher for suggestions on other books.


d. Music, a Science and an Art, John Redfield. Tudor, 1926.


19. Describe how many kinds of creative activities go on in your school every day. Don't overlook the shop, the home economics class, and the fields of fine arts and music.

20. See if you can find one or more hobbies that relate closely to each high school subject. List them and arrange for the list to be published in the school paper.

21. Plan well-balanced recreational programs for persons
in different kinds of occupations, such as a bookkeeper, letter carrier, or teacher. (Consider the place in which each works, the hours, how long it takes to reach the place of employment, what conveyance is used, and the kind of fatigue resulting from the day's activity.)

22. Think of a person you know who does his school work well, belongs to one or more clubs, engages in volunteer community service or part-time work, and is brim full of vitality and enthusiasm. Find out how he spends his time-how he makes time for all the things he wants to do.

23. Ask your parents what kind of leisure activities they engaged in when they were your age. Make a list of those that were most popular in their day. Compile the list and note how it differs from the list of activities engaged in by the members of your group.

24. Pick out three or four successful men in the community and arrange to have an interview with them in order to find out if the way they spent their leisure time had anything to do with their success. Make a list of definite questions to ask them. Make a careful record of what they say and report to the group.

25. Make a leisure opportunity survey of your community, listing all the agencies that make any provision for such activities and the kind of activity provided. A committee will be assigned to report on each of the various organizations and institutions.
26. Report to the class what sorts of physical recreation are available in your community which do not involve expense. Do these fit in well with your needs and those of various groups of persons in your neighborhood? If not, can better facilities be developed?

27. Find out about the activities of various national organizations which are interested in promoting worthy use of leisure time. One such organization is the Leisure League of America, 30 Rockefeller Plaza, New York City.

28. Report on autobiographies that illustrate how people have overcome handicaps and weaknesses through their leisure-time activities. Include also how people have used their leisure time to strengthen their special abilities.

29. Assemble a list of avocations of such men as Benjamin Franklin, Thomas Jefferson, Calvin Coolidge, Theodore Roosevelt, Abraham Lincoln.

30. Make a list of quotations from literature that illustrate the wise use of leisure time.

31. Find out the average number of books read by members of your class so far this year. Do not count required ones. How many should a high school student read? Find out which magazines are most popular among your classmates.

32. What is the best book you ever read? List some of your reasons for considering it the best.

33. Where can one go for suggestions as to the best books to read? List some important points to consider in choosing
a good book.

34. Some people like to do things rather than talk about them. Perhaps such people or the class as a whole might help to equip, renovate, or even found a youth hostel or a shelter for hikers. Perhaps you would like to blaze and mark a hiking trail.

35. Make a poster encouraging outdoor recreations, or advertising parks or coming events.

36. Here are a few more books that you may be interested to read for an oral or written report:


e. One Hundred and One Things To Do in Your Spare Time, Lillie B. and Arthur C. Horth. J. B. Lippincott, 1940.


Reading List for the Pupils' Use


Items for the Final Test

DIRECTIONS: Study each statement below. Circle T if the statement is correct. Circle F if the statement is false. If any part of the statement is false, circle P.

1. T. F. It is impossible to judge a person's character by the way he uses his leisure time. (1)✓

2. T. F. The dominating function of leisure should be recreation for greater efficiency in work and increase in the consumption of goods.

3. T. F. If a person does not use his leisure constructively, he will use it destructively.

4. T. F. A person's recreation has little relation to the rest of his life.

5. T. F. What a boy is depends upon what he does when he has nothing to do.

6. T. F. The enjoyment of leisure is part of a rich, full life.

7. T. F. Modern machines have deprived man of much of his former leisure. (2)

8. T. F. The wrong use of leisure time leads directly to lawlessness and crime.

9. T. F. In the present age nearly everybody has the leisure once enjoyed only by kings and nobles.

10. T. F. People living a hundred years ago had just as much leisure as we have today.

11. T. F. With shorter working periods, our leisure time has become a valuable part of our day.

12. T. F. Leisure hours are certain to increase in the years ahead.

13. T. F. The average high school student is unaffected by the increasing leisure time of this industrial age.

14. T. F. The wise use of leisure time is becoming an increas-

✓ The figures in parentheses indicate that that item in which it appears and those immediately following it are intended primarily to measure the particular concept in the delimitation with the corresponding number.
15. T. F. Most leisure activities require an initial period of performance during which one has to learn to appreciate their importance and to enjoy doing them. (3)

16. T. F. Leisure hours are rest periods during which one should do nothing.

17. T. F. Most young people who complain that "there is nothing to do in this town" have never given much thought to those activities that they can provide for themselves.

18. T. F. As a person learns more about a leisure activity, he becomes more and more interested in it.

19. T. F. High-school subjects are too academic to be of any value in helping a person learn how to use his time more enjoyably.

20. T. F. The person who understands and evaluates the wise use of leisure time will choose those activities that make for better citizenship.

21. T. F. After choosing an occupation one should shut out all other interests. (4)

22. T. F. Energy not used in work must be expended in play.

23. T. F. Recreation is a preventive of many social ills.

24. T. F. A person's vocation and hobby should be considered as entirely separate activities.

25. T. F. One should try to use his vacation period for self-discovery purposes.

26. T. F. Most people are possessed of very much more potential energy than that used up in gaining their livelihood.

27. T. F. An avocation must necessarily be something entirely different from your work.

28. T. F. A person doesn't have to plan his leisure as definitely as his work. (5)

29. T. F. Planning leisure is as important as planning one's work.

30. T. F. Leisure activities should be as spontaneous as possible and therefore should not be planned in advance.
31. T. F. Hobbies have sometimes grown into world changing discoveries. (6)

32. T. F. What is one person's work is another's play.

33. T. F. Most activities can be classified as either vocational or avocational.

34. T. F. Work done in one's leisure time may become play.

35. T. F. Abandoned ambitions or occupations often make excellent hobbies.

36. T. F. Variety in one's activities adds interest. (7)

37. T. F. The hobby of making a collection of some article is a useless waste of time.

38. T. F. A number of interests in which average facility is achieved is better than one interest in which a high degree of attainment is reached.

39. T. F. Recreation should come in proportion to other activities.

40. T. F. If a boy or girl already has a hobby that interests him, he need not look for other hobbies.

41. T. F. When a person devotes his life to serving others, he has no need for recreational activities.

42. T. F. The part-time school is for adults only.

43. T. F. It does not make much difference what one does in free hours, provided only that he does something that appeals to him and affords him a healthful and constructive means of self-expression.

44. T. F. Every person should actively engage in at least one intellectual hobby, one aesthetic hobby, one physical sport, and one handicraft.

45. T. F. In selecting leisure-time activities one should find the kind of activity in which he is most skilled and participate in that exclusively.

46. T. F. Without one or more well-developed leisure-time activities primarily of an intellectual nature, one cannot be regarded as an interesting and well-rounded person.

47. T. F. Aesthetic activities are concerned primarily with
learning now to appreciate the work of others.

48. T. F. A person should devote some of his leisure time to rest and quiet.

49. T. F. To get the most out of his leisure activities, a person should try to specialize as much as possible.

50. T. F. Health is an essential in life and should not be considered in planning one's leisure.

51. T. F. A person's leisure activities should be centered around appreciation, creation, or service.

52. T. F. The great majority of boys and girls employ their leisure in ways that are purely or largely escape activities. (8)

53. T. F. The spirit of our time is impatient of inactivity. Most people identify enjoyment with excitement and movement.

54. T. F. Escape activities are a waste of time and should be entirely avoided.

55. T. F. For some people escape activities are often valuable as restorative of health, poise, and balance of mind.

56. T. F. There is a far greater variety of activities provided for us by institutions and organizations than we can provide for ourselves.

57. T. F. Escape activities are a way of release from the daily round of labor.

58. T. F. Escape activities should be as different as possible from the activities of one's vocation.

59. T. F. Today recreation has become so commercialized that a person needs to spend a great deal of money in order to enjoy himself.

60. T. F. Recreations should be considered for their entertainment value rather than their educational value.

61. T. F. Nearly all escape activities provide some appreciation or some possibilities of creation and of service.

62. T. F. Leisure activities should provide opportunities for self and group appraisal. (9)

63. T. F. A "duffer" or a "boob" in a particular recreation
gets as much wholesome and worthwhile enjoyment from it as one who has developed some ability and facility in it and who is constantly improving his game.

64. T. F. The development of leadership is an important benefit derived from the participation in extra-curricular activities.

65. T. F. The vocational day leaves large areas of one's brain untouched and leaves one eager for the release of these unused powers. (10)

66. T. F. The right use of leisure hours is not merely to take up idle hours but is to help create an active, energetic, happy citizenship.

67. T. F. Leisure hours should be considered merely as rest periods.

68. T. F. People who have attractive personalities are nearly always those who have learned to live satisfyingly through the pursuit of many interests and ambitions.

69. T. F. Play has possibilities of harm. (11)

70. T. F. School obligations are the only activities with which leisure activities are likely to interfere.

71. T. F. Play sometimes conflicts with one's responsibilities.

72. T. F. Living a well-rounded wholesome life now is the best guarantee that you will live such a life as an adult. (12)

73. T. F. Play is just as important for adults as it is for children.

74. T. F. High-school students should select activities appropriate to their age without regard to the appropriateness of the activity later in life.

75. T. F. Present activities determine in a large measure the nature of future activities.

76. T. F. The creative activities open to one are determined largely by native ability and early training.

77. T. F. There are so few recreations from which to make a selection that a high-school student has little difficulty in finding those that are suitable for him. (13)
78. T. F. Today recreations are so commercialized that a person must spend a great deal of money in order to enjoy himself.

79. T. F. Inexpensive forms of recreation are very scarce in this modern industrial world.

80. T. F. A hobby is some activity carried on entirely for fun. (14)

81. T. F. Any pursuit to be really educational must be one in which the individual has a voluntary interest.

82. T. F. The development of skill in the various types of recreational activities is largely a matter of training.

83. T. F. Finding an avocation is something that can be done on the spur of the moment. (15)

84. T. F. The best way to plan your leisure time is under someone else's direction.

85. T. F. A high-school student should select his recreation without regard to his own personality.

86. T. F. It is often difficult to find recreation engrossing enough to give us the pleasure we need and deserve.

87. T. F. Leisure-time activities serve to provide enjoyment rather than fill one's personal needs.

88. T. F. The wise use of time is especially hard for some young folks in the early high-school years.
APPENDIX
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### Key for Scoring the Final Test on the Unit "The Wise Use of Leisure Time"

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Phipps, Robert Bradford. Two source units in group guidance for the senior high school.