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Analysis of reference material for use in group guidance

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

ANALYSIS OF REFERENCE MATERIAL FOR
USE IN GROUP GUIDANCE

Submitted by

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(B.S. in Ed., Boston University, 1943)

In partial fulfillment of requirements
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First Reader: J. Wendell Yeo, Associate Professor of Education
Second Reader: Worcester Warren, Professor of Education
Acknowledgment

The writer expresses sincere appreciation to Dr. J. Wendell Yeo for his helpful interest and constructive criticisms in the planning and preparation of this study.
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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Increasingly, guidance service is being recognized as an essential aspect of the educational program in secondary schools and colleges. Evidences are accumulating to indicate the many and diverse guidance needs of youth. Just as there is a renewed demand for educational programs suitable to the needs of all American youth, so is there an increasing awareness that guidance service must be made available to all youth.

To give expression to the principle of providing guidance service for all youth, is to make provision for these services to be extended to students in some form of group organization. Counseling service, while essential to a comprehensive guidance program, does not give assurance that all the objectives of group guidance will be realized through this individual approach alone.

Progress in the development of group guidance waits on a clearer understanding of the contribution of the guidance program to student adjustment and a wider adoption or adaptation of some of the practices which have already proven of worth in the fulfillment of guidance objectives. But progress also
depends upon the availability of content material related to the common personal problems of youth organized suitably for instructional purposes. At the present time the paucity of instructional materials for group guidance purposes is generally recognized by workers in the field. Until this lack is met by more and better publications of various kinds, schools will be faced with the problem of culling from many sources, helpful material wherever it may be found, to be used in the building of those units which are to make up the content of the group guidance program.

Purpose of the Study

The principal purpose of this service study is to contribute to the need for information by guidance workers of available materials suitable for group guidance purposes by (1) locating and listing references which treat significantly of content bearing on the personal problems of youth in two important areas of group guidance, namely

Understanding Oneself

Getting Along with Others

and (2) to analyze and classify these references in such a manner as to indicate the contribution of each to the following fourteen main topics derived from the two problem areas noted above:
1. Understanding personality
2. Personal care and appearance
3. Control of emotions
4. Mental health and how to achieve it
5. Fundamental urges, drives, desires
6. Learning how to modify one's behavior
7. Learning about one's interests, and abilities
8. Establishing personal goals
9. Correct social usage
10. Ethics for modern youth
11. Making friends
12. Getting along with one's family
13. Boy-girl relations
14. Leisure-time activities

With but few exceptions the references included in this study have been published in the ten year period, 1935-1945.

The justification of the two areas selected is in the acknowledgment of workers in the field of guidance that for these two related problem areas considerable material is available, but to date it is not compiled in a useful form, nor are the contents of the scattered references classified with respect to their relatedness to topics often selected for consideration in the group guidance program.
Procedure

With these topics as guides, a systematic search was made in the Boston University Education Library and Educational Research Library, and in the Main Library, Teachers' Room, and Children's Department of the Boston Public Library for references suitable as to content and age level for student references. Teacher references were also taken from these libraries.

In the analysis of the material, over three hundred books were examined from which a bibliography was compiled. These references were located through the use of the Cumulative Book Index, Book Review Digest, Readers' Guide, Education Index, and from the bibliographies in the references themselves.

An interview was obtained with a representative of the Macmillan Company with reference to possible reactions toward the check list next mentioned.

Since all the references listed were not available for examination purposes, the cooperation of publishers was sought in checking the contribution of each title to the topics listed. To obtain this information a check list (See Appendix A) was devised to include the fourteen topics noted above. This, together with the titles of their respective references, was mailed to each of the publishers. It was requested that they check the topics listed if they were treated in the reference. A request was also made that additional suitable
references be added and likewise checked. Of the forty-nine publishers to whom check lists were sent, forty-one acceptable replies were received and used (See Appendix B). From the results of the findings in the returned check lists and personal review of each book, a set of references was compiled for each of the fourteen topics. These compilations, intended to facilitate the efforts of teachers and counselors in locating worth-while references on specific guidance topics, are presented in Chapter IV.

An annotated list of the one hundred twenty-nine references compiled is presented as Appendix C.

In Chapter II the nature and scope of guidance have been considered and in Chapter III the emergence and role of group guidance have been discussed to indicate further the significance of a study of this kind.
CHAPTER II
THE NATURE AND SCOPE OF GUIDANCE

Guidance is as old as the oldest educational system. The real teacher has always been ready to offer assistance from her fund of knowledge and experience to the boys and girls that she comes to know so well. The interested, sympathetic, understanding, and wise teacher has always provided guidance and always will. It is the organized, scientifically implemented guidance, under specially trained counselors, that is a new field.

The changed conditions of life in which we live and the increase in the enrollment of our schools have created conditions with which the average classroom teacher cannot fully cope. For this reason specialists, trained in handling student problems, have been introduced as counselors in our schools.

Prior to 1929 guidance activities were confined to academic studies, and were based upon the results of tests given at regular intervals during the year in the school

subjects. In those days teachers were employed to teach a subject and they themselves were classified as good or poor instructors in proportion to the mastery their students had of their particular subject field. In a teaching and testing program of this kind it is plain to see that the student who could not grasp the subject dropped out.

Today education holds that we teach boys and girls, and not subject matter. Education, in the main, no longer centers around discipline and preparation. It tends to concern itself more and more with child growth and development.

Not all our educational institutions, however, are practicing this new concept of education; consequently there still remain many students who are being trained in English, or history, or mathematics, or any of the other subjects, rather than being trained for living. It is to be hoped that these are the last vestiges of traditional education practices, and the present trends in our institutions indicate we have reason to be hopeful.

Guidance is based upon the fundamental fact that human beings need help. At some time or other in the lives of all of us we need the assistance of others. By reason of his lesser knowledge and experience the young person is not capable


of managing his life successfully without help. Education owes it to the youth which it serves, and to the future welfare of the nation, to provide the best possible assistance to those in its care. Educators do not wish, nor can they afford to be accused of failing in their duty a second time.

The foundation of organized guidance was laid with the inauguration of Vocational Education by Frank Parsons in Boston in 1908. Gradually some of the public schools, realizing the importance and value of this field, incorporated it in their curriculum. They began to help the student to discover his interests and abilities, and guided him in making decisions about his future goals. With the increased experience that came from practice in this phase of guidance, educators began to correlate it with school subjects and the application of guidance in the area of vocational education became fairly widespread. As a result, an increasing number of students leave school today better equipped to enter the world of work. Although there is still much to be done along this line, vocational guidance has made significant progress in secondary education.

Educational Guidance, as an organized service, was the next step taken in order to give further assistance to the student. This phase of guidance concerns itself with helping

the student adjust to new school situations so that future educational difficulties may be avoided. It also attempts to redirect the maladjusted student along his school career. Of major importance in this work is the giving of necessary curriculum information to the student and the studying of his abilities, interests, and needs, so that he may be helped in making wise decisions and in planning his future education.

Finally, guidance must interest itself with the Personal-Social development of the individual. In this it aims to help the student by developing correct and wholesome attitudes and habits so that through a well-integrated personality, maladjustments may be prevented and the student may have a clear understanding of his strengths and weaknesses so that his decisions may be made in the light of these. This phase of guidance aims to help the individual to make adjustments and decisions which will help him to understand and accept himself, and to learn how to get along well with others. This is a relatively new phase of organized guidance. It came into being with the new movements in the field of psychology which centered mostly on the development of personality and character. Because of its personal nature it was at first treated very broadly in courses offered in the public institutions, but its need has been recognized, and its value demonstrated, to the point where it is receiving more attention in school
Educators have come to realize that these three phases of guidance, Vocational Guidance, Educational Guidance, and Personal-Social Guidance, are essentially one, representing a personal service to the individual in helping him to make the most of himself and his opportunities in all areas of living. Jones and Hand state that, "Guidance that relates only to occupations can never be effective or wholly satisfactory because it includes only one segment of life." The same statement holds true for Educational and Personal-Social Guidance.

If we are to guide the whole child, then all phases must receive attention in proportion to the need for each by the individual, since it is recognized that instruction should be geared to the real problems, desires, and needs of the students, be they vocational, educational, personal, or social. True guidance does not try to mold the student to a set pattern, arbitrarily defined. Rather, it takes him as he is, his abilities, desires, and interests, and helps him so to organize his experiences and adapt his behavior that he will develop such life philosophies and goals that will be personally satisfying and socially acceptable. This being the case, it is well to repeat that all phases of the student's personality


should receive the attention of a good guidance program to produce a fully integrated personality.

With this as a concept of guidance let us summarize the principal areas of youth problems and needs, which, if properly met, will help produce a wholesomely integrated individual.

A review of the literature yields numerous statements and descriptions of youth problems and needs. These many problems and needs have been telescoped by some authorities into a few principal categories. One such list has been chosen for use in this study because of its broad scope and practical application. Again, for the purpose of this study, the nine areas of problems and needs have been arranged under the headings of the three main aspects of guidance as follows:

I. Vocational Guidance
   A. Vocational planning and adjustment

II. Educational Guidance
   A. Educational planning and adjustment

III. Personal-Social Guidance
   A. Health and physical fitness
   B. Personal values
   C. Personal-psychological relations
   D. Family relationships
   E. Social adjustment
   F. Finances
   G. Utilizing free time

The broad scope of each of the main areas permits its use as a principal guidepost and at the same time allows for its breakdown into smaller areas to meet local conditions and

needs. It will be noted that these areas embody the problems and needs of the whole individual. They also comprehend the objectives set forth in the Seven Cardinal Principles of Secondary Education as well as the more recent objectives of the Educational Policies Commission as stated in The Purpose of Education for American Democracy, namely: Self-Realization, Human Relationship, Economic Efficiency, and Civic Responsibility.
CHAPTER III
EMERGENCE AND ROLE OF GROUP GUIDANCE

Two facts have become increasingly evident to educators. One, that guidance is an essential service which should be extended to all students, and the other, that to the public school falls the major responsibility for this work.

If we add to these the marked rise in public secondary school population, the attending change to more comprehensive school curricula, and the demands made upon young people by the complexities of society, we will realize that guidance faces a task of no small proportion.

A little over thirty years ago the average size of the secondary school, according to the Biennial Survey of Education, was just under ninety pupils. Today the average size is over two hundred pupils. A school with an enrollment of five hundred was considered large at that time. Schools of that size and over have increased from 1757 in 1926 to 3624 in 1938. (No detailed study of public high schools has been made since 1937-1938.)

The school curricula have changed from an offering of the college preparatory and one other curriculum, to the comprehensive offerings of the modern large secondary school, to meet the needs, interests, and abilities of the increased and diverse population.

In the early school, guidance was simple. The student needed little help in making his choice of curriculum, the enrollment was small enough to insure a close relationship between teacher and student, and problems were few because of the selected group which attended secondary schools. The increased enrollment and its consequent difficulties brought problems of educational guidance, particularly in the larger schools. The secondary schools formerly had provided for a fairly homogeneous group. Today's secondary school population consists of students from all walks of life, possessing a variety of needs, interests, and abilities, each having his peculiar personal problems, and each faced by perplexing economic and social conditions. The duty of education is to train and help these young people to meet and solve their problems.

For these reasons schools have increasingly provided guidance service. Some has been informal, unorganized, but successful; some has been inadequate and unsuccessful. Some schools have set up elaborate systems of guidance staffed by trained, expert personnel, assuming the work of counseling
students. These counselors either on full or part-time basis function outside the classroom. In addition to their counseling duties, they are responsible for coordinating and directing the work of teachers in relation to guidance, and to perform administrative duties. Thus, it may be seen that the average counselor, responsible for the guidance of two or three hundred students, has little time for personal conferences with them, and certainly would come to know few, intimately. And in any case, "No matter how expert he may be, no guidance worker can care for all the guidance needs; there are not enough hours in the day to accomplish such a task."\(^1\)

As a result only a small percentage of students have received guidance service, and it has become necessary for schools to find a way whereby all students could avail themselves of assistance and counseling in respect to their personal problems.

Educators came to the realization that as much as specialists skilled in the techniques of guidance were needed, classroom or homeroom teachers who were interested enough in students, and who were in constant touch with them to carry on real guidance before problems arose, were also essential. In other words, educators felt that guidance, to forestall maladjustment through the provision of aid in choosing and

planning when such was required, was a necessity. Remedial work, if required, could be handled by qualified workers. But essential teachers and counselors were needed who could help every boy and girl so that he or she would know how to "make good adjustments, wise decisions and intelligent plans" with respect to their common personal problems.

It is evident, then, that the two approaches to guidance, the individual approach alone, and the group approach alone, would be inadequate in achieving the major purpose of guidance: to help the individual to help himself. The conviction of guidance leaders today is that both approaches are needed, that one supplements the other.

The concept of guidance as a specialized field in the hands of specialists or trained personnel as psychologists, counselors, mental hygienists, and others, while essential and of great value to youth, was not utilized universally enough to be of benefit to the great number needing its assistance.

The necessity for something that would satisfy the demands of society for well-developed, well-adjusted personalities and the common needs of a majority of students, led educators to believe that guidance must become more widespread. This assistance could come from those who were in constant touch with the individual students and who knew them best, the classroom teacher or the homeroom teacher.
Specialists would be expected to function as such and assist the teachers, or it could even be said that the teachers aided the specialist. In this way many more students would have someone to whom they could turn for advice and help.

Through their subject field, by example, and with sympathy, understanding, and tact the classroom teacher may provide necessary guidance for her students.

The homeroom teacher differs from the classroom teacher. She is primarily the latter, but in addition has the responsibility of providing guidance for a number of students in her homeroom. She assumes the role of a guidance teacher if there are no trained counselors, or assists the trained counselor if there is one. The daily, personal contacts made by both the homeroom and classroom teacher supplement the professional work of the counselor, and bring about a more successful guidance program.

To reach the entire student body and bring to light problems common to most young people, the same procedure may be followed as in teaching mathematics or other subjects—the group method. Group guidance may be conducted by homeroom teachers under the direction and supervision of a counselor or someone in charge of the guidance program. It is conceded that individual instruction in mathematics is costly in time and money, and so, too, is this true of individual guidance. Group guidance (as other group instruction) reaches all
students and is in position to consider the greatest number of problems in the least time. It is, however, not progressing without opposition. Those who object to this method say that:

a. Quality gives way to quantity in a group discussion.

b. Inappropriate group experiences may decrease rather than increase self-confidence of individuals.

c. Rejection by the group increases one's feeling of inferiority.

d. Best thinking may be inhibited by group discussion.

Of even greater significance is the fact that its retardation has been due to the belief on the part of some that this method was not necessary, that all guidance should be handled through individual contact. This, it has been shown, could not be administered profitably, for the good of all.

Then, too, there was a marked lack of enthusiasm on the part of many classroom teachers who felt they were already overburdened and objected to additional responsibilities. Many teachers, too, were unwilling to depart from the traditional to the more democratic setup which group guidance would require. Group guidance, when it did function in a school, failed if no fixed schedule was followed and if no one person was responsible for the success of the program.

But as this form of guidance continues to be used, it is found that not only does it make for an economical way of providing information and inculcating correct attitudes and
habits for all students, but it substantiates the definition that, "The high school is a place where adolescents come together to educate themselves and each other with the friendly help of older, wiser persons who are teachers."\(^1\)

A group guidance program to be successful must be well organized to meet the common problems of youth and under the direction and supervision of one responsible head, or a trained guidance counselor. The actual administration of a group guidance class falls to the teacher directly in charge of the homeroom, except in cases where several groups are united for special problems under one best qualified teacher, the trained counselor or other specialist.\(^2\)

Dunsmoor and Miller submit the following in favor of group guidance:

1. It is the only effective means whereby guidance for students can be assured under present school conditions.

2. It facilitates the use of preventive problem-solving approach as a means of guidance, since it provides the guide, be he counselor, teacher-counselor or teacher, with opportunities for observing the child at regular intervals.

3. It makes for economy of the counselor's time and energy since many types of information of guidance value are needed by the students.


\(^3\)Ibid., pp. 10-11.
4. It provides an opportunity for students to learn from the group and from each other.

5. It affords the students an opportunity to become acquainted with their counselors, and with them, thus providing a good background for effective individual counseling.

6. It affords a medium for routine administration and scoring of objective tests and interest blanks.

7. It offers one of the best opportunities for securing and recording dependable objective data concerning the students.

8. It provides for easy consideration and solutions of problems involving group opinion and participation.

9. It furnishes a means of integrating classroom subjects, extra-class activities and vocational needs.

In a survey of representative schools which were doing significant work in guidance, in twenty-four states, this statement was made:

More fortunate, perhaps, is the situation with regard to group guidance activities, where it was found that twenty-four percent of all schools studied gave some time to these activities. This time was in addition to that allocated to homerooms for administrative and routine work, which must be performed daily. Much that is necessary for the successful adjustment of secondary pupils can at least be aided by group methods, wisely supervised and for which sufficient time is allotted.1

As this concept gains favor it will be realized that further progress can be made if schools will but use the

resources which they have and by starting where they are. That there is need for trained workers to give specialized services cannot be disputed. But there is greater need for schools to recognize such common personal problems of youth as stated in Chapter II and to do something now to assist these young people to meet and cope with their problems more and more satisfactorily.

As was previously stated the group approach does not supplant individual guidance but rather supplements it. It is the approach by which all students may be given assistance, and the only guidance which many schools are able to offer at present.
CHAPTER IV
CLASSIFICATION OF REFERENCES
UNDER SELECTED TOPICS

It is the purpose of this chapter to make available a list of references which treat the fourteen topics selected, to include important aspects of the two areas, Understanding Oneself and Getting Along with Others.

In order to be more specific as to what was looked for in each reference, as a basis for classification, each of the topics are listed below with subtopics or related items considered.

1. Understanding Personality
   - Meaning of personality
   - Differences in personalities
   - Good and poor personality traits
   - Development of tolerance through understanding
   - Importance of first impressions
   - Value in ability to understand others

2. Personal Care and Appearance
   - Essential habits in maintaining good health
   - Value of proper diet, cleanliness, and exercise
   - Acceptable appearance
   - How to care for personal appearance

3. Control of Emotions
   - Strongest human emotions, anger, fear, jealousy, hate, etc.
   - Exercise self-control by knowing one's weaknesses and by constant practice
   - Value of controlling emotions

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4. Mental Health and How to Achieve It
   Mental health contrasted with mental ill-health
   Environment and its influence
   Conditions which promote mental health
   Achievement
   Earning a living
   Willingness to make changes
   Planning for the future
   Enjoyment of recreation
   Faith in one's God
   Belief in others

5. Fundamental Urges, Drives, Desires
   Self-improvement
   Recognition
   Domination
   Change
   Mental activity
   Self-perpetuation

6. Learning How to Modify One's Behavior
   Accepted forms of behavior at home, in school, in public
   Self-analysis with reference to need of modifying personal behavior

7. Learning About One's Interests and Abilities
   Tests and inventories which may be used
   Utilizing one's interests and abilities
   Agencies which help in development of interests and abilities
   Differences in interests and abilities

8. Establishing Personal Goals
   Vocational goals formulated from knowledge of interests and capacities
   Adoption of personal standards of conduct and morality

9. Correct Social Usage
   Accepted social standards, private and public
   Local customs
   Importance and reason for understanding of and conformity to correct social usage
   Practice in correct social usage

10. Ethics for Modern Youth
    Dependability
    Responsibility
Respect for law and order
Cooperation
Honesty with self and with others
Truthfulness

11. Making Friends
   Personal characteristics pleasing to others
   Choice of friends
   Sincerity in friendship

12. Getting Along with One's Family
   Importance of family life
   Understanding problems and needs of the family
   Understanding personalities in the family
   Cooperation in the family

13. Boy-Girl Relations
   Behavior expected by society
   Enjoyment of activities common to youth
   Enjoyment of mutual friends
   Hospitality of one's home and parents

14. Leisure-Time Activities
   Discovery of an avocation or hobby
   Value and need of worth-while leisure-time activities
   Agencies and means by which leisure-time activities are promoted
   Choice of worth-while leisure-time activity

In the pages which follow, under each main topic stated, are those references which included pertinent data on it. The complete reference may be found in the annotated bibliography in Appendix C. For example, all references from the bibliography treating the topic Understanding Personality may be found under that heading. In this way teachers or others desiring to develop a unit of work in any one of these topics will have access to a list of references on the subject.

It will be noted that references are coded S, T or S, and T. S refers to those suitable for students. T or S are
for both teacher and student; these contain detailed treatment of the subject and are best used by advanced students or those particularly interested in the specific topic, and for the teacher, in organizing units of study. It represents teacher references serving to broaden the teacher's background in guidance and are, for the most part, professional educational books. As such, they do not treat specifically the selected topics; consequently few of them will be listed among the references on succeeding pages. Their value, however, must not be minimized by the teacher who is in need of a fundamental background in the field of guidance, and a knowledge of methods of approach.
Understanding Personality

Allen, B. and Briggs, M. P. Behave Yourself
Allen, B. and Briggs, M. P. If You Please
Allen, R. D., Stewart, F. J. and Schloerb, L. J. Common Problems in Group Guidance
Allport, G. W. Personality
Alsop, G. F. and McBride, M. F. She's Off to College
Arlitt, A. H. The Adolescent
Averill, L. A. Introductory Psychology
Bennett, M. E. Building Your Life
Bennett, M. E. and Hand, H. C. Beyond High School
Bennett, M. E. and Hand, H. C. Designs for Personality
Betts, G. N. Foundations of Character and Personality
Bliss, W. B. Personality and School
Bogardus, E. S. and Lewis, R. H. Social Life and Personality
Bond, F. F. Give Yourself Background
Broadley, M. E. Square Pegs in Square Holes
Brockman, M. What Is She Like
Bryant, B. Future Perfect
Cassidy, M. A. and Pratt, H. G.

Clarke, H. N.

Crawford, C. C., Cooley, E. G. and Trillingham, C. C.

Crow, A. and Crow, L.

Eastburn, L. A., Falk, V. H. Kelley, C.

Edwards, J.

Eldridge, E.

Ellenwood, J. L.

Ellenwood, J. L.

Endicott, F. S.

Geisel, J. B.

Goodrich, L. B.

Grabbe, P. and Murphy, G.

Halsey, G.

Harwood, S.

Head, G.

Hopkins, M. A.

Hopkins, M. A.

Johnson, P. E.

Jonathan, N. H.

Kunkel, F.

Laird, D. A.

Landis, P. H. and Landis, J.

Your Experiment in Living

Life Planning and Building

Living Your Life

Learning to Live

Planning Your Life for School and Society

Personality Pointers

Co-ediquette

It Runs In the Family

There's No Place Like Home

One Hundred Guidance Lessons

Personal Problems and Morals

Living With Others

We Call It Human Nature

How To Be a Leader

How to Work with People

Boy Dates Girl

Planning Your Life

Profits from Courtesy

Who Are You

Gentlemen Aren't Sissies

What It Means to Grow Up

Why We Don't Like People

Social Living
Law, F. H.
MacGibbon, E. G.
Marsh, H. M.
Maule, F.
McKown, H. C.
McKown, H. C.
McLean, D.
Myer, W. E. and Coss, C.
Reid, L. N.
Richmond, W. V.
Rogers, A.
Rivlin, H. N.
Ruch, F. L., MacKenzie, G. N. and McClean, M.
Ryan, M.
Seabury, D.
Shacter, H.
Strang, R.
Stratton, D. C. and Schleman, H. E.
Tyler, H. E.
Van Dusen, A. L. and Others
Wells, G. R.
Wheatley, W. A. and Mallory, R. R.
Wienman, R. W.
He Got the Job
Manners in Business
Building Your Personality
She Strives to Conquer
Character Education
Homeroom Guidance
Knowing Yourself and Others
The Promise of Tomorrow
Personality and Etiquette
Making the Most of Your Personality
Why Not Enjoy Life
Educating for Adjustment
People Are Important
Cues for You
Build Your Own Future
Understanding Ourselves
Pupil Personnel and Guidance
Your Best Foot Forward
Learning to Live
The Girl's Daily Life
The Art of Being a Person
Building Personality and Character
Popularity
Wilson, M.
Woodward, E. S.
Woodworth, R. S. and Sheehan, M. R.
Wright, M.
Wunsch, W. R.
Zutavern, A. B. and Bullock, A. E.

The Woman You Want to Be
Personality Preferred
First Course in Psychology
Getting Along with People
Thicker Than Water
The Business of Life
### Personal Care and Appearance

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<td>Personnel Work in High School</td>
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<td>Goodrich, L. B.</td>
<td>Living with Others</td>
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<td>Head, G.</td>
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<td>Landis, P. H. and Landis, J.</td>
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<td>Lloyd-Jones, E. and Fedder, R.</td>
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<td>Maule, F.</td>
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<td>McKown, H. C.</td>
<td>Homeroom Guidance</td>
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<td>McKown, H. C. and LeBrun, M.</td>
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<td>McLean, D.</td>
<td>Knowing Yourself and Others</td>
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<tr>
<td>Richmond, W. V.</td>
<td>Making the Most of Your Personality</td>
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<td>Ruch, F. L., Mackenzie, G. N. and McLean, M.</td>
<td>People Are Important</td>
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<td>Ryan, M.</td>
<td>Cues for You</td>
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<td>Taylor, K. W.</td>
<td>Do Adolescents Need Parents</td>
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<td>Van Duser, A. L. and Others</td>
<td>The Girl's Daily Life</td>
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<td>Wheatley, W. A. and Mallory, R. R.</td>
<td>Building Personality and Character</td>
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<tr>
<td>Wilson, M.</td>
<td>The Woman You Want to Be</td>
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<tr>
<td>Woodworth, R. S. and Sheehan, M. R.</td>
<td>First Course in Psychology</td>
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APPENDIX
Directions: Please place in column 3 opposite each topic the number of the reference or references in column 1 which treat that topic.

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<td>Fundamental urges, drives, desires</td>
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<td>6.</td>
<td>Learning how to modify one's behavior</td>
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<td>7.</td>
<td>Learning about one's interests, abilities, etc.</td>
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<td>Establishing personal goals</td>
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<td>14.</td>
<td>Leisure time activities</td>
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Appendix B.

RECIPIENTS OF CHECK LISTS

Abingdon Press, New York, N. Y.
Allyn and Bacon Company, Boston, Mass.
American Book Company, Boston, Mass.
D. Appleton-Century Company, New York, N. Y.
Associated Authors, Chicago, Ill.
Blue Ribbon Books, New York, N. Y.
Bobbs-Merrill Company, Indianapolis, Ind.
The Bruce Publishing Company, Milwaukee, Wis.
*F. S. Crofts, New York, N. Y.
Dodd Mead and Company, New York, N. Y.
Doubleday Doran and Company, Garden City, N. Y.
*Duell, Sloan and Pearce, New York, N. Y.
E. P. Dutton and Company, New York, N. Y.
Farrar and Rinehart, Inc., New York, N. Y.
Funk and Wagnalls, New York, N. Y.
*A. Geozer and Company, New York, N. Y.
Ginn and Company, New York, N. Y.
Greenberg Publishing Company, New York, N. Y.
Harcourt Brace and Company, New York, N. Y.
Harper and Brothers, New York, N. Y.
*Hillman-Curl, Inc., New York, N. Y.
Henry Holt Company, New York, N. Y.
Incor Publishing Company, New York, N. Y.
Little, Brown and Company, New York, N. Y.
McKnight and McKnight, Bloomington, Ill.
The Macmillan Company, New York, N. Y.
Manual Arts Press, Peoria, Ill.
J. Messner, Inc., New York, N. Y.
Prentice-Hall Company, New York, N. Y.
G. P. Putnam's Sons, New York, N. Y.
Reynal and Hitchcock, New York, N. Y.
*H. M. Rowe Company, Chicago, Ill.
Scholastic Corporation, New York, N. Y.
*Scott, Foresman and Company, New York, N. Y.
Charles Scribner's Sons, New York, N. Y.
Silver Burdett Company, New York, N. Y.

*No replies received.
Stewart Publishing Company, Santa Rosa, Cal.
Frederick Stokes Company, New York, N. Y.
*Vanguard Press, New York, N. Y.
Willett, Clark and Company, Chicago, Ill.
World Book Company, New York, N. Y.
*University of Chicago Press, Chicago, Ill.
Appendix C.

ANNOTATED BIBLIOGRAPHY ON PERSONAL
AND SOCIAL DEVELOPMENT OF YOUTH
(1935-1945)

   Very readable and appealing to needs of adolescent.
   Does not pretend to be a complete book of etiquette but answers common etiquette problems of young people.

   A companion book to Behave Yourself with supplementary material. Stresses personality and self-training in character and conduct.

   Volume I of the Inor Group Guidance Series. Deals with social and economic problems of young people.
   Recommended for all 10th grade students, elective in grades 11 and 12. Four units: School problems; personal and social problems; self-measurement projects; vocational studies.

   A guidance handbook. Divides guidance into (1) personnel records and study of students; (2) individual counseling in school and social problems; (3) orientation in group guidance classes.
   Gives adequate background to those guidance teachers who have had no formal training.

   Volume III of Inor Group Guidance Series. Deals mostly with directions for group tests in areas of learning, aptitudes, etc.
   Emphasis placed on understanding of the student. Tests tend to interest student in self-analysis and self-appraisal.
   For the teacher who is interested in understanding the personalities of her students. Contains historical approach to study of personality, analysis into elements and finally the understanding of personality.

   Common sense advice for the high school girl preparing to go to college. Deals with problems found in life wherever human beings get together and need to get along with one another.

   Problems of youth discussed and presented by more than one hundred youth delegates who met in Iowa, South Carolina, and New Jersey.

   A typical book of etiquette easily read. Contains chapters on teen age personality and manners.

    A non-technical treatment of family problems based on case histories collected by the Department of Child Care, University of Cincinnati. Contains material on parent-child relationship.

    Attempts to give an understanding of the adolescent. Material on understanding the adolescent and character training are good. Not technical, easy reading.

    An elementary psychology book for high school use. Contains material on self-understanding, self-analysis, development of personality, and how to get along with others.

    Chapter II of this text is best for use in connection with getting along with members of one's family.
   Deals with questions of youth based on their social and personal problems. Interestingly written.
   Contains thirty units each with: statement of the problem; various points of view and a colloquy summarizing principal points on problems such as "dates," personality, family living, etc.

   Letters from a mother to a daughter, discussing various problems of the young woman. Helpful, practical, and written cleverly with good sense.

   In addition to its consideration of accepted good manners for boys, this volume discusses such topics as self-consciousness, being oneself, others' rights, being able to get along with others, and understanding oneself.

   Best suited for student use are Chapters I-II dealing with manners of the teen age and Chapter IX, table manners.

   Suitable for high school seniors. Contains materials to aid in self-analysis and self-direction and suggestions on getting along with others.

   A non-preachy book of choices and adjustments to be made by students.
   Chapters I and II deal with understanding needs, interests, and capacities of the individual.

   Deals primarily with problems of college students but many are common to high school students; problems that confront all normal youth in late adolescence. Inventories and exercises are included to help student
apply his learning to his problems.

Lends itself for teacher use in that it discusses what may be given to high school student by way of preparation for living after high school years.


Guide to self-appraisal by methods that are sound and valid. Discusses possible accomplishments by student with qualities he possesses. Aids in development of a life philosophy to help in intelligent living.


A teachers' manual to accompany School and Life, Designs for Personality, and Beyond High School. Offers valuable and practical suggestions in use of these texts, together with bibliographies and source materials for units to be covered.


Edited by Raymond A. Kent following death of Dr. Betts. A good handbook for teachers and older students. Chapters I through V contain discussion on personality. Chapter XII deals with social codes of behavior.


Boys' and girls' book of etiquette written in an appealing and humorous style. Deals with table manners, social duties, and general correct behavior. Also discusses qualities necessary for a pleasing and successful personality.


Informal discussion of educational problems of high school students. Part III considers personality qualities. Self-rating scales included in text.


Central theme: the effect of social life and family life upon personality. Contains good selections of group and individual activities in each area.
Shows how to develop one's personality by utilizing library, newspaper, radio, and motion pictures as instructors.

Attempts to give the adolescent assurance, poise, and a pleasing personality by teaching correct behavior. Practical and written in a style to appeal to young people.

Designed to help teachers who are endeavoring to formulate a philosophy of education which will evaluate standards of teaching outcomes and methods. Its purpose is to introduce a simple, practical plan which has been tried and approved, whereby young people may be taught to think clearly, to have greater wisdom, unselfishness and moral courage, and to elevate his desires and habits. Chapter XI valuable in child guidance, self-appraisal, social amenities, cooperation, and sharing home responsibilities.

A book of cases designed to aid students in setting standards for doing good. Helps the teacher to direct students in ethical guidance.

Aids the student in understanding and evaluating his own aptitudes and interests in order that he may better plan his goals.

Written to help girls develop personality, good manners, respect, and concern for others. Designed to aid girls to "become more proficient in the art of living."

A guide to personality and correct conduct for the
young girl—written in a language she will understand.

34. Carlson, Dick, and Carlson, Sylvia Draper, Tomorrow and You. Santa Rosa, California: Stewart Publishing Company, 1940. 350 pp. (T or S)
Adapted to the older high school student. Contains practical suggestions and discussions of situations which face the individual in the transition from school to the years beyond school.

Frank, friendly advice on the art of living. Profitable to adult or late adolescents. Emphasizes how important "small problems" are to youth. Contains material on "Your Personality" and "Getting Along with Your Family."

36. Clarke, Harry Newton, Life Planning and Building. Scranton, Penn.: International Textbook Company, 1940. 251 pp. (S)
"A distinctive contribution to the field of Guidance." Chapters IV to VI discuss problems of discovery of one's own traits and interests and includes sample case inventories and analyses.

Provides help for all guidance workers and valuable for the classroom teacher. The practices recommended by the authors are drawn from successful procedures in many types of schools and both interesting and numerous.

Points to pupil's difficulties in connection with etiquette, conduct, home life, finances, health, etc. The approach is personal and practical, and indicates what can be done by the individual to solve his problem. Primarily a study guide to help the pupil to know himself and his world. Challenges him to locate his problems, as stated in the text, to think about them and seek the answers in the life around him through actual experiences.

A high school psychology book which discusses topics of personality analysis, getting along with people, living happily with one's family and adjusting oneself to school life.

   Outlines of programs which may be used in homeroom periods by the teacher. Many useful suggestions and ideas. Contains units involving self-analysis and self-improvement, manners in the home and in public, personality traits, and character traits.

   Includes a practical discussion of techniques of self-analysis.

   A source of reference material for teachers faced with responsibility of Guidance but having little or no special training in the field. Contains sound principles and methods evolved from practical experience.

   A text which may serve in an orientation course in high school. Unit III (Chapters X and XI) focuses attention on social adjustment in family life, and the making of friends. Discusses behavior of individuals, how behavior is influenced by surroundings and how such surroundings influence the personality growth. Interesting reading, practical in application, and inspiring to students.

   Its purpose is to make a plea to educators to present school activities with home life in mind. Calls attention to problems of home life and to education's obligation to family life in helping to build national unity and morality.
   A practical handbook in developing personality written with simplicity, good sense, and good humor. Discusses gracious ways, grooming, achieving poise and value of a good speaking voice.

   Poise and personality for every girl is the primary object of this book.

   A study of the author's home life with all its ups and downs. Humorously written, but filled with good suggestions and observations. Makes one realize how much all families have in common.

   Filled with good sense on the subject of family life. Describes family conflicts and problems. Contains much wisdom and is written in an entertaining style.

   Discusses the personal problems common to the ordinary individual. Shows how a teacher or counselor may assist the individual to do something for himself by giving him insight to his problems and thus to a better understanding of himself. Contains material on personal and social problems and family relationship.

   A discussion of problems of health, friendship, use of leisure, character building, and planning one's work. It is a manual of problems and may be placed in the hands of high school students. Good material on friendship, understanding of self, and courtesy.

   Written to assist adolescent girls by discussing their problems in their own language and by giving them certain fundamentals of behavior. Includes very good
material on understanding of self, getting along with one's family and with people outside the family, boy-girl relationships, and behavior in business.

   A book on etiquette written in a modern style. Tells how to behave and why. Has excellent suggestions and amusing illustrations. Should be used with a more conservative book on etiquette.

   An interesting study of today's youth problems. A denunciation of our failure to train youth properly before the war, so that it might take its place in an industrial order. Maintains it is continued to be neglected during this war and will be a major problem when the war is over. A book for adults giving insight to problems which post-war youth will face.

   Brings out the need for educators to work in closer cooperation with other agencies toward improvement of family life.
   Part I presents the sociologist's view of the problems. Discusses changing objectives of education, family problems, how family life may be improved and progress being made in education for family living.
   Part II deals with activities and agencies which concern themselves with education for family living. An appendix of agencies promoting and aiding education and research in family living is included.

   A high school textbook to help young people understand themselves. Meets the need for recognition and treatment of problems and anxieties of the adolescent. Contains case histories, reading suggestions, and ideas for class discussions.

   Designed to meet needs of teachers in service and students preparing for guidance work. Although materials
in the text are primarily for those interested in personnel work, it has a wealth of material for teachers.

Part I. Treats with some of the possibilities and responsibilities of the program.
Part II. Discovering of aptitudes, interests, and needs of the child.
Part III. Ways of providing student guidance.

The last section of the book is given to teacher-made or "improvised" testing material, the validity and reliability of which are satisfactory for their use and purpose.

Written in an interesting style, and one which is easily read by high school students. Discusses many phases of personality and conduct and how the development of certain attitudes and techniques may contribute to daily living. It is well adapted to the young person who is beginning to make wider social contacts.

A descriptive book presenting the fundamentals of psychology to the lay person. Gives the teacher background for a better understanding of youth's problems.

The author attempts to show how one can better understand himself, make the best of what he has and learn to live a more satisfactory life.

Best for junior-senior groups in study of units in personality development, understanding and influencing others, and development of one's resources for leadership.

A first course in professional guidance for secondary and post secondary school workers. Major emphasis is given to the teacher's part in guidance of pupils in the classroom, homeroom, the curriculum, the extra-curriculum, and the home and community.
Contains a self-analysis record for pupils together with good bibliographies and samples of records and check lists.

Attempts to give parents and teachers a better understanding of young people in order the better to guide them to a more complete and satisfactory life in a world of contradictions.

63. Harwood, Sumner, How to Work with People. Cambridge, Mass.: Cambridge Analytical Services, 1940. 197 pp. (T)
Study of Co-operation as the primary means of success in getting along with others. Useful for older adolescents—but to be used preferably by teachers.

64. Hauser, Margaret (Head, Gay, Pseud.), Boy Dates Girl. New York: Scholastic Corporation, 1937. 46 pp. (S)
A popular book, written in young people's language, of the best behavior on dates, at school entertainments, and in other types of situations where boys and girls are together.

Brings together successfully employed methods and materials in development of character training. Considers how the regular curriculum may be used to secure character values and discusses special units of instruction in character education, use of clubs and other activities, and individual guidance in building character.

A textbook designed for vocational guidance. Contains good material dealing with influences of various factors on personality and the discovery of personal tendencies. Makes suggestions for utilizing one's capacities and overcoming handicaps. Good topics: "Getting the right slant on yourself" and "Getting along with people." About 100 pages devoted to test material.

A presentation of the type of behavior that makes you liked. Emphasizes the understanding of other people.
Contains rules of social living, and problems for study are discussed as they apply to sample situations.

Points way to self-analysis and self-improvement by means of questions to be answered and charts and tables to be filled. Among subjects included are appearance, adjusting oneself to one's job, and social relationships.

A handbook of business etiquette. Good to teach how one may learn to get along with others in various lines of work.

A book designed to help girls learn and apply principles of social acceptability. The content includes chapters on appearance, clothing, social acceptability, conduct in the home, school and in public.

Written in a common sense style mixed with humor. Gives advice on etiquette for the girl in her teens. Stresses conduct with people in everyday life, both in public and at home, conduct at parties, telephone conversations, etc.

A book written for young people as a guide toward a better understanding of themselves.

Very largely devoted to boy-girl social activities. Discusses the popular and correct thing to do, as applied to boys' conduct.

Helpful in dealing with personality problems. Attempts to assist young people to understand themselves. Endeavors to get the pupil to judge problems for himself, seek his own point of view, call upon his own experience, and develop his own judgment.
   To get the most out of this book one must think of it as it applies to him rather than to others, even if it hurts. Material in the book is based upon experimental work in Colgate University Psychological Laboratory. It deals principally with responses which certain qualities in a person arouse in us. Suitable for older adolescents.

   Not a text but good reading for young people. Deals with appearance, conversation, etiquette in and out of the home, table manners, parties and dances, and manners in business.

   A sociology text which aims to build personality.
   Chapters I-II Aid in self-understanding
   Chapter XII Adjustment to the social order

78. Law, Frederick Houk, He Got the Job. New York: Charles Scribner's Sons, 1941. 224 pp. (T or S)
   Contains about 200 short talks to boys. Topics are brief enough to be presented in a classroom or school assembly. They include simple helpful directions, advice about the ways of life, and guidance in work and play, and in manners.

   Written for those entering or already in the guidance field, from cadet teachers to specialists and administrators.
   Discusses the changing concept of guidance and its two divisions, group and individual. It treats with the functions of those in the field and finally the practical application.
   A student Questionnaire of Growth-Needs and a Questionnaire for Counselors is included in the appendix.

   Discusses the problems of youth in understandable language. Many of the reports are in the words of the
young people reporting. Describes how youths have made
adjustments to family and other social problems.

81. MacGibbon, Elizabeth Gregg, Manners in Business. New York:
The Macmillan Company, 1939. 177 pp. (S)
A guide for older girls who are about to enter a
business career dealing among other things with getting
along with one's employer, and fellow employees, and with
business manners and conduct.

82. Marsh, Hattie Marie, Building Your Personality. New York:
Prentice-Hall, Inc., 1939. 249 pp. (S)
Written for college girls but applicable to high
school seniors. Treats with developing a pleasing per-
sonality and stresses speech, posture, dress, grooming,
and etiquette.

83. Maule, Frances, She Strives to Conquer. New York: Funk
and Wagnalls, 1937. 361 pp. (S)
Written for the girl entering the business world.
Useful for the high school girl who will need to know
the requirements necessary to get along with business
people. Of particular interest are the chapters dis-
cussing manners, personality, relationship with employ-
ers and fellow employees.

84. Maule, Frances, Your Next Job--How to Get It and Hold It.
New York: Funk and Wagnalls, 1939. 255 pp. (S)
Although designed to meet the needs of persons who
are entering a vocation this book is very helpful for
the older high school student. It discusses two im-
portant factors in entering business; knowing and being
able to measure oneself, analyzing and getting along
with others.

85. McKown, Harry C., Character Education. New York: McGraw-
Hill Book Company, Inc., 1935. 472 pp. (T)
Designed to assist teachers, counselors, and ad-
ministrators to remedy the weakness in this phase of
education. Practice rather than theory emphasized.
Discusses the building of character in classroom, home-
room, counseling, and in extracurricular activities.
Contains material on measurements of character.

Book Company, Inc., 1954. 447 pp. (T)
Much valuable material on guidance in the homeroom
is included in this volume such as organization, suggested
programs on personal relationships, manners and courtesy,
development of traits, value of education, making the most of school.

Offers facts and suggestions of help to the young boy planning his way of living. Tells of the experiences and discoveries of others so the youth may understand better his own problems. Good material on the understanding of himself, ability to get along with others, and conduct in his home.

A small book for boys and girls of high school age. Simple sensible information of what is considered proper behavior in home, school, and in public.

Written for students from 10 to 18 years of age to show that character, happiness, and success lie in achieving a proper balance in all of the three human drives—Security, Recognition, and Response. Concerns itself with the improvement of personality through teaching the student to have a better understanding of himself, and to acquire popularity and success through courtesy and understanding of others, including family, friends, and business associates.

Gives suggestions for attitudes in forming friendships and for creating a favorable impression. A book designed to give young people an understanding of the present social scene.

Intended to be of help to those who wish to be more effective conversationalists. Stresses development of pleasing speaking voice, and discusses how voice culture can be used to make a happier and more successful life.

Motivates learning of the rules of etiquette by starting with the idea that life is a game and these
are the rules by which one plays it successfully.
Written for older adolescent girls.

Textbook on manners for the high school boy and girl, applicable to their problems and written with a view to personality development.

A book for teachers who want to know more about children. Summarizes their growth in order that adults may have a better understanding of youth and its problems. The book, informal in style, "does not attempt to be a text, a manual, or a reference book, but a combination of all three."
Chapters XVIII and IX treat with the development and problems of adolescents from 12 to 17 years of age. Appendix II lists in detail techniques for studying children, and procedures of value to guidance teacher or counselor.

Essays on achievement of a happy life under present day difficulties. Written by author Mrs. Wiggs of the Cabbage Patch who understood the common problems of common people.

Addressed to boys and girls of high school age in an attempt to answer questions they ask regarding themselves. Discusses habits, motives, and ideals best for this purpose.

Gives a practical discussion of the teacher's relation to the emotional adjustments of his students. Emphasis is placed on assisting in adjustments rather than correcting maladjustments. Shows how principles of mental hygiene can be applied without involving him in the duties of the trained psychiatrist.

"A Handbook for Everybody" containing many
common-sense observations for social handicaps and the
development of personal equipment necessary for social
living.

99. Ruch, Floyd L., MacKenzie, Gordon N., and McClean, Margaret,
People Are Important. New York: Scott, Foresman and Com-
pany, 1941. 283 pp. (S)
Attempts to help young people to understand them-
selves by means of giving examples of qualities found
in others. Discusses problems of growing up, under-
standing friends of the opposite sex, personality, and
getting along with others.

100. Ryan, Mildred, Cues for You. New York: D. Appleton-Century
Company, 1940. 300 pp. (S)
A text designed to meet the needs of boys and girls.
Had very good material on social behavior and the impor-
tance of the ability to get along with people.
It contains a series of self-analysis tests and
discusses how to know oneself. Chapter VI deals with
the consideration of one's family. Interestingly
written.

101. Seabury, D., Build Your Own Future. New York: Frederick
Stokes Company, 1938. 314 pp. (T)
Good discussion on conduct, adapting to one's
environment, and discovering one's capacities.

102. Seabury, David, See Yourself as Others See You. New York:
A collection of tests and questions graded by the
author which the individual may work out to discover his
own personality problems.
Cleverly devised tests, but no advice is given in
this book as to the solution of personality problems.

103. Shacter, Helen, Understanding Ourselves. Bloomington,
Illinois: McKnight and McKnight, 1940. 117 pp. (T or S)
In pamphlet form. Attempts scientifically to
answer questions like, Why am I the kind of person that
I am? How can I become the kind of person I would like
to be? Why do we behave as we do?
Written for the high school student to show how
personality develops, how we may better understand our-
selves and others, thereby getting along more easily
with others.

104. Stevens, William Oliver, The Correct Thing. New York:
Dodd Mead and Company, 1937. 156 pp. (T or S)
A book which was written by a man, with a man's viewpoint, to serve as a guide to good manners for the adolescent and college youth.

Emphasizes the fact that although clothes and manners change, courtesy remains constant.


More or less anecdotal in form. It represents a combination of best opinions and practices, plus the results of investigation.

It discusses, in order, the nature of groups, knowledge, attitudes, and skills to which a group-work program should contribute; ways and means of obtaining the desired results, and finally, attempts to evaluate the activities.


To be used in personnel and guidance in elementary and secondary schools. The text aims to direct the attention of the teacher and administrator to the need of the child to promote his development, by describing changes in physical environment, in policies and methods of instruction.

The author discusses concrete examples of opportunities for personnel work, skillful instruction, sensitivity to individual pupils, individualized pupil-teacher relationship, building of standards for social behavior, vocational guidance and self-direction on part of pupils.


Deals with personal development problems and behavior of rural youth. Also contains material on relations in the home and with parents.


Deals with the question of social usages which young people meet in daily life. Based upon needs of young people taken from questions sent in to the author by a sampling of college students throughout the country. Deals with everyday problems of "dating," improving table manners, entertaining and visiting friends.
and meeting new people. Best adapted to older high school students.


A publication of Progressive Education Association, Commission on Human Relations.

Presents the conviction that a better understanding of changing needs on part of parents and children will make for better quality of human relations throughout life.

It attempts to present problems of both parents and adolescents in order that some form of understanding may be reached.


A public school demonstration project in educational guidance utilizing objective data in establishing the guidance program. Contains valuable information for guidance workers.

111. Towne, Charles Hanson, Gentlemen Behave. New York: J. Messner, Inc., 1939. 504 pp. (S)

Written in a popular style for young men in a language they understand. Some of the chapters are excellent for the average young man but a few are more suitable for the young man with means.

Not a text but serves to interest boys in etiquette.


Written for the college student, but Chapters V through XI are excellent for the high school senior. Discusses self-understanding, self-development (along the lines of personality, physical, and intellectual improvement), understanding the family, and living with parents and other members.

Chapters XIII and XIV treat with the problems of living with others and how to develop socially.


Emphasizes the importance of manners as a means of being successful. Points out that the art of gracious living has come down to us through the ages and has its basis on common sense and necessity. Makes the young adolescent see the real significance of good manners.
Written to help the young girl adjust to her surroundings; give her a broader knowledge of things around her and stimulate her to make intelligent use of her experiences. Attempts to develop good standards of living and an appreciation of the value of personal and social development.

Surveys problems of everyday life and brings a philosophy based in part upon modern psychology. A book that can be classed in the self-help category.
Has good chapters on personality and understanding one another.

Strictly a girl's book, attempts to answer common questions of girls in a straightforward manner. Gives the adolescent an opportunity to analyze herself by showing her how she appears to others.
Contains a series of self-rating tests.

A text to aid the student in correcting wrong attitudes toward parents and teachers. Direction and guidance in order to lay the right foundation for self-help. Useful as a practical textbook in orientation and guidance and a basis for discussion of problems.
Included is good material on understanding of self.

118. Wieman, Regina W., Popularity. Chicago: Willett, Clark and Company, 1936. 141 pp. (S)
Advice of a psychologist to high school students on the subject of popularity. Discusses what makes for a popular personality, how it may be acquired and how one may deal with society in general. Good reading for the high school student.

For high school counselors and teacher-advisors with special emphasis on their functions. Also discusses phases of personnel work. Stresses the importance
of each counselor's aim: to help student realize goals. Claims that a program staffed entirely by specialists would be incomplete, as are those staffed exclusively by teachers untrained in counseling techniques.

120. Wilson, Margery, The Woman You Want to Be. Philadelphia: J. B. Lippincott Company, 1942. 423 pp. (S) Attempts to teach the young woman the value of charm and how it may be acquired.

121. Woodward, E. S., Personality Preferred. New York: Harper and Brothers, 1935. 209 pp. (S) Written primarily for the adolescent girl, to assist her in the different tasks of growing up gracefully. It is not a book of rules but a guide in helping one to get along with people easily and gracefully.

122. Woodworth, R. S., and Sheehan, M. R., First Course in Psychology. New York: Henry Holt and Company, 1944. 445 pp. (S) One of the few and newer psychology books for secondary school students. It has been written with the view of making psychology useful and attractive to the young student by relating it to his own experiences and to world problems.

The first two parts are concerned with the Hows and Whys of human behavior in order that the young person may learn to know and analyze himself and others, while the third deals with individual differences.

123. Wrenn, C. Gilbert, and Bell, Reginald, Student Personnel Problems. New York: Farrar and Rinehart, 1942. 235 pp. (T) A series of program and counseling suggestions for both college and high school students assembled from a study of the reactions of some 5000 new college students. Useful to senior high school advisors.


around us. Good chapters: Why People Will Like You; Adjusting Yourself to the Other Fellow; Establishing Right Relations.

A popularly written book indicating what the author has found to be the best methods of understanding himself and thus guiding his actions. Good chapters: Organizing Yourself; Establishing Confidence; Managing Other People.

A collection of 24 short stories by well-known authors to indicate aspects of family relationships. To be used in high school.

Part I of the text concerns itself with discussion of understanding oneself and others, good manners, personality, and learning from others.

129. Young, Kimball, Personality and Problem of Adjustment. F. S. Crofts, 1940. 868 pp. (T)
A text designed for use in psychology courses on personality. Gives a practical background to the teacher working with personality problems and personal adjustments of the adolescent.