1945

A suggested group guidance program for junior high school girls

Guaragna, Lucille Mildred
Boston University

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Study

A SUGGESTED GROUP GUIDANCE PROGRAM
FOR JUNIOR HIGH SCHOOL GIRLS

Submitted by

Lucille Mildred Guaragna
(B.S. Framingham State Teachers' College, 1939)

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

1945

First Reader: J. Wendell Yeo, Associate Professor of Education
Second Reader: Worcester Warren, Associate Professor of Education
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CHAPTER I
INTRODUCTION

Statement of the problem: The purpose of this study is to determine the guidance needs of seventh and eighth grade girls in a city school and to outline the topics which might well be included in a guidance course of study to meet these needs.

The guidance needs of youth as presented in this study are seen as those common personal problems encountered by girls in making adjustments, decisions, and plans with respect to educational, occupational, social, and personal situations.

To indicate, by sample units, how these topics might be developed to make up a course of study in guidance, is another purpose of this report.

Need of the study: This particular study was undertaken principally because the writer felt that the girls of the X Junior High School are in need of guidance information that pertains to the educational values of their school program. Many pupils are so maladjusted to their school work that there is constant dissatisfaction on the part of both pupils and faculty. Besides the educational maladjustment, there exists a need for vocational information, since many of the pupils leave school before graduation for economic reasons. The writer feels that with effective educational and vocational
guidance many of the social problems which exist because of 
race differences can be reduced, if not eliminated. The study, 
them, has three major aims:—first, to help the pupils adjust 
themselves educationally to meet present needs; second, to 
help the pupils prepare themselves vocationally to meet future 
needs; and third, to help the pupils adjust themselves socially 
to meet life's needs.

The material as presented is not a complete course 
of study, nor one that has been tried out; but rather it is 
a report of progress in the analysis of pupil problems and in 
the development of teaching material which will be extended 
and revised in the light of the needs revealed in the use of 
them experimentally.

Description of the school:—The X Junior High School is situa-
ted in the negro district of the South End of Boston. There 
are two seventh grades and two eighth grades. The fourth, 
fifth, and sixth grades are housed in the same building. 
Twenty-five per cent of the girls are of the negro race. The 
average I.Q. is 90. The school program is devoted largely 
to the academic needs of the pupils and there is a very limited 
extra-curricular activity program. The course divisions of 
grades seven and eight are Practical Arts, Foreign Language, 
and General. The major subjects for all three divisions are: 
English; Mathematics; History; Geography; Hygiene (Grade 7); 
General Science (Grade 8); and Community and Economic Civics. 
All students take Art, Music, Physical Education, and Penmanship.
The Practical Arts group have as their major Home Economics and are required to take four periods per week of Clothing and four periods of Foods. The Foreign Language division, in like manner, take Spanish in place of Home Economics and also have two periods per week of Foods. The General division students take the planned program as noted with two periods of Art and two periods per week of Foods. All students are required to take one period per week of Vocational Guidance.

In Chapter II the common problems of the girls of the X Junior High School are discussed. Chapter III presents a proposed list of topics for use in group guidance as developed from the personal problems of the pupils revealed in the preceding chapter. Chapter IV includes specimen units which were developed by the writer. These guidance units are a portion of the course of study which the author feels are an integral part of any guidance program. It is expected that these particular units will be revised in the process of experimentation and that additional units will be developed.
CHAPTER II
DISCOVERING GUIDANCE NEEDS OF YOUTH

Guidance needs of youth in general:—The nature and extent of youth problems have been the subject of increasing investigation in recent years. From an analysis of some of the representative studies of problems of young people 1/ the writer found that these problems might be grouped in the following areas:

1. Problems of Vocational Guidance
2. Problems of Social Adjustment
3. Financial Problems
4. Health Problems
5. Academic Problems
6. Problems of Leisure Time and Recreation
7. Personal Problems
8. Religious and Moral Problems
9. Home and Family
10. Job Finding and Job Keeping


Personal problems of pupils in X school:— In the light of
the results of previous studies on youth problems, it is
reasonable to believe that certain of the common problems
found in other groups and communities may be expected to
exist to some degree with the pupils included in this study.
Since many of the girls are members of the negro race, there
arises a social problem. Many of the girls are living in
foster homes, or are the subjects of broken homes so that
there is a definite need for social guidance and readjustment.
Then, too, living in the city where there are so many oppor-
tunities for the wrong use of leisure time, there is the
problem of acquainting the pupils with the various organiza-
tions in the community so that they will make wise use of
their leisure time and avail themselves of the recreational
possibilities in the community. Job finding and job keeping
is also a problem with this particular group because of their
low mental ability and because of their race.

1/(continued) Dwight L. Arnold and Ross L. Mooney, A Student's
Problem Check List for Junior High School. Educational Re-
search Bulletin, Volume XXII, No. 2. Ohio: College of Education,

Alverda Hertzler, "Problems of the Normal Adolescent Girl",
California Journal of Secondary Education, Vol. XV (February,

Howard M. Bell, Youth Tell Their Story. Washington: American
It was felt, however, that the development of materials for a guidance course should be based upon the real personal problems of the pupils for whom the course was being planned. The following procedure was followed to ascertain the specific problems of individuals and to note which problems youth had in common. The girls in grades 7 and 8 were asked to jot down on paper, without signing their names, topics which they would like discussed in class and personal problems which were troubling them.

From these free writings, and suggestions from the Mooney Problem Check List for Junior High School, a check list containing 112 problems was drawn up and administered to 60 girls in grade 8 and 57 girls in grade 7 or a total of 117 girls. (See pp. 15-17 for copy of check list). The problems as reported were edited and listed so that they might be classified into problem areas as follows:

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Problem Area</th>
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</thead>
<tbody>
<tr>
<td>1-16</td>
<td>School Adjustment</td>
</tr>
<tr>
<td>17-32</td>
<td>Home and Family</td>
</tr>
<tr>
<td>33-48</td>
<td>Health</td>
</tr>
<tr>
<td>49-64</td>
<td>Self-Centered Concerns</td>
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<tr>
<td>65-80</td>
<td>Relation to People in General</td>
</tr>
<tr>
<td>81-96</td>
<td>Educational, Vocational, Avocational Planning and Finances</td>
</tr>
<tr>
<td>97-112</td>
<td>Social Relationships</td>
</tr>
</tbody>
</table>

1/ Ross L. Mooney, A Student's Problem Check List for Junior High School. 1942.
Table 1. Frequency Tabulation of the Problems of One Hundred Seventeen Pupils in Grades VII and VIII.

<table>
<thead>
<tr>
<th>Grade VII</th>
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<tbody>
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1. Getting low grades in school
2. Dislike for study
3. Not interested in reading
4. Afraid of tests
5. Trouble with arithmetic
6. Trouble with English
7. Worried about marks
8. Not enough time for study
9. Dislike for school
10. Do not get along with teachers
11. Afraid to speak up in class
12. Have a hard time remembering
13. Absent too often
14. No place to study at home
15. Teachers assign too much work
16. Being a grade behind in school
17. Not living with my parents
18. Living in a poor neighborhood
19. Being an only child
20. Parents separated or divorced
21. One of parents not living
22. Parents working
23. Parents too strict
24. Not doing what I am told at home
25. Family always quarreling
26. Parents not understanding
27. Sisters annoy me
28. Brothers are troublesome
29. Want to run away from home
30. Want things parents will not give me
31. Family not united
32. Sickness in home
33. Not strong and healthy
34. Always have headaches
35. Poor teeth
36. Too short for my age
37. Too tall for my age
38. Poor complexion
39. Underweight
40. Overweight
41. Speech defect
42. Get tired easily
43. Do not get enough to eat
44. Clumsy and awkward
45. Dislike foods I need for good health
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<tr>
<th>Grade VII</th>
<th>Grade VIII</th>
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46. Not good looking  
47. Poor posture  
48. Often get sick  
49. Get too excited  
50. Fail in many things I attempt  
51. Always in trouble  
52. Am too nervous  
53. Have difficulty distinguishing right from wrong  
54. Worry all the time  
55. Have bad dreams  
56. Often unhappy  
57. Careless  
58. Often day dream  
59. Very forgetful  
60. Lazy  
61. Not dependable  
62. Being punished for something I didn't do  
63. Afraid of the dark  
64. Poor concentration  
65. Bashful  
66. Feelings are easily hurt  
67. Self conscious  
68. Wish people liked me better  
69. Easily led by others  
70. Have no one for a pal  
71. Get into arguments easily  
72. Being picked on  
73. Never chosen as a leader  
74. Feeling nobody likes me  
75. Being stubborn  
76. Being quick tempered  
77. Jealous  
78. Slow in making friends  
79. Being teased  
80. Being made fun of  
81. Having no regular allowance  
82. Desire to earn money of my own  
83. Too few clothes  
84. Having to earn all the money I get  
85. Not enough time for play and fun  
86. Don't know what to do in my spare time  
87. Can't decide what to take in High School
Table 1. (concluded)

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Table 1. presents the items in the check list showing totals for each item which was checked by pupils in both grades. The average number of problems checked by pupils in grade seven was 19. For grade eight pupils the average was 22. The largest number of problems checked by pupils in grade seven was 64. In grade eight, the largest number checked was 53 problems. In grade seven, the fewest problems checked by any
G
pupil was five, while in grade eight the comparative number was two.

Tabulations were made of the check list and in the following table the problems have been reported in terms of frequency order of problem areas as previously listed and in terms of individual items by grades.

Although only 16 related problems were included in each problem area, it was felt that for purposes of group guidance, it would be helpful to know the particular areas in which pupils experienced most of their personal concerns. Table 2. shows this summary by areas and by grades.

Table 2. Summary of Problem Areas by Grades

<table>
<thead>
<tr>
<th>Grade VII</th>
<th>Grade VIII</th>
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<tbody>
<tr>
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<td>(57 pupils reporting)</td>
</tr>
<tr>
<td>Problem Area</td>
<td>No. of Problems Checked</td>
</tr>
<tr>
<td>Educational</td>
<td>227</td>
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<tr>
<td>Vocational</td>
<td>152</td>
</tr>
<tr>
<td>Avocational Planning and Finances (81-96)</td>
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<tr>
<td>School Adjustment (1-16)</td>
<td>149</td>
</tr>
<tr>
<td>Relation to People in General (65-80)</td>
<td>136</td>
</tr>
<tr>
<td>Home and Family (17-32)</td>
<td>117</td>
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<tr>
<td>Social Skills and Opportunities (97-112)</td>
<td>135</td>
</tr>
<tr>
<td>Self-Centered Concerns (49-64)</td>
<td>113</td>
</tr>
<tr>
<td>Health (33-48)</td>
<td>132</td>
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</table>
From an examination of Table 2, it is evident that the first four Problem Areas for both grades are the same although the rank order differs. Both classes reported many personal problems in the area entitled Educational, Vocational, Avocational Planning and Finances and both ranked this area first. The importance of these areas is evident because they include problems of school, home, vocational, social, avocational adjustment and planning. Topics chosen for class consideration should bear a close relationship to these areas and to their comparative importance.

It is interesting to note the twenty most common problems which were checked by ten or more pupils in each grade. Table 3 presents the most common problems of grade seven girls.

Table 3. The Twenty Most Common Problems in Grade VII as Determined by the Check List (57 girls reporting)

<table>
<thead>
<tr>
<th>Problem Number</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>1. Need to know more about High School</td>
</tr>
<tr>
<td>92</td>
<td>2. Wonder if I'll be a success in life</td>
</tr>
<tr>
<td>7</td>
<td>3. Worried about marks</td>
</tr>
<tr>
<td>87</td>
<td>4. Can't decide what to take in high school</td>
</tr>
<tr>
<td>97</td>
<td>5. Not allowed to go out at night</td>
</tr>
<tr>
<td>66</td>
<td>6. Feelings are easily hurt</td>
</tr>
<tr>
<td>111</td>
<td>7. Not allowed to go out with boys</td>
</tr>
<tr>
<td>65</td>
<td>8. Bashful</td>
</tr>
<tr>
<td>5</td>
<td>9. Trouble with arithmetic</td>
</tr>
<tr>
<td>82</td>
<td>10. Desire to earn money of my own</td>
</tr>
<tr>
<td>91</td>
<td>11. Want to know more about courses</td>
</tr>
<tr>
<td>90</td>
<td>12. Want to know more about occupations</td>
</tr>
<tr>
<td>17</td>
<td>13. Not living with my parents</td>
</tr>
<tr>
<td>31</td>
<td>14. Family not united</td>
</tr>
<tr>
<td>20</td>
<td>15. Parents separated or divorced</td>
</tr>
</tbody>
</table>
Table 3. (concluded)

<table>
<thead>
<tr>
<th>Problem Number</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>16: Not good looking</td>
</tr>
<tr>
<td>17</td>
<td>17: Have a hard time remembering</td>
</tr>
<tr>
<td>13</td>
<td>18. Absent too often</td>
</tr>
<tr>
<td>112</td>
<td>19. Have to take care of younger sisters and brothers</td>
</tr>
<tr>
<td>65</td>
<td>20. Not enough time for play and fun</td>
</tr>
</tbody>
</table>

Problems of adjustment to school work and problems having to do with home and family relationships have been reported most often by grade seven girls. That such concerns as those having to do with school grades, courses, and success are among those most frequently checked by pupils is to be expected since the problem areas of greatest importance were the ones including problems of educational, vocational, avocational planning and finances, and problems of school adjustment. Table 3. serves, however, to highlight certain problems of importance to a relatively large number of grade seven girls which might be minimized if the rank of problem areas alone was considered.

Six of the twenty problems appearing with greatest frequency (97, 17, 31, 20, 111, 112) in Table 3. are related to problem area four dealing with Home and Family Relationships. While the existence of such problems does not necessarily point to consequent pupil maladjustment, the implication of these concerns of girls for guidance workers should not be overlooked.
Youth's common concerns about its sensitivity, bashfulness, competence, and personal appearance as presented in Table 3 suggest the importance of not losing sight of individual concerns which might not stand out as of greatest importance when common problems are grouped and placed in rank order.

Table 4. The Twenty Most Common Problems in Grade VIII as Determined by the Check List (60 girls reporting)

<table>
<thead>
<tr>
<th>Problem Number</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>90</td>
<td>1. Want to know more about occupations</td>
</tr>
<tr>
<td>89</td>
<td>2. Need to know more about high school</td>
</tr>
<tr>
<td>87</td>
<td>3. Can't decide what to take in high school</td>
</tr>
<tr>
<td>91</td>
<td>4. Want to know more about courses</td>
</tr>
<tr>
<td>92</td>
<td>5. Wonder if I'll be a success in life</td>
</tr>
<tr>
<td>7</td>
<td>6. Worried about marks</td>
</tr>
<tr>
<td>66</td>
<td>7. Feelings are easily hurt</td>
</tr>
<tr>
<td>88</td>
<td>8. Don't know the occupation I want to enter</td>
</tr>
<tr>
<td>111</td>
<td>9. Not allowed to go out with boys</td>
</tr>
<tr>
<td>46</td>
<td>10. Not good looking</td>
</tr>
<tr>
<td>62</td>
<td>11. Being punished for something I didn't do</td>
</tr>
<tr>
<td>82</td>
<td>12. Desire to earn money of my own</td>
</tr>
<tr>
<td>5</td>
<td>13. Trouble with arithmetic</td>
</tr>
<tr>
<td>17</td>
<td>14. Not living with my parents</td>
</tr>
<tr>
<td>76</td>
<td>15. Being quick tempered</td>
</tr>
<tr>
<td>20</td>
<td>16. Parents separated or divorced</td>
</tr>
<tr>
<td>12</td>
<td>17. Have a hard time remembering</td>
</tr>
<tr>
<td>31</td>
<td>18. Family not united</td>
</tr>
<tr>
<td>22</td>
<td>19. Parents working</td>
</tr>
<tr>
<td>58</td>
<td>20. Often day dream</td>
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</tbody>
</table>

For grade VIII it is interesting to note that problems of educational, vocational, and avocational planning rank high among the personal concerns of the girls. The problem area including these problems ranked first in the tabulation summarizing the individual concerns of the pupils into Problem Areas (Table 2.). Individual problems concerning home and family
relationships (62,17,20,31,22) the checking of which placed the Home and Family area second in the list of seven problems areas, suggest concerns which cannot be overlooked in the counselling of youth.

One problem, (ill), within the Social Relationship Area ranks very high as a personal concern of these girls although the large area including sixteen such problems ranked seventh in Table 2.

It is evident that the personal concerns of the pupils in grade eight are centered around educational, vocational, avocational planning and finances.

With a knowledge of the nature and extent of personal problems and concerns of pupils, an effort has been made to outline the kind of topics which, when developed, would make up a tentative course of study to meet these needs. Chapter three presents a grouping of topics for group guidance use based on the expressed personal concerns of grade seven and grade eight girls.
null
PROBLEM CHECK LIST FOR GRADES VII AND VIII

Directions: Read the list slowly and carefully; as you come to a problem that troubles you, draw a line under it.

1. Getting low grades in school 24. Not doing what I am told at home
2. Dislike for study 25. Family always quarrelling
4. Afraid of tests 27. Sisters annoy me
5. Trouble with arithmetic 28. Brothers are troublesome
6. Trouble with English 29. Wanting to run away from home
7. Worried about marks 30. Want things parents will not give me
8. Not enough time to study 31. Family not united
9. Dislike for school 32. Sickness at home
10. Do not get along with teachers 33. Not strong and healthy
11. Afraid to speak up in class 34. Always have headaches
12. Have hard time remembering 35. Poor teeth
13. Absent too often 36. Too short for my age
14. No place to study at home 37. Too tall for my age
15. Teachers assign too much work 38. Poor complexion
16. Being a grade behind in school 39. Underweight
17. Not living with my parents 40. Overweight
18. Living in a poor neighborhood 41. Speech defect
19. Being an only child 42. Get tired easily
20. Parents divorced or separated 43. Do not get enough to eat
21. One of parents not living 44. Clumsy and awkward
22. Parents working 45. Dislike foods I need for good health
23. Parents too strict
PROBLEM CHECK LIST FOR GRADES VII AND VIII (cont.)

46. Not good looking
47. Poor posture
48. Often get sick
49. Get too excited
50. Fail in many things I attempt
51. Am too nervous
52. Always in trouble
53. Have difficulty distinguishing right from wrong
54. Worry all the time
55. Have bad dreams
56. Often unhappy
57. Careless
58. Often day dream
59. Very forgetful
60. Lazy
61. Not dependable
62. Being punished for something I didn't do
63. Afraid of the dark
64. Poor concentration
65. Bashful
66. Feelings are easily hurt
67. Self-conscious
68. Wish people liked me better
69. Easily led by others
70. Have no one for a pal
71. Get into arguments easily
72. Being picked on
73. Never chosen as a leader
74. Feeling nobody likes me
75. Being stubborn
76. Being quick tempered
77. Jealous
78. Slow in making friends
79. Being teased
80. Being made fun of
81. Having no regular allowance
82. Desire to earn money of my own
83. Too few clothes
84. Having to earn all the money I get
85. Not enough time for play and fun
86. Don't know what to do in my spare time
87. Can't decide what to take in high school
88. Don't know the occupation I want to enter
89. Need to know more about occupations
90. Want to know more about High School
91. Want to know more about courses
92. Wonder if I'll be a success in life
93. Too little chance to read what I like
<table>
<thead>
<tr>
<th>Problem</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.</td>
<td>Too little chance to listen to radio</td>
</tr>
<tr>
<td>95.</td>
<td>Too little spending money</td>
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<tr>
<td>96.</td>
<td>Having less money than my friends</td>
</tr>
<tr>
<td>97.</td>
<td>Not allowed to go out at night</td>
</tr>
<tr>
<td>98.</td>
<td>Too little chance to go to parties</td>
</tr>
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<td>99.</td>
<td>Made to go to bed early</td>
</tr>
<tr>
<td>100.</td>
<td>Can't have my friends to the house</td>
</tr>
<tr>
<td>101.</td>
<td>Clumsy in my manners</td>
</tr>
<tr>
<td>102.</td>
<td>Keeping myself well groomed</td>
</tr>
<tr>
<td>103.</td>
<td>Girls don't like me</td>
</tr>
<tr>
<td>104.</td>
<td>Not allowed to have parties</td>
</tr>
<tr>
<td>105.</td>
<td>Awkward meeting people for the first time</td>
</tr>
<tr>
<td>106.</td>
<td>Have a hard time conversing</td>
</tr>
<tr>
<td>107.</td>
<td>Don't enjoy going to parties</td>
</tr>
<tr>
<td>108.</td>
<td>Not allowed to play after school</td>
</tr>
<tr>
<td>109.</td>
<td>Learning how to dance</td>
</tr>
<tr>
<td>110.</td>
<td>Not knowing what to do at a party</td>
</tr>
<tr>
<td>111.</td>
<td>Not allowed to go out with boys</td>
</tr>
<tr>
<td>112.</td>
<td>Have to take care of younger brothers and sisters</td>
</tr>
</tbody>
</table>
CHAPTER III

OUTLINE OF THE PROPOSED COURSE

Proposed content for Guidance Classes, Grades VII and VIII.--
The proposed content for the course of study in guidance for grades seven and eight is intended to meet the needs of the pupils attending the X Junior High School. The underlying principle upon which the content has been based is that topics included are directly related to the personal problems of these girls. The problems are those of the pupils, expressed by them on the check list administered. A consideration of these local problems will contribute to the development of an adequate program of guidance.

It is intended, therefore, that the problems common to most pupils shall be the basis for the group guidance course in the X Junior High School.

Allotment of time for group guidance:-- The course in group guidance is a required part of the junior high school program of general education for citizenship. One period a week is assigned to the class in guidance and the periods are forty-five minutes in length. The average number of pupils in each class is thirty. The problems common to most pupils have become the content of the group guidance classes, thus reserving the scheduled interviews for problems peculiar to each individual. The guidance teacher's schedule of free periods
is posted and pupils who are free at those times and wish to discuss personal concerns may make appointments. The schedule for interviews is usually daily from 12:30 to 1:00 o'clock and from 3:30 to 4:00 o'clock on Tuesdays and Thursdays.

Approximately thirty-six periods per year are assigned to group guidance. The time devoted to guidance represents a minimum and it would be much more satisfactory if two periods per week or seventy-two periods a year were assigned to the subject. One period a week with thirty or more pupils in class is very inadequate to cover the field as it should be covered and to provide for adequate consideration of major problems. It is hoped that as further data are collected on needs for guidance, additional time might be included in the schedule.

Objectives:-- In the light of the guidance needs of youth revealed by this study, the following objectives have been formulated for the group guidance program:

Grade VII. Educational Objectives

1. To help each pupil adjust to the new school.

2. To help the girl understand the value of an education.

3. To assist the pupil to gain a realization of the value of successful school work.
Grade VIII. Educational Objectives

1. To help the pupil understand the value of success in school activities.

2. To assist the student in the selection of subjects, suited to her aptitudes, interests, and capabilities.

3. To help the pupil evaluate her own capabilities in relation to educational opportunities.

Grades VII and VIII. Vocational Objectives

1. To have each girl understand about the world of work.

2. To assist the girl to formulate occupational plans in line with her capabilities.

3. To acquaint the student with the guidance resources of the community.

4. To understand the qualifications necessary for the various occupations.

5. To have a knowledge of the right attitude in seeking, applying for, and holding a position.

6. To help the pupil understand the need for adjustment to economic and occupational changes.

Grades VII and VIII. Social Objectives

1. To understand the value of the proper use of leisure time.

2. To acquaint the pupil with the available recreational opportunities in the community.

3. To have an understanding of social manners and behaviors in school, in the home and in the church.

4. To show each pupil that individual and group success are based on effective citizenship.

5. To have a knowledge of the right way of becoming a valuable member of a group.
Suggested topics for grades seven and eight:— The topics chosen for grades seven and eight represent an effort to formulate topics for group guidance consideration which are based on the personal problems of youth and consequently in line with the proposed objectives. These topics are suggested from the problem areas considered important by the pupils of the X Junior High School (see Table 2).

The grade placement of topics indicates that certain problems are acute for grade seven or eight, that there are some problems which continue in importance, while still others are lost with the appearance of newer ones.

The cross or crosses opposite each topic represent the area or areas with which each topic is concerned. The letters above the crosses have reference to the problem areas discussed in Chapter II.
# Suggested Content for Group Guidance---Grade VII

<table>
<thead>
<tr>
<th>Suggested Topics</th>
<th>No. of Periods</th>
<th>A</th>
<th>H</th>
<th>S</th>
<th>P</th>
<th>C</th>
<th>S</th>
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<tbody>
<tr>
<td>3. Learning How to Control My Temper</td>
<td>1</td>
<td>X</td>
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<tr>
<td>5. Becoming Acquainted with My New School</td>
<td>2</td>
<td>X</td>
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<td>6. What to Do in My Spare Time</td>
<td>2</td>
<td>X</td>
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<tr>
<td>7. When Is A Person Successful?</td>
<td>1</td>
<td>X</td>
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<tr>
<td>9. How Can I Increase My Confidence in Myself?</td>
<td>2</td>
<td>X</td>
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<tr>
<td>10. A Check List on Sound Health Habits</td>
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<td>11. What's Wrong with Day Dreaming?</td>
<td>1</td>
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<td>12. Choosing High School Subjects</td>
<td>1</td>
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<td>13. The Difference Between Elementary and Junior High School</td>
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<td>15. Why People Work</td>
<td>2</td>
<td>X</td>
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<td>16. The Right Thing to Do at Social Affairs</td>
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<td>17. How to Become a Leader</td>
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<tr>
<td>18. Earning My Own Spending Money</td>
<td>2</td>
<td>X</td>
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<td>19. What Are Good Conditions for Study?</td>
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<td>20. How Can I Improve My Ability to Talk with Others?</td>
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<td>21. What Can I Do to Make People Like Me?</td>
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<tr>
<td>22. When Is A Person Successful?</td>
<td>1</td>
<td>X</td>
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<tr>
<td>23. Relationship with Brothers and Sisters</td>
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<td>24. What Are Good Ways to Study</td>
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</table>

## DISTRIBUTION OF PERIODS BY PROBLEM AREAS

- **Educational, Vocational, Vocational Planning and Finances** (6 Topics, 9 Periods)
- **Home and Family** (2 Topics, 4 Periods)
- **School Adjustment** (6 Topics, 9 Periods)
- **Relation to People in General** (4 Topics, 6 Periods)
- **Health** (1 Topic, 2 Periods)
- **Self-Centered Concerns** (2 Topics, 3 Periods)
- **Social Skills and Opportunities** (3 Topics, 3 Periods)
SUGGESTED CONTENT FOR GROUP GUIDANCE—GRADE VIII

Suggested Topics

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<thead>
<tr>
<th>No. of Periods</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<th>M</th>
<th>N</th>
<th>O</th>
<th>P</th>
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<tbody>
<tr>
<td>1. Things to consider in Choosing High School Subjects and Electives</td>
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<td>2. Sharing Home Responsibilities</td>
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<td>3. Pupil-Teacher Relationships</td>
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<td>4. Budgeting Time for Rest, Study, Play</td>
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<td>5. Overcoming Self-Consciousness</td>
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<td>6. Getting Along With Members of My Family</td>
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<td>7. Do I Know and Practice Good Habits of Health?</td>
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<td>8. Building Self-Confidence</td>
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<td>9. Learning About My Interests and Abilities</td>
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<tr>
<td>10. What Activities Are Offered in My School and How Can I Participate in Them?</td>
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<td>11. Do Parents Expect Too Much of Their Children?</td>
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<td>13. Factors Making for Happy Home Life</td>
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<td>15. What Can I Do After School to Earn Extra Money?</td>
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<td>16. How Can I Have Good Mental Health?</td>
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<td>17. Learning How to Become a Valuable Member of a Group</td>
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<td>18. Check List on Social Skills</td>
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<td>19. How Important Are One's Companions?</td>
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Distribution of Periods by Problem Areas

EVAF Educational, Vocational, Avocational Planning and Finances (5 Topics, 10 Periods)
HF Home and Family (4 Topics, 8 Periods)
SA School Adjustment (3 Topics, 6 Periods)
RPG Relation to People in General (3 Topics, 5 Periods)
H Health (2 Topics, 3 Periods)
SCC Self-Centered Concerns (1 Topic, 2 Periods)
SSO Social Skills and Opportunities (1 Topic, 2 Periods)
The content, as presented in this chapter, has been developed from the personal problems of the youth of the X Junior High School. The writer is cognizant that the course of study here prescribed covers guidance which is suitable only for girls in grades seven and eight of the X Junior High School. Other educators would have to adapt said course to the personal concerns of their group since a guidance course which neglects the personal needs of the group is ineffectual.

The reader will find in the following chapters a further analysis of the course of study into specific units. Much of the basic material may be used by all educators with special regard to the particular teaching situation. These particular units were developed by the writer because it was felt that they cover phases of guidance which should be included in all group guidance courses.
CHAPTER IV
SPECIMEN UNITS

The following units were selected by the writer because it was felt that they include material which is likely to be pertinent to most junior high school guidance programs. They contain a tentative organization of content and activities which will be revised in the light of experience. As the course is presented and tried out many revisions and additions will be made. The plan of unit organization, taken in part from the Providence outline, 1/ is as follows:

I. Theme
   Explanation and justification of the unit

II. Specific Objectives
   Aims appropriate to each unit

III. Content
   Presentation and organization of subject matter

IV. Activities
   Suggested supplementary program of pupil activity

V. Desired outcomes
   Knowledge and understanding; attitudes and appreciations; skills and habits

VI. Bibliography
   Suggested readings pertinent to the specific unit.

1/ Course of Study in Guidance, Grades 7-8-9. Providence, Rhode Island: Department of Public Schools, May, 1942.
Orientation to School

Preface

On the last day of school in June the regular students register for the following year; e.g., the seventh grade pupils are assigned to their new home rooms according to program and the newcomers from the elementary schools gather in the assembly Hall where they are greeted by the principal who turns the meeting over to the Guidance Teacher and one of the Vice-principals who help the pupils in registering and filling out the Pupil Record. (see accompanying sheet)

In September all the eighth graders go to their respective home rooms, having been assigned them in June, and all the seventh graders and newcomers go to the Hall and are helped in registering by the guidance teacher and the Vice-principal. They are then assigned to home rooms according to program, General, Practical Arts, Language. The home room sponsors explain the home room, its purpose, what takes place in the home room, and how it differs from the regular classes. All pupils who have not filled in the Pupil Record card do so at this time. Under the direction of the home room teachers the program cards are made out in triplicate; one for the office, one for the Guidance Teacher, and one for the pupil to keep. The home room teacher explains the location in the building of the various rooms and explains the numbering system.
She also acquaints the class with the time schedule, the fire drill and air-raid signals, and the Doctor's bell. The sponsors try immediately to build up an air of friendship in the classroom and the sponsor tries to convey to the members of her class her interest in them and her desire to help them in any way possible. At the end of the first day the students are well equipped to start changing classes and on the following day each girl begins her work for the new year.

Guidance in the Home Room:—

Each morning before classes begin there is a twenty minute period in the home room and the following topics are discussed which help in the Orientation and Guidance of the student:

1. Plan of building, location of: assembly hall, lunchroom, Office, library, shops, Medical Room.
2. Assignment of traffic monitors and explanation of their duties.
3. Discussion of Assembly Programs which take place every Monday
4. Development of desirable personal relations with the members of the class, the school.
5. Guiding students in all phases of their interests and activities.
6. Making desirable contacts with the family.
7. Encouraging participation in programs and activities of the home room.
8. Development of desirable qualities of citizenship:

a. Loyalty
b. Cooperation
c. Good sportsmanship
d. Honesty
e. Courtesy
f. Kindness
g. Efficiency
h. Cleanliness
i. Trustworthiness
j. Dependability

(Each quality is discussed separately and in detail)
### Pupil Record

1. Name
2. Age
3. Grade
4. Parent's name
5. Parent's address
6. Telephone number
7. Father's occupation
8. Mother's occupation
9. Do you walk to and from school?
10. In what activities did you take part last year?
11. In what school activities do you plan to take part this year?
12. What course are you taking?
13. Do you expect to go to high school? College?
14. Do you have regular employment outside the home? What?
   - Where?
   - Hours per week?
   - Remuneration?
Orientation to School

Grade VII

Approximate Time Allotment
10 periods

I. Theme

The purpose of this unit is to introduce the pupil to the school, to familiarize her with her new school subjects, and to help her to become an asset to the school.

II. Specific Objectives

1. To help the pupil to bridge the gap between elementary school and junior high school.

2. To acquaint the girl with the school in order that she may make a satisfactory adjustment to her new environment.

3. To assist the pupil in directing her extracurricular activities and to stress the importance of a proper attitude toward her school work.

4. To help the student become a good school citizen by acquainting her with the customs, and standard practices of the school.

5. To familiarize the new pupil with the various student organizations of the school and to emphasize the benefits derived from these organizations.

6. To guide the pupil in a realization of her
Specific Objectives (continued).

responsibilities for her education.

7. To give the pupil information about the school when she needs it most and in this way the pupil will not have to learn by the trial and error method.

III. Content

A. Familiarize the pupils with the purpose of a course in Guidance: 1/

1. To Know Your School Better

You will be helped to understand what your school can do for you, to choose electives, to build good study habits, and to use all the opportunities which your school offers for your development both in work and play.

2. To Know Yourself Better

The guidance hour will help you to discover your own strengths and weaknesses. It will show you where your special talents and interests will be useful and what you can do to strengthen yourself where there are lacks and gaps in your achievement.

Content (continued).

3. To Know the World of Work Better

Typical occupations will be studied as you make progress through the junior high school so that you will not only know more occupations but you will discover how to collect facts about any occupation in which you are interested.

4. The Plan for Future Training

Your guidance class will help you to chart your full school course and will help you to know in what other ways you can get training for the work which you want to do.

5. To Plan a Well-balanced Life

While everyone wants a job when he or she has completed her education, everyone also wants to live a happy, satisfying life. Hobby interests should be built up in the junior high school years. Health habits should be formed; recreation planned for; and time and money properly budgeted. Your junior high school guidance will consider with you all these matters of happy living.

B. Enumerate and discuss in detail the responsibilities
of a junior high school pupil:

1. Responsibility to Self

It is your duty to learn as much as possible in the time you spend in the classroom. If you do not avail yourself of your present opportunities, you will be the loser.

2. Responsibility to Parents

Your compensation to your parents is that you succeed. You owe them your best efforts to learn all you can.

3. Responsibility to School

School was established for your education. Success and reputation of any school depend upon its pupils. It is your duty to be a good school citizen and student at all times.

4. Responsibility to Teachers

You owe your teachers courtesy, helpfulness, and loyalty. It is your responsibility to cooperate with your teachers in their effort to assist you to get an education.

5. Responsibility to Classmates

It is your responsibility to help and never to hinder your classmates in their search

---

Content (continued).

for an education. You owe them conduct which in no way disturbs those who are studying.

6. Responsibility to Community

Citizens in the community are paying for your education. In return, it is your responsibility to become a good citizen. It is your duty to respect those in authority and to do everything in your power to protect the school and other public property.

C. Discuss the Advantages of an Education\(^1\)/

Define education: Education is not merely an accumulation of knowledge, but it is a means of improving the individual, of developing his talents, and of fitting him to fill his place in the world intelligently and usefully.

1. Advantages

a. Cultural

(1) Knowing more about the world in which one lives and of being able to appreciate finer things of life.

(2) Developing one's latent talents and natural aptitudes.

\(^1\) Detjen and Detjen, op. cit., pp. 255-256.
Content (continued).

(3) Education helps one to meet problems of life.

b. Social

(1) Education offers a better chance of becoming a leader in one's work, in the community, or in the nation.

(2) Educated person is usually a more valuable citizen because he has ability to contribute more to the welfare of the community.

(3) Education raises one in the respect of his fellows.

c. Economic Advantages

(1) Education helps one for work which requires skill, and which is interesting.

(2) Educated person has more chance for advancement.

D. Point out the necessity of having definite school rules and regulations and the responsibility of the pupils in obeying them. Explain to class the chief rules and regulations of the school;

1. Absence--- A pupil who has been absent from school must bring a note to her home room teacher from home.
Content (continued).

2. Tardiness--- If a pupil reaches school after the last bell at 8:45, she is tardy and must report to the detention room at the close of school for 15 minutes for the first offense and 30 minutes for every other time.

3. Medical Room--- No girl is to go to the Medical Room without a pass from either the home room sponsor or classroom teacher. If a pupil is to be sent home, she must receive a permit from the nurse or doctor and return same to home room teacher before leaving the building.

(4) Traffic Regulations--- Traffic should be to the right at all times. Pupils are required to remain
on school property throughout the day. When they are in the playground, they are requested to keep away from parts of the building in which classes are being held. Pupils should go down the right hand staircases and up the left hand ones. Follow arrows and use stairs as marked, "Downward Traffic", "Upward Traffic".

5. Fire Drill Regulations——
Absolute quiet must be maintained at all times. Use fire exit of the room you are in or if in Hall leave by nearest exit. Pupils should take no books or wraps except those they are wearing. Lines must be kept regular and the return to the building must be quiet and orderly.

6. Daily Program——
Building is opened at 8:15 and all pupils who find it necessary to enter building must obtain a pass from the teacher who wishes them early. All pupils report to home room at 8:30; tardy bell rings at 8:45. Classes begin at 9:10. Periods are 45 minutes long, 4 in morning; 3 in afternoon. Lunch at 12, those who wish to go
Content (continued).

home may, classes resume at 1:10; dismissal at 3:25.

E. Acquaint pupils with the personnel

1. Superintendent

2. Assistant Superintendents (be sure class knows the name of the assistant superintendent in charge of the district)

3. School Committee Members

4. Head Master

5. Two Vice-principals

6. Attendance officer

7. Guidance directors

F. Familiarize pupils with the social activities of the school

1. Seventh grade acquaintance party

2. Christmas program (parents are invited to attend)

3. May Song Festival (Glee Club activity)

4. Eighth grade picnic

5. Bicycle party

6. Graduation party

7. Graduation (parents are invited to attend)
Content (continued).

G. Discuss the system of records

1. Report cards...given out at the end of every two months.

2. Office record---life history record of each pupil enrolled in the school. Contains all grades, test ratings, and all information helpful in knowing the pupil better.

3. Health record---health card with eye and ear test results, comments of nurse and doctor on each physical examination.

H. Discussion of the marking system

1. Grades---use of lettering system; explanation is given on all report cards. A, excellent; B, good; C, passable; D, failure, pass on condition; E, failure, loss of credit.

2. Promotion requirements---passing grade in all subjects.

I. Acquaint class with extra-curricular activities and requirements for entrance:

1. Sports Club---entrance depends upon the passing of a physical examination given by the school doctor. If a pupil is failing in two major subjects, she must drop out of the club.
Content (continued).

2. Glee Club—entrance depends upon the quality of the singing voice and the ability to read music.

3. Language Club—open only to the girls in the Spanish division who show a special ability in the subject.

4. Homemaking Club—open only to girls in the Spanish and General Division who are passing in all subjects. Failure in more than two subjects means forfeiting membership in the club.

J. Discuss the effects of absence 1/

1. Effect on the individual
   a. Lowers grades and brings about failures in school subjects.
   b. Continual absence frequently causes a pupil to lose interest and become discouraged and indifferent.
   c. Loss of interest causes pupil to develop habits of laziness and inattention.
   d. Pupil who is frequently absent usually lacks the quality of dependability.
   e. The pupil who remains out of school without a good reason often deadens his sense of honor by having his

1/Detjen and Detjen, op. cit., pp. 41-42.
Content (continued).

e. (continued)
parents write false excuses or by having his friends forge notes for him.

2. Effect on class
a. Progress of entire class is often retarded for the benefit of pupils who have fallen behind with their work due to irregular attendance.
b. The absence of individuals effects the rating of the whole group in attendance contests.
c. The morale of the class may be lowered by the poor attendance of some of its members.

X. The effects of tardiness

1. The tardy person lacks cooperation and dependability.

2. Tardy pupil disturbs whole class when late because teacher has to stop and change attendance records.

I. Acquaint the class with the meaning of The Good School Citizen

Content (continued).

1. The good school citizen in the home room.
   a. Helps to keep the room neat and tidy.
   b. Participates freely in its programs and activities.
   c. Boosts and promotes its interests.
   d. Criticizes constructively.

2. The good school citizen in the classroom
   a. Reports to class promptly.
   b. Is attentive to, and is interested in, his work.
   c. Prepares his lessons himself, carefully.
   d. Has all his material ready for immediate use.
   e. Does his work punctually and regularly.
   f. Is courteous; does not ridicule, interrupt, snap fingers, etc.
   g. Does not borrow without permission.
   h. Criticizes self more than classmates.

3. The good school citizen in the corridor
   a. Takes off his hat when entering building.
   b. Stays to the right and keeps moving.
   c. Follows traffic rules and customs.
   d. Walks briskly but does not run or crowd.
Content (continued).

e. Avoids loud talking, yelling, whistling etc.

f. Passes promptly and silently during fire drill.

M. Discuss with the class how education has advanced in America and what it has helped America to achieve. (see accompanying sheet)

4. The good school citizen in the assembly
a. Takes his seat promptly and quietly.
b. Gives careful and courteous attention.
c. Shows appreciation cordially but not excessively.
d. Participates wholeheartedly in singing.
e. Criticizes programs constructively.

5. The good school citizen in the cafeteria
a. Keeps his proper place in the line.
b. Is courteous to cafeteria assistants.
c. Is quiet and orderly while eating.
d. Deposits refuse in receptacles provided.
e. Leaves floor, table, and chair clean and tidy.
f. Places stool under table before leaving.
6. The good school citizen in the office
   a. Goes to the office only when necessary.
   b. States his business quietly and briefly.
   c. Does not listen to the business of others.
   d. Remembers "please" and "thank you".
   e. Is courteous to all office assistants.

7. The good school citizen on the school ground
   a. Helps to keep premises free from trash and refuse.
   b. Discourages defacing of school property.
   c. Uses school property and equipment properly.
   d. Encourages proper care of grass, flowers, trees, etc.

8. The good school citizen is:
   a. Loyal
   b. Honest
   c. Reliable
   d. Cooperative
   e. Law-abiding
   f. Courteous
   g. Kind
   h. Efficient
   i. Clean
IV. Activities

A. Covering the phases of Absence and Tardiness

* 1. List some legitimate reasons for absence and tardiness. How are these dealt with in business?

* 2. Appoint a committee to interview some prominent business man in the community for the purpose of finding out what particular rules are made for absence and tardiness.

3. List the good and bad effects of tardiness.


5. What necessitates the use of time clocks in large organizations?

* 6. Conduct a debate: Resolved that "Tardiness is a social evil." "The tardy person is discourteous." "A pupil who is never absent or tardy is a good school citizen."

7. List ways that unnecessary absence can be prevented.

8. Why is it usually true that "one day's absence really means two?"

9. What happens when employees are absent?

10. Do you think that a pupil should have to pay the school money every time he is illegally absent? Write your reasons.
Activities (continued)

11. Write a paper on "The effects of absenteeism in war plants."

12. Does tardiness harm (a) self, (b) others, (c) everybody concerned? How? (to be written and passed in).

13. Illustrate how punctuality contributes to self-respect.

14. Administer check list on tardiness.
   (see accompanying sheet)

15. Discuss Case Studies (see accompanying sheet).
Case Studies

A. A seventh grade girl stayed out of school on very little excuse. Several times she caused her class to have the poorest attendance in the building. She claimed she did not like school because her teachers and classmates nagged her. Do you think this was true? What do you suppose was the real trouble? Do you suppose this girl was happy in school? How could matters have been improved?

B. Three boys were absent from class on a day when different kinds of saws were discussed. A few lessons later, they needed to saw a piece of wood and did not know which saw to use or how to use it. How did this affect the rest of the class? What did the teacher have to do?

C. A girl in the eighth grade was absent for several days. Most of the time she was too sick to study or read. When she returned to school she did extra work to make up for the work she missed. She finally caught up with her class, but for a long time she was not sure of herself in class recitation or discussion. What was the reason for this? How might it have affected her if she had not made up her work?

D. Mary was never in time for school. Her excuse was that she had to get her two younger brothers off to school. Her teacher appealed to her to try to get to school on time and so did her classmates, as their class had the poorest record in the school. Soon the girls in the class were not
so friendly to Mary. How was Mary hurting herself? What could she have done to get to school on time? Was she being a good school citizen?

Additional Case Studies

A girl in an office was regularly ten to fifteen minutes late. Her employer was displeased but did not like to discharge her. The other girls were resentful and decided to be late, too. The office force began to straggle in from nine to nine fifteen, and work was late in starting. The result was that the employer discharged not only the girl who was late, but three others. Were the other three girls right in feeling that they had been punished for another's fault?

A boy who was one of the safety captains at the fire drill was one half minute late in getting to his post. He lost his office without a second chance, although he had what he considered a good excuse. The principal told him no excuses were accepted during fire drill. Was this severe? Why did the principal take this stand? Would you have accepted the excuse?
Activities (continued)

B. Covering the phases of Education and Guidance

1. Why do we need education?

2. What do we mean by education?

* 3. The following is a quotation from Sydney Smith— "The real object of education is to give children resources that will endure as long as life endures."

Make a list of the resources that you expect education to give you that will endure as long as life endures.

* 4. Conduct a debate on any of the following:

a. Resolved: "That boys and girls should be educated separately."

b. Resolved: "That every student should be kept in school until she graduates."

c. Resolved: "That marks should be abolished."

5. Ask one of your grandparents or some person of about the same age to describe the kind of school he or she attended. Write out an account of this using your own words.

6. List the various advantages which your school has over these.
7. Make a list of all subjects found in your school. Then cross off the ones that you feel reasonably sure were not offered in your parents' day. Be prepared to discuss reasons for this difference.

8. How is your school different from the earlier school? In material, methods, hours, teachers, equipment, organization, purpose?

* 9. Find out all you can about the early educational history of Boston. When was Guidance introduced into the curriculum? Explain the need for guidance.

* 10. Define: attitude, interest, and skill.
   What is an attitude? Explain carefully.
   How can school help you to change your attitudes? How can you help yourself?

11. What do you suppose is meant by guidance?

12. Do you think that guidance is more important now than ever before? List your reasons.

* 13. What do you think is meant by the following types of guidance:
   a. Personal
   b. Educational
   c. Social
   d. Vocational
   e. Recreational
Activities (continued)

14. List reasons why pupils receive failing marks. Are there important things which marks do not measure? List some of them.

C. In General

1. Why is it advisable that certain traffic rules be enforced in a school where all classes change every period?

2. Name all the situations which you think call for some specific regulations which should be understood and respected by each pupil of the school.

*3. What school regulations do you think are most frequently broken? Can you suggest means of remedying this situation?

4. List some of the problems that newcomers have to face when they enter your school.

*5. Conduct a debate:
   a. Resolved: "That the first six weeks of the school year are more important than the last six weeks."

6. List the factors one should consider in choosing a club or an activity. Which are most important? Why?
Activities (continued)

* 7. Administration of the following:
   a. Mental Ability Test
   b. Check List for Students
   c. Identifying Information on Family Background

(see accompanying sheet for b and c)

* These activities are a part of the class work. The students are responsible for becoming familiar with all activities and one written report is required.

V. Desired Outcomes

1. Each pupil familiar with the various school organizations and the benefits of each.
2. An understanding of extra-curricular activities and their importance.
3. An appreciation of education and the responsibilities of the student in acquiring an education.
4. An understanding of the purposes of the guidance class.
5. Each pupil aware of her responsibilities in becoming a good school citizen.
6. A thorough acquaintance with the school; a complete understanding of the rules and regulations; for the purpose of making a satisfactory adjustment.
Teaching Aids
Check List for Students

General Information

Check (x) or fill in the items which apply to you:

1. Boy --- Girl --- Age --- Grade ---

2. What is the name of the school you came from ---

3. Do you live with both parents? ---
   with mother? ---
   with father? ---
   with guardian? ---
   Other situation (specify) ---

4. How many older brothers have you? ---
   younger brothers? ---
   older sisters? ---
   younger sisters? ---

5. How many of your brothers and sisters are living at home? ---

6. How many relatives other than parents, brothers, and sisters are living in your home? ---

7. Do you assist with home duties? Yes --- No ---
   How many hours per week? ---

8. Do you receive a regular allowance? Yes --- No ---

9. Do you work for pay outside your own home? Yes --- No ---
   If so, how many hours per week? ---
   How much pay do you receive each week? ---

10. Is your father employed? Yes --- No ---

11. If employed, what is his present employment? ---

12. Is your mother employed? Yes --- No ---

13. If so, what is her present employment? ---

This is to be kept on file with Guidance Teacher. There is one for each pupil.
IDENTIFYING INFORMATION AND FAMILY BACKGROUND *

Directions: Fill in blanks as accurately and as completely as possible.

Date _____-___-____ 

Student's Name

Last First Middle

Boy -- -- Girl--

Date of Birth -- -- -- Place of Birth -- -- --

Month Date Year

Address -- -- -- -- -- -- -- -- -- -- Telephone -- -- --

Number Street City

Elementary School -- -- -- -- Date Graduated -- -- --

Father Mother

Name -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Home Address -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Occupation -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Business or Working Address -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Country of Birth -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

American Citizen -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Race or Nationality -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Years in Junior High School -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Years in High School -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Years in College -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Name of College -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

If deceased, Date of Death -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Name of Brothers -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Name of Sisters -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Older Younger Older Younger

Other Members of Family

Check X those who have attended High School

Other Relatives in the Home -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Language Spoken in the Home -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Are Parents Separated or Divorced? -- -- Date -- -- -- -- -- -- --

Do You Have a Step-Father? -- -- Name -- -- -- -- -- -- --

Do You Have a Step-Mother? -- -- Name -- -- -- -- -- -- --

Do You Live With a Guardian? -- -- Name -- -- -- -- -- -- --

(This information to be kept on file in the office with each record card of each pupil)

Check List on Absence and Tardiness*

Read the following reasons for tardiness. If you think the reason is justifiable or good, place G in front of it. If you think it is unjustifiable or a poor excuse, place P in space.

- a. The clock was wrong.
- b. I had to go to the store before breakfast.
- c. Street car or bus was late.
- d. It was raining or snowing.
- e. My chum was not ready; I had to wait for her.
- f. Met a friend going to store; had to go with her.
- g. Could not find hat, coat, gloves, or books.
- h. Had morning delivery route.
- i. Mother did not call me in time.
- j. Had to help mother before starting for school.
- k. Did not get up in time.
- l. The family had company the night before; we slept late.
- m. Forgot excuse for previous day's absence and had to return for it.
- n. Stopped on the street to talk to a friend.
- o. There was a fire and I stopped to watch it.
- p. Stopped to see a sick friend.
- q. Lost my car check and had to walk.
- r. My car wouldn't start.
- s. I don't care whether I'm late or not.

* Taken from: Harry C. McKowen. Home Room Guidance, pp. 232...
WHAT EDUCATION HAS HELPED AMERICA TO ACHIEVE *

1. Rapid development of a wilderness into a great nation.

2. Marvelous commercial and industrial expansion.

3. Highest respect ever accorded woman.


5. High level of intellectual life by common people.

6. New emphasis on, and appreciation of, childhood and home life.

7. Development of democratic ideals.


Objective Test

Below you will find several statements. Some of them are true and some are false. Read each statement carefully. If you think that it is true, underscore "true". If you think that it is false, underscore "false".

True False 1. The mark of A is the best mark the pupil can earn in his classes.
True False 2. Running in the hall between classes is a fine thing to do.
True False 3. The principal's office is in the basement.
True False 4. If a pupil is sick, she should see the nurse.
True False 5. Loud applause in the assembly is proper.
True False 6. Lost books should be reported to the home room teacher.
True False 7. If a pupil has been late, she does not need an excuse.
True False 8. When a pupil brings a bicycle to school, she should leave it in the basement.
True False 9. Any girl may be a member of the Glee Club.
True False 10. It is your duty to learn as much as possible in the time you are in the classroom.

At the end of each of the following statements there are a number of possible answers, but only one correct answer. Read each statement and underscore the answer which is proper, or correct.

1. When a pupil becomes sick she should see: the janitor, the principal, the nurse, the hygiene teacher.

2. After eating, the pupil should put his soiled dishes in: his pocket, the waste basket, the dish bins, the closet, library

3. The signal for the fire drill is: a loud whistling, four rings on the main gong, a yell by the janitor, three rings on the main gong a pause and four more rings.

4. Absence affects the pupil by: a loss of interest in school subjects, making her a better student, developing her attention.
Objective Test  (continued)

5. When a pupil is continuously tardy she: lacks dependability, she becomes a better student, she raises the standing of her class.

6. The way I can get the most out of school is: to spend all my spare time reading, studying, and working, to go in for some student activity and do my school work well, to make every one have a good time and secure a lot of friends.

7. The ideal pupil does his work in order to: become an asset to the community, gain more money in later life because of his ability to do highly paid work, to get high marks in school work.

8. The chief value of education is: to make money and associate with interesting people, to be helpful to other people and of use to the community, to appear to advantage in society and to be envied by others.

9. My responsibility to my fellow students and neighbors is: to do them no harm if I can avoid it, to act toward them as I would like them to act toward me, to treat them with politeness at all times.

10. The best citizen is one who: never harms anyone else, tries to better the community, minds his own business.

Key—True False

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<td>2.</td>
<td>False</td>
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<td>6.</td>
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<td>7.</td>
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<td>9.</td>
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<td>10. True</td>
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<td>Our Junior High School, pp. 3-33. Boston: Allyn and Bacon, 1930.</td>
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Learning How To Study

"I never did anything by accident, nor did any of my inventions come directly through accident except the phonograph. No, when I have fully decided that a result is worth getting, I go ahead on it and make trial after trial until it comes true."

Thomas A. Edison

Grade VII

Approximate Time Allotment
6 periods

I. Theme

The purpose of this unit is to aid the pupils in formulating definite objectives and to know how to achieve success in learning.

II. Specific Objectives

1. To stimulate the pupil to further growth and learning.
2. To teach pupil how to study more effectively.
3. To encourage the girl to apply herself rather than merely to "put in time" at her studies.
4. To help the pupil realize that school success depends a good deal on correct study habits.
5. To aid the pupil in reflective thinking and problem solving to help with present and future education.
6. To give the student a clear idea as to what constitutes a good pattern of study conditions.
III. Content

It is important that boys and girls learn to study. They must begin early to lay the foundation of proper study habits. They must learn and practice the rules for study. They must begin to discover just why their school marks are low, and to make definite plans for improvement.

Just as scholarship is the key to success, so is study the key to scholarship. We are all familiar with the story of Lincoln studying by the fireside in order to prepare himself for the career of lawyer. We also remember how Edison worked long hours in his laboratory upon his latest invention. These men learned how to study. Their knowledge was thorough and complete.

A. Conditions for Study

1. A quiet place for home study where the family will not bother you and where you cannot hear the radio. If possible, have a room of your own with a study table or desk.

2. A good light coming from your left. You cannot afford to study under constant eye strain.

3. A temperature of about 68 degrees. No student can do her best in a hot room.


2/ Frank S.Endicott, op. cit., p.54.
Content (continued)

4. A chair with a straight back. You will find that you will feel more like working if you use an ordinary chair, not one with a soft cushion. Soft cushions are for rest.

5. All your materials at hand. These include pencils, pen and ink, notebooks, paper and textbooks.

6. Plenty of sleep every night. Your mind will not be keen and fresh while your body is slow and sluggish because of insufficient rest the night before.

7. Carefully planned exercises and a well-regulated diet. There is a direct relation between mental and physical fitness.

B. Rules for Study *

1. Budget your time, setting aside a time for every subject every day.

2. Make a careful record of every assignment in a special notebook for that purpose.

3. Be sure that you provide proper conditions for study before you begin.

4. Tackle your hardest work first, while you are fresh.

5. Don’t waste time getting started. Plunge into your work with all the determining power you can muster like a football player, "hitting the line."

6. Review the main points in the last lesson before beginning the next. On Friday, review the entire week’s work.

7. Read over the whole assignment quickly to get the main points. Then go over it again to get the details.

8. Make a written outline of each lesson, listing the important points and making brief explanations in your words. Try to find relationships between chapters, paragraphs, or other divisions of material you read.

9. Look up any new words you meet. Take time then and there to learn them. Have a place in your notebook where you write down these new words and their meanings. Review them often.

10. Take time to study all maps, charts, and footnotes. Use other texts suggested by the teacher.

11. In committing material to memory, learn it as a whole. Go over it quickly first, then more carefully, then again until you have it.
Content (continued)

12. If you are learning rules or vocabulary, repeat them aloud or write them until you know them.

13. When you finish reading a lesson, close your book and recite it to yourself. Ask yourself questions as if you were a teacher.

14. Do your own work. Don’t get help until you have really tried to figure it out for yourself.

15. Don’t be satisfied with half-mastery or just "getting by". Get the satisfaction which comes from doing a thorough piece of work.

C. Learning the Art of Concentration *

1. Eliminate as far as possible the causes of distraction.

2. As soon as you have assembled your material, tackle your lesson at once.

3. Keep your purpose clearly in mind.

4. Force your mind to attend to the lesson.

5. When you really become tired and fatigued, rest a minute or two. Move around a bit, if possible get some fresh air, then return to your work.

* Frank S. Endicott, op. cit. p.58.
The ability to concentrate is the ability to keep your mind on your work and not allow it to wander off into idle daydreams, or be attracted by what is going on around you while you are studying. Daydreaming, and concentration are both habits, and one is as easily formed as the other. Habits are the result of constant practice and repetition. Therefore, if you would learn the art of concentration, begin at once to follow the given directions.

D. Point out the Motives for Study:

1. This subject will be of much importance to me in connection with my next year or in connection with my college work or my career.

2. I am going to make good in anything which I undertake, this subject included.

3. I am going to keep my reputation for successful work, even if this subject seems uninteresting to me.

4. It is costing me something to get my education, and I am going to get my money's worth.

5. I want the approval of my parents, my teachers, and my friends. I must not disappoint them. Therefore, I must not neglect this subject.

6. I must not fail in this subject, or my graduation will become more difficult.

7. If others can master this subject, I can.
Content (continued)

E. How to Work Problems in Mathematics

1. Read the entire problem.
2. Re-read it, writing out what is given and what is required.
3. Solve the problem.
4. Ask yourself the question, "Is my answer reasonable?"

F. How to Study a History Lesson

1. Read the entire lesson through once.
2. Pick out its important points by outlining.
3. Question yourself about the lesson.
4. Re-read important parts.
5. Apply your learning by re-telling others or by comparison with what another history says.

G. Point out to class the important factors which must be considered in making a time schedule for study.

1. When to study. Most authorities agree that it is best to study as soon after class as possible. The assignment and points covered are still fresh in mind. If you do this you will remember the material better.

2. Where to study. Some study should doubtless be done at home. If you have sufficient study periods in school in which to complete your work, then study at home will not be necessary.
Content (continued)

Sometimes home conditions make it very difficult to study there. In that case, concentrate on your work in school and do not waste time in supervised study periods.

3. Time needed for study. Students work at different rates. You should know whether you work more slowly, or more rapidly than the average pupil in your class. Many pupils spend much more time than others on the same assignments.

H. Show class how to build a study time schedule.

(See accompanying sheet for illustration).

IV. Activities

* A. Pick out ten study rules which you are already observing with consistency. Pick out ten which you need to emphasize in practice.

* B. The following are some important qualities necessary for success in your future work. Obtain a good definition of each:

1. Concentration
2. Alertness
3. Initiative
4. Thoroughness
5. Endurance
Activities (continued)

C. Many pupils say they dislike home work. Are they right in this attitude? Since one cannot learn without study, what good solution for the problem can you suggest?

*D. Make a list of reasons why students are failing in subjects. Bring to class for discussion.

* E. Take Self Rating Chart. (see accompanying sheet)

F. Project: Find out from each student her weakest study habits as revealed by self-rating chart. Discover which of these are scored lowest by the group as a whole and conduct class discussion on reasons why this is so.

* G. Many business men and executives have a calendar pad on their desks on which they write down what they are going to do each day. Show how this is really the budget idea in another form. Write report to be passed in. Best ones to be read in class.

H. List some of the desirable habits that one would develop in keeping an assignment notebook. How might these habits serve him well in some vocation in later life?

* I. Make a study schedule similar to one developed in class (see accompanying sheet) and submit same to teacher for criticism.
Activities (continued)

J. Visit the library and observe the study rules there.

K. Plan a series of study steps for a lesson in the following subjects:
   1. Geography
   2. English
   3. Economics

* L. Administer: Study Habits Inventory

* M. Conduct Panel Discussion on: "Can we do anything to remedy the conditions that interfere with study? If so, which one should we consider first?"

* These activities are "musts." The class is required to become familiar with all activities and they are held responsible for those that are starred.

V. Desired Outcomes

1. An understanding of the proper conditions for study.
2. An appreciation of the necessity of good habits of study for further growth and learning.
3. An understanding of the necessity of a time schedule.
4. A desire on the part of each pupil to make every moment of study time count for something of value.
5. To instill into each pupil the desire for further education and the value of education.
Teaching Aids
A SELF RATING CHART FOR YOUR STUDY HABITS *

Read each of the following questions carefully and put a cross (X) in the column that makes the truest statement about yourself.

1. Do you make a budget or schedule of your study time?
   - Almost Always
   - Sometimes
   - Very Seldom

2. Do you follow it?

3. Do you write down or mark carefully each day's assignment?

4. Do you review the last lesson before you start the next?

5. Do you begin your work at once without wasting time?

6. Do you stick to each lesson until it is finished?

7. Do you keep your mind constantly on your work without daydreaming?

8. Do you read different parts of your lesson the second time?

9. Do you make written outlines or take written notes when you read your lesson?

10. Do you finish all your assignment?

11. Do you look up all new words?

12. Do you study in a quiet place at home?

Score yourself as directed below.

Total Score

Each (X) in the Almost Always column counts 10 points.
Each (X) in the Sometimes column counts 5 points.
Each (X) in the Very Seldom column counts 0 points.

* Frank S. Endicott, op. cit., p. 47.
Building My Time Study Schedule

<table>
<thead>
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<th>Period</th>
<th>Monday</th>
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<td>Home</td>
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Fill in the names of the classes that you have. Blank spaces represent study periods. Use "St." and the name of the subject to show which subject you intend to study in that period. Make two copies of this schedule. Pass one in for criticism.
HOME LEARNING QUESTIONNAIRE *

1. Do you study regularly at home?
2. If not, how do you use your free time?
3. If you do, about how much time do you spend?
4. How many subjects do you prepare regularly at home? Which ones?
5. Do you have a regular schedule or program for study at home? Do you follow it regularly?
6. Do your parents permit you to go out on school nights?
7. Do your parents encourage home study?
8. How many parties, movies, etc., have you attended on school nights during the last four weeks?
9. How large is your family?
10. Is any language other than English spoken in your home?
11. Where at home do you study?
12. Do others use the room at the same time?
13. Do you have a place of your own for your books, papers, etc?
14. What papers and magazines come to your home?
15. How much free time do you have after school for play and exercise?
16. How do you use this time?
17. Do you have employment after school? What?
18. Do you have church, social, music, or other duties after school?
19. At what time do you usually go to bed? How many hours do you sleep?
20. Which one of your subjects requires the most preparation? Which, least?
21. In which subject are you most interested?
22. Do you like to go to school? Why (or why not)?
23. Do you intend to finish high school?
24. Do you receive help on your studies at home? From whom?
25. In what subjects do you receive help?
26. Just what does he or she do to help you?
27. What does study mean to you?

(Pupils need not sign this sheet)

STUDY-HABITS INVENTORY

Revised Edition, 1941

By C. GILBERT WRENN

Author of Studying Effectively, Study Hints for High School Students, etc.

Assisted in the original edition by R. B. McKeown
and in revision by Wilbur J. Humber

STANFORD UNIVERSITY PRESS, Publishers

Name.......................................................... Date.....................

School Grade.......................... Age.............................. Sex..........................

Institution.................................................................

Probable college major........................

Directions

The following is a list of statements of habits and attitudes which may affect use of study time and consequent success in school work and study. You are asked to state your habits with regard to these items, not in accordance with what you think you should or should not do, or what you see others do, but in accordance with what you yourself are in the habit of doing. Please answer all questions.

After each statement, you will find columns 1, 2, 3. Place a check mark (X) in the column which you feel most nearly describes the truth of the statement in your own case now. Remember that this is a survey of your present practice. Check it in accordance with the following key:

Column 1. Rarely or never true in my case.

Column 2. Sometimes true in my case.

Column 3. Often or always true in my case.

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Printed in the United States of America
1. I study when everyone else is asleep.
2. I usually study at night.
3. I study the night before an exam.
4. I study when everyone else is asleep.
5. I study when others are awake but not talking.
6. I study in a place where I can work without distraction.
7. I study in a quiet, well-lit place.
8. I study in a place where I can work without interruption.
9. I study in a place where I can work without distraction.
10. I study in a place where I can work without interruption.

C. Distraction of Time and Place

11. I have a tendency to "daydream" when I should study—don’t know what I have been thinking about when I get back.
12. I have a tendency to "daydream" when I should study—don’t know what I have been thinking about when I get back.
13. I have a tendency to "daydream" when I should study—don’t know what I have been thinking about when I get back.
14. I have a tendency to "daydream" when I should study—don’t know what I have been thinking about when I get back.

B. Habits of Concentration

15. If you pronounce the word "myself" and I don’t understand it, I read it aloud.
16. I try to read ahead of my teacher.
17. I try to read ahead of my teacher.
18. If I read ahead of my teacher, I stop and read where I got stuck.
19. I try to read ahead of my teacher.
20. I try to read ahead of my teacher.

A. Reading and Learning Techniques

21. I have to read ahead of my teacher.
22. I have to read ahead of my teacher.
23. I have to read ahead of my teacher.
24. I have to read ahead of my teacher.

D. General Habits

1. I usually study at night.
2. I usually study at night.
3. I usually study at night.
4. I usually study at night.

E. Social Reactions in Study

5. I usually study at night.
6. I usually study at night.
7. I usually study at night.
8. I usually study at night.

F. School Success—Grades, Class, and Tips

9. I usually study at night.
10. I usually study at night.
11. I usually study at night.
12. I usually study at night.

G. Meeting the Instructor

13. I usually study at night.
14. I usually study at night.
15. I usually study at night.
16. I usually study at night.
Test

Below you will find several statements. Some of them are true and some are false. Read each statement carefully. If you think that it is true, underscore "true". If you think that it is false, underscore "false".

True  False  1. As a general rule notes should be taken in final form the first time.

True  False  2. One long practice period is better than several short ones.

True  False  3. It is better to study alone than in the presence of others.

True  False  4. Practice makes perfect.

True  False  5. You should allow occasional moments for relaxation.

True  False  6. It is better to learn a selection as a unit than a few lines at a time.

True  False  7. You should try to retain everything you learn.

True  False  8. A task is more interesting if several persons work together.

True  False  9. A dictionary loses most of its value if not close at hand, while studying.

True  False  10. In studying you should start with the easiest first.

True  False  11. If you do not complete your lessons, ask your classmates for those you did not finish.

True  False  12. Good study requires a good motive.

True  False  13. Each student should have regular time for study.

True  False  14. The kind of study you do depends very little on the conditions for study.

True  False  15. Written study is superior to silent study.

True  False  16. Study is the same whatever the subject.

True  False  17. How to study depends on what you study.
Key

1. True
2. False
3. True
4. True
5. True
6. True
7. False
8. True
9. True
10. True
11. False
12. True
13. True
14. False
15. True
16. False
17. True
BIBLIOGRAPHY (II Learning How To Study)

* Pupil References


SPECIMEN UNITS FOR GRADE VIII
Occupational Information

Preface

Due to the changes that have come during the past few years in family life, labor and industry, population and standard of living, there has arisen a greater need for occupational guidance. This modern demand for vocational guidance is also due to the appalling number of drop outs from our schools. Relatively few of the boys and girls who enter the first grade will graduate from high school; as a matter of fact, only about one half of the number who enter the high school will graduate. There are many reasons for this, not the least important of which are these two: first, the fact that the pupil has not been successful in the work of the high school, and, second, the fact that the work has failed to be of convincing value to him. So, as soon as he reaches the age at which he may legally quit school, he drops out, an educational misfit, prepared for nothing in particular.

The two main justifications then, for occupational guidance are, first, for the purpose of making the individual a happy, contented, and successful worker, and, second, for the purpose of developing a society in which all members are the best because of the harmony of the entire group—a society that recognizes and utilizes all kinds of individual possibilities and treats them with respect and fairness.1/

As the pupil learns more about the various vocational opportunities and more about his own qualifications and possibilities, he will be more able to make a vocational choice which will make him a happy and contented worker.

The student should keep in mind during all of his education his occupational desires and the realization that work in any occupation is competitive and that in order to be continuously successful and efficient, education is essential.

This unit on the World of Work is the first in a series. The others which are to be included under the title of Occupational Information are: Education and Work; Problems in Seeking, Applying for and Holding a Position; Employee-worker Relationships; and, a Study of Various Occupations.
Occupational Information ---- The World of Work

Grade VIII

Approximate Time Allotment

8 periods

I. Theme

The purpose of this unit is to give each girl a broad overview of occupations including the nature and demands of general occupational areas. Also, to acquaint the pupil with present and future trends in these fields.

II. Specific Objectives

1. To provide a broad overview of occupational activities from which a tentative choice may be made.

2. To acquaint the pupil with the world of work and to understand the necessity of work.

3. To build up an appreciation for all kinds of honest work and to understand the importance of an occupation.

4. To have the pupil look forward to taking her place in the world of work.

5. To encourage the girl to think about possible vocations in which she may be interested.

6. To aid the student in understanding the relationship of her personal qualifications to occupational requirements.
II. Specific Objectives (continued)

7. To develop a consciousness for work by encouraging the pupil to talk with workers and to obtain as much information from outside sources as is possible.

III. Content

A. A discussion on, "Why people work?"

B. Discuss the importance of earning a living and providing for the necessities of life:
   1. Food
   2. Clothing
   3. Shelter

C. In order to study the world of work it is necessary to understand the following classifications which are to be discussed in detail:

1. Professional Occupations. These are medicine, law, teaching, professional engineering, and the clergy. The workers are well trained and highly skilled. About one worker out of fifteen is in this group.

2. Proprietors, Managers, and Officials. Proprietors are owners of farms, stores, factories, and other businesses. Managers are the men and women who help the owners direct their businesses. About one worker

---

out of five is in this group and about three fifths of these are farmers.

3. Clerks and Kindred Workers. These are the clerks, stenographers, bookkeepers. This group includes about one sixth of our working population.

4. Skilled Workers and Foremen. These are the top-notch hand workers; skillful and well trained. About one worker in every eight is in this group.

5. Semi-skilled Workers. In this group are the factory machine tenders, the partly trained workers, the "operatives" and all those whose jobs lie somewhere between skilled work and common labor. About one worker out of every six is a semi-skilled worker. More than one half of them are in the manufacturing industries.

6. Unskilled Workers. At the bottom of the ladder in the work a day world are the unskilled workers. They are the farm hands, the common laborers, in the factories and in building trades; the household servants and the other workers whose jobs call for little skill or training. Altogether, unskilled workers make up more than a quarter of our working population. Farm laborers make up the largest body in this group.
Content (continued)

D. Point out to the class the requirements for each group:

1. Education necessary
2. Training necessary

E. Familiarize the students with the opportunities in each for:

1. Advancement
2. Service

F. Point out to class that American workers are found in each of these groups in about the following estimated number and percentage of total labor force:

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Percentage of Total Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>3,585,000</td>
<td>6.8</td>
</tr>
<tr>
<td>Manufacturing and Building Trades</td>
<td>13,865,000</td>
<td>26.3</td>
</tr>
<tr>
<td>Public, Domestic, and Personal Service</td>
<td>6,930,000</td>
<td>13.2</td>
</tr>
<tr>
<td>Clerical and Sales</td>
<td>12,800,000</td>
<td>24.3</td>
</tr>
<tr>
<td>Transportation and Communication</td>
<td>4,875,000</td>
<td>9.2</td>
</tr>
<tr>
<td>Riches from Land</td>
<td>10,680,000</td>
<td>20.2</td>
</tr>
</tbody>
</table>

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1/ Alfred J. Cardall, op. cit., section I-c.
Content (continued)

G. Discuss the differences between number of men and women in large occupational areas already discussed.

For Men

1. From 1870-1930. In 1870 the four leading jobs for men were agriculture, manufacturing, mechanical trades, and transportation and trade.

2. In 1930 the same four occupations led the list in number of workers, but manufacturing and mechanical trades replaced agriculture as the largest field of work.

For Women

1. From 1870-1930. Ninety-nine out of every one hundred women were employed in the following occupations: domestic and personal service, agriculture, manufacturing and mechanical, and professional.

2. In 1930 had skyrocketed to a new high employing almost two million women workers as compared to 8,000 in 1870. Agriculture went to sixth place; the others kept their positions, but no longer accounted for such a large proportion of women's jobs. Domestic and personal service gave jobs to less than one third of the women workers instead of a half as in 1870.
Content (continued)

Clarify the discussion by using the accompanying table. "Rising Fields" are those which had a larger percentage of men and women workers in 1930 than in 1870. "Level Fields" held to about the same percentage. "Declining Fields" are those which lost ground in proportion to the whole labor force during this period.1/

H. Summarize the trends between 1910 and 1930. (clarify discussion by using the accompanying chart)

I. Discuss: Changes in Working Conditions. Changes in wages and hours sometimes affect employment. For instance, manufacturing employment has increased in recent years, even though the number of hours worked by all manufacturing workers has declined. The shortened work week makes this possible.

The Business Cycle. Everyone knows that we have periods of prosperity followed by periods of depression. These, of course, greatly affect employment. Other factors which have an effect on jobs are the changes in public tastes and styles, in the ease in which capital may be secured, in the makeup of our labor force, and our natural resources.

1/ Alfred Cardall, op. cit., section I-c to I-d.
J. Discuss: Changing Demands for Workers. There has arisen a changing demand for workers. Sometimes the changes are due to inventions that completely revolutionize the field of work. Such a change took place about one hundred fifty years ago when power driven machinery was developed. This is known as the Industrial Revolution, which threw thousands of people out of older fields of work into newly created fields for workers. In the last twenty-five years there has been an increased use of automobiles, trucks, and tractors. The development of the radio has created many new fields for workers. Changes in the number of workers in certain occupations are not due entirely to inventions, but many are due to the development of new styles, cultivation of new tastes, or to changes in our standard of living.

IV. Activities

* A. Conduct a panel discussion on, "How the Industrial Revolution has affected work."

* B. Become familiar with the meaning and correct spelling of the following terms:
Activities (continued)

1. Skill

2. Labor

3. Production

4. Distribution

5. Supply

6. Demand

C. List occupations you are most interested in and classify them according to occupational classification discussed.

* D. As a class project

1. Learn what is the newest occupation in form of work to appear in your community or state.

2. Make a study of that kind of work.

E. Select a personal service occupation with which you are familiar and make a list of its advantages and disadvantages.

* F. What are the duties of the Nurse in your school building? Appoint a committee to discuss these duties with the Nurse. Is her job a Civil Service position? How did she prepare for it?

* G. List as many ways as you can in which the war has created a need for further attention to the problem of choosing an area of work.

* H. Prepare a job analysis of an occupation familiar to the class. Study it according to accompanying outlines.
Activities (continued)

* H. (continued) One or two students may take one topic.

If each pupil prepares her part the characteristics of the occupation can be discussed in class with each pupil contributing her bit.

I. Select a story from the following and write a review covering these phases:

1. Setting of story
2. Occupation around which story is built
3. Does the author give a glamorous or true picture of the occupation?

Books for review:

   No Vacancies, 1939. (Apartment House)
8. Worthington, Mary. Sally and Her Kitchens. New York: Dodd, Mead and Co., 1939. (Story of Sally's career in home economics)
Activities (continued)

* J. Choose an occupation you are much interested in and make a job analysis following one of the accompanying outlines.

K. Start a clipping file of interesting bits of information regarding occupations and occupational problems. Organize them in usable form.

L. After making a job analysis answer questions on an Occupations Questionnaire (see accompanying sheet)

M. Make a list of ten occupations for which women are better fitted than men; ten for which they are equally fitted; and ten which they should avoid.

N. Make a list of ten jobs for which a high school education is necessary; list ten jobs you could get without going to high school.

O. Name some work formerly done by men which is now being performed by women in factories and other plants.

P. List some reasons why boys and girls leave school. Separate into good and bad reasons.

* These activities are the ones which are to be part of the class work, and are required by all pupils. The other activities are essential and any two are to be done as outside work to be passed in. The class will be responsible for being familiar with all activities.

Q. Study the table from the Federal Census Bureau (see accompanying sheet) Answer the following questions:
Activities (continued)

1. In which occupations is the percentage of men employed increasing?
2. In which occupations is the percentage of men employed decreasing?
3. In which occupations is the percentage of women employed increasing?
4. In which occupations is the percentage decreasing?
5. Do you think that your choice of an occupation should be affected by the above conclusions? Give Reasons.

V. Desired Outcomes

1. Each pupil to have an appreciation of the dignity of all worthy occupations and workers.
2. An understanding of how the occupational field undergoes many changes due to modern inventions.
3. An understanding of the importance of knowing as much about an occupation as possible. Knowledge of job analysis.
4. An appreciation of an intelligent choice of a career in the future.
5. The development of "Job Consciousness."
6. An understanding of the occupational areas and the particular occupations in each group.
Teaching Aids
<table>
<thead>
<tr>
<th>Rising Fields</th>
<th>Level Fields</th>
<th>Declining Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Men</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mining</td>
<td>Forestry and Fishing</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Transportation and Communication</td>
<td>Manufacturing and Building Trades</td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic and Personal Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation and Communication</td>
</tr>
<tr>
<td>Sales</td>
</tr>
<tr>
<td>Public Service</td>
</tr>
<tr>
<td>Professional Service</td>
</tr>
<tr>
<td>Clerical Work</td>
</tr>
</tbody>
</table>

Taken from: Alfred J. Cardali, op. cit., section I-e.
Summary of Trends Between 1910 and 1930

<table>
<thead>
<tr>
<th>Occupations in Which Workers Increased Faster Than Average for the Whole Group</th>
<th>Occupations Which Gained in Number Less Rapidly Than the Average For the Field</th>
<th>Occupations Which Showed an Actual Decline in Number of Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbers, Hairdressers, and Manicurists</td>
<td>Servants, waitresses, waiters, housekeepers, and stewards</td>
<td>Boarding and Lodging House Keepers</td>
</tr>
<tr>
<td>Cleaning and Dyeing workers and pressers</td>
<td>Elevator Tenders</td>
<td>Hotel keepers</td>
</tr>
<tr>
<td>Garbage Men</td>
<td>Janitors and sextons</td>
<td>Laundry workers and Managers</td>
</tr>
<tr>
<td>Midwives and nurses</td>
<td>Porters</td>
<td>Restaurant and Lunchroom Keepers</td>
</tr>
</tbody>
</table>

Taken from: Alfred Cardall, op. cit., section VII-e.
Typical Occupations Under the Major Classification Division of the U.S. Bureau of the Census

1. Agriculture
   a. Farmers
   b. Florists
   c. Gardeners
   d. Farm Foremen

2. Forestry and Fishing
   a. Fishermen
   b. Oystermen
   c. Foresters
   d. Lumbermen

3. Extraction of Minerals
   a. Oil and gas well operators
   b. Coal miners
   c. Quarry operatives
   d. Iron mine operatives
   e. Gold mine workers

4. Manufacturing and Mechanical Industries
   a. Carpenters
   b. Loom fixers
   c. Tailors
   d. Mechanists
   e. Plumber

5. Transportation and Communication
Typical Occupations (continued)

a. Aviators
b. Sailors
c. Railroad workers
d. Truck drivers
e. Telegraphers

6. Trade

a. Advertising agents
b. Bankers
c. Clerks (in stores)
d. Insurance agents
e. Retail dealers

7. Public Service

a. Firemen
b. Policemen
c. Soldiers
d. Detectives
e. Watchmen

8. Professional Service

a. Actors
b. Artists
c. Chemists
d. Lawyers
e. Physicians

9. Domestic and Personal Service

a. Beauty culturists
Typical Occupations (continued)

b. Hotel workers
c. Janitors
d. Laundresses
e. Waiters

10. Clerical Occupations

a. Bookkeepers
b. Stenographers
c. Clerks (not in stores)
d. Cashiers
e. Messengers
<table>
<thead>
<tr>
<th>OCCUPATIONS</th>
<th>TOTAL</th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>10,471,998</td>
<td>9,562,059</td>
<td>909,939</td>
</tr>
<tr>
<td>Forestry and Fishing</td>
<td>250,469</td>
<td>250,140</td>
<td>329</td>
</tr>
<tr>
<td>Extractions and Minerals</td>
<td>984,323</td>
<td>983,564</td>
<td>759</td>
</tr>
<tr>
<td>Manufacturing and Mechanical</td>
<td>14,110,652</td>
<td>12,224,345</td>
<td>1,886,307</td>
</tr>
<tr>
<td>Industries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade</td>
<td>3,843,147</td>
<td>3,561,943</td>
<td>281,204</td>
</tr>
<tr>
<td>Public Service</td>
<td>6,081,467</td>
<td>5,118,787</td>
<td>962,680</td>
</tr>
<tr>
<td>Professional Service</td>
<td>3,253,884</td>
<td>1,727,650</td>
<td>1,526,234</td>
</tr>
<tr>
<td>Domestic and Personal Service</td>
<td>4,952,451</td>
<td>1,772,200</td>
<td>3,180,251</td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td>4,825,324</td>
<td>2,038,494</td>
<td>1,986,830</td>
</tr>
</tbody>
</table>

*Transportation and Communication

The above table shows the number of men and women employed in ten large fields of work according to the last Federal Census. The table was taken from: Edmonson, J.B., and Dondineea, A. Vocations Through Problems, p. 28. New York: The MacMillan Company, 1938.
Outline For The Study Of An Occupation *

I. Importance of the occupation and its importance to society.

II. Number of workers engaged in the occupation:
   A. Total number engaged in the occupation
   B. Total number under 18 that are males
   C. Total number over 18 that are males
   D. Total number under 18 that are females
   E. Total number over 18 that are females

III. Need for workers-trends (Note increase or decrease in
      number of workers in relation to population and
      to other occupations. Note whether there is an
      over or under supply of workers and explain.
      Note principal centers where undersupply or over
      supply is especially outstanding. Summarize
      important trends that will affect number of
      workers.

IV. Duties

   A. Specific tasks performed by workers in each occupation;
      divisions of the work; other occupations with which the work
      may be combined; nature of work; tools, machines, and materials
      used in performance of the work.

   B. Definition of occupation
      1. As given in the law
      2. As determined by an official organization (union,
         professional association)
      3. Carefully formulated definition acceptable to those
         in the occupation.
V. Qualifications
   A. Sex
   B. Age
   C. Race or nationality
   D. Other qualifications
   E. Special skills
   F. Special tools or equipment
   G. Legislation affecting occupation

VI. Preparation
   A. General education
      1. Necessary
      2. Desirable
   B. Special training (include probable cost)
      1. Necessary
      2. Desirable
      3. Training centers
         a. Schools offering special training
         b. Training on the job
         c. Others
   C. Experience
      1. Necessary
      2. Desirable

VII. Methods of entering (Give any special ways of entering this occupation such as Civil Service Exam)

VIII. Length of time before skill is attained (Include special regulations regarding union or other apprentice rules).
IX. Advancement
   A. Line of promotion
   B. Opportunity for advancement
X. Related occupations to which the job may lead.

XI. Earnings
   A. Beginning wage
   B. Most common
   C. Maximum wage

XII. Hours
   A. Daily
   B. Weekly
   C. Overtime (give frequency)
   D. Irregular hours or shifts
   E. Vacation
   F. Regulations

XIII. Regularity of employment
   A. Normal months
   B. Busy months
   C. Dull months
   D. Shut down of plants
   E. Cyclical unemployment

XIV. Health and accident hazards

XV. Organization
   A. Employers: functions, purpose, size
   B. Employees: functions, purpose, size
XVI. Typical places of employment

XVII. Supplementary information

A. Suggested readings
B. Magazines
C. Films
D. Pictures
E. Other sources of information
F. History of occupation

3. Description of the occupation:

4. Local variations:

5. Examples of articles made or services performed:

6. National basis:
   Date: ___________________________ Total: ____________
   Source of information: ___________ Males: _________ Percent of total: _________
                                _________ Females: _________ Percent of total: _________

7. Local basis:
   Date: ___________________________ Total: ____________
   Source of information: ___________ Males: _________ Percent of total: _________
                                _________ Females: _________ Percent of total: _________
22. As a helper:
   a) Describe briefly the work performed and any training that the helper may receive:
      
   b) Length of time before helper can be a fully qualified worker:

23. As an apprentice:
   a) Length of apprenticeship:______________ Indenture: (Check) Yes____ No____
   b) Subjects taught on the job:
      
   c) Subjects taught in related vocational courses:

COMMENTS AND INFORMATION NOT COVERED ELSEWHERE

NOTE: Where more space is needed for the entry of any item on this schedule, a cross-reference may be made to comments incorporated here or on a separate sheet. The comments should be numbered the same as the items on the schedule for easy identification. Keep extra notes, pictures, or other miscellaneous job information on the inside of this folder.
An Occupations Questionnaire *

Answering the questions on this blank should help you to see some of the most important advantages and disadvantages of your chosen occupation.

1. Is it easy to enter? To get out of?
2. Is the demand for it small, average, or great? Where?
3. Does it offer steady work? Permanent work?
4. Is it growing in importance? Why or why not?
5. Does it offer good opportunities for promotion? What?
6. Is the pay satisfactory now? Will it be later?
7. Are the hours of employment satisfactory? What are they?
8. Will you get a vacation? How long? When?
9. Is the work healthy or unhealthy or dangerous?
10. Will your associations be with uplifting and desirable people?
11. Can you see any way in which it might have a bad effect on you?
12. Are you really interested in this occupation? Why?
13. Are you physically fitted for this work? Mentally fitted
14. Does it offer opportunities for further growth and education?
15. Does it offer real service to humanity? Just how?

Test

Place a check (X) in the parentheses in front of the correct answer for each of the following.

1. The average earnings for a lifetime are greatest for:
   ( ) The junior high school graduate
   ( ) The high school graduate
   ( ) The college graduate

2. A person seeks employment to:
   ( ) Have a good time.
   ( ) Meet people.
   ( ) Provide for the necessities of life.

3. Unskilled workers are:
   ( ) Doctors and nurses
   ( ) Stenographers
   ( ) Laborers, farm help

4. In order to find success in an occupation one should:
   ( ) Educate herself on the job
   ( ) Dress well
   ( ) Become friendly with those in charge

5. In recent years machinery has:
   ( s) Slowed up production
   ( ) Eased the work for the employer
   ( ) Caused a decrease in salaries

6. Women are usually employed in:
   ( ) Unskilled occupations
   ( ) Professional occupations
   ( ) Semi-skilled occupations
Key

1. The college graduate
2. Provide for the necessities of life
3. Laborers, farm help
4. Educate herself on the job
5. Eased the work for the employer
6. Professional occupations
BIBLIOGRAPHY

(Grade VIII Unit 1)

* These references are for students


BIBLIOGRAPHY
*(continued)*


Learning More About My Interests And Abilities

Preface

"Make it thy business to know thyself, which is the most difficult lesson in the world."

Miguel De Cervantes, Don Quixote

There is no doubt that vocational guidance in school is absolutely essential. It has been defined as helping an individual to choose an occupation, prepare for it, enter upon it, and succeed in it. In choosing an occupation, you must: 1/

1. Make a serious study of yourself

2. Make a careful study of various occupations

3. Compare requirements of the occupation studied with the qualities you possess and, by a process of elimination, come to a conclusion as to the work in which you are most likely to find success and happiness.

It is not enough that the individual should consider all his qualifications, he should put them down in consecutive and well tabulated form, so that they may be compared with the requirements of various occupations.

Learning More About My Interests And Abilities

Grade VIII

Approximate Time Allotment
6 periods

I. Theme

The purpose of this unit is to help the pupil make a study of herself so that she will know more about her special interests and abilities. Also to learn while in school what work she can probably do successfully and to be able to recognize her qualifications for the occupation she may be considering.

II. Specific Objectives

1. To assist the pupil in understanding the necessity for self-analysis.
2. To show the student ways of discovering her abilities and interests.
3. To have pupil understand and evaluate her interests and abilities for a start in planning for the future.
4. To acquaint girl with the qualities of character that are important.
5. To suggest methods of developing new interests.
6. To know how student activities will help discover interests.
Specific Objectives (continued)

7. To familiarize pupil with the importance of correct choice of school subjects as a foundation for future success.

8. To help pupil evaluate her interests and abilities in relation to occupational areas.

III. Content

A. Fill out Questionnaire for Self Analysis (see accompanying sheet).

B. Reasons why an individual should know about her special interests and abilities:
   1. To have a better understanding of herself
   2. To make a better choice of electives
   3. To choose extra-curricular activities more wisely
   4. To see where she needs to improve
   5. To help in matching her abilities with the abilities required in the various occupations
   6. To see whether or not the vocations that she is most interested in will give her an opportunity to apply her special interests and abilities

C. What should an individual know about herself?
   1. Abilities
Content (continued)

1. Abilities
   a. Educational: abilities required to do school subjects
   b. Vocational: abilities required in representative occupations
   c. Special abilities and aptitudes

2. Interests
   a. Educational: interest in school subjects and activities
   b. Vocational: interest in shop work, school subjects, work experiences
   c. Social: interest in being with people, participating in activities

D. How can an individual discover her special abilities and interests?

1. Using occupational knowledge
   a. Watching workers at their work, talking with them
   b. Reading about and studying the different kinds of occupations
   c. Contrasting one occupation with another
   d. Thinking about which one appeals to you

2. Home
   a. Helping with the chores
   b. Cooperating in the management of the home
3. School studies
   a. Thinking about which subjects you like and dislike
   b. Compare your achievement with the achievement of others
4. Student Activities
   a. Participating in student government
   b. Taking part in sports
   c. Being active in clubs
   d. Other activities: Bookstore, lunchroom, selling tickets, etc.
5. Vocational Tryouts
   a. Experimenting in exercises which definitely resemble the work of the world
6. Vacations and After School Work
7. Interviews dealing with results of observation by friends, parents, teachers, and counselor
8. Standard tests, questionnaires, interests blanks, etc.
   a. Intelligence tests
      (1) Henmon-Nelson Test of Mental Ability, Grades 7-12
      (2) Kuhlman Anderson for Grades 7 and 8
Content (continued)

b. Personality Inventories
   (1) Bernreuter's Personality Inventory
   (2) Washburne Social Adjustment Inventory
   (3) Bell's Adjustment Inventory

c. Study Habits Inventories
   (1) Wrenn's Practical Study Aids
   (2) Tyler Kimber Study Skills Test

d. Interest Inventory
   (1) Kuder Preference Record

e. Social Usage Test
   (1) Test of Knowledge of Social Usage by Strang, Brown and Stratton

The above mentioned tests are to be administered at various times during the course and though mention of them is made here, it does not necessitate the administration of all in the six weeks for the unit on Self-Analysis.

E. Discuss what an individual should do about her interests and abilities when she has discovered them.

1. Compare her abilities with the abilities required in certain school courses.
2. Match her interests with extra-curricular opportunities.
3. Compare her interests with the interests of people in certain occupational fields.
Content (continued)

4. Choose "tryout" experiences related to her abilities and interests. After a successful try-out experience, more advanced experience in the same field should be undertaken and the pupil encouraged to acquire all available information relating to that occupational field.

F. Acquaint class with some important human qualities: 1/

1. Personality: A group or pattern of qualities developed slowly out of attention to the little things of life. Making the most of one's innate capacities.

2. Industry: Ability and willingness to work hard

3. Reliability: Developed by being faithful to all tasks assigned you.

4. Initiative: Developed by trying to be alert in thinking of new plans and in acting rightly without waiting to be told.

5. Co-operation: A result of the constant effort to work with people, with mutual good will, and in the spirit of "Come on, let's do it together."

6. Judgment: Developed only by a slow process of learning to do things right and, thereby, of developing a keen sense of what is right and best.

IV. Activities

* A. Prepare an interview with a former student who would be a good example of a successful person. Discuss the qualities they think contributed to her success. Invite one of them to class and conduct an interview dealing with the qualities he considers have contributed to his success.

B. Have each student interview two or three people who are interested in their work. Ask them whether they became interested before or after they began to work. Tabulate the findings of the class.

* C. Give oral reports on vacation or after school work experiences, and tell how they have suggested or might suggest occupations.

* D. Administration of following self-rating charts: (see accompanying sheets)

   a. **Interest in Subjects**

   b. **Achievement in School Subjects**

   c. **Have You Been Doing Your Best Work?**

* E. Take self-rating scale: *What Activities Are You Most Interested In?* Tabulate the class results to get a sampling of the interests of the class as a whole.
Activities (continued)

* F. Take check list: Interests. Write a paper tracing the history of one of the interests of a famous person as shown in his or her autobiography.

* G. Take check list: Analyzing Your Abilities. Find what abilities are lacking commonly from the group. Suggest school activities and community activities to develop these abilities.

* H. Committee Project: Have several committees choose a particular occupation of common interest to the committee members. Investigate the occupation and list the abilities that are required for that particular occupation. Tabulate the results, and, with the addition of pictures, make posters for the bulletin board.

I. Panel Discussion:

    Topic: "Every person should try to develop as many interests as she can."

J. Describe how some school subjects that you have studied helped you to discover occupational interests and abilities.

K. List a few personal characteristics which are necessary for anyone regardless of her occupation.

* L. Organize some visits to places of employment. Before each visit prepare a list of things to look for and to report on.

M. What disadvantages may young people experience as a
Activities (continued)

result of spending most of their time at one activity, such as, radio, art, or reading?

N. Conduct a Debate:

1. Resolved: That the interests of young people change too often to be worth considering in choosing an occupation.

2. Resolved: That every individual should strive to acquire as many interests as possible.

* O. Case Studies:

1. John is a junior high school student who wants to take a job after school. His mother feels that this would be unwise because he does not need the work. What are your suggestions to John and his mother?

2. Elizabeth is in a job which does not interest her only to the extent that she is making a very good salary and she is able to dress well and have a good time. Should she remain at her job or should she seek another? How might she become interested in her present work?

3. Mary excels in drawing posters and is always given that job to do. Should she be given other things to do, too, or should she stay with the activity in which she excels?
Activities (continued)

P. Discussion: Come to the conclusion as to the value of one's interest and abilities. Summarize ways of making use of these while still in school.

Q. Administration of some of the test battery already discussed.
   1. Personality Inventories
   2. Interest Inventories

R. Take chart: What Specific Abilities Are Required By Different Occupations? Have each pupil list abilities in which she ranked high. Then write three occupations in which these abilities are required.

V. Desired Outcomes

1. That each pupil understands the necessity for self-analysis.

2. To impress upon the pupil the qualities of character that are important for success.

3. That each girl is familiar with the methods of discovering one's interests and abilities.

4. To be sure the pupil understands the value of extra-curricular activities as a means of discovering interests.

5. To realize the importance of evaluating interests and abilities in relation to occupational areas.
Teaching Aids
QUESTIONNAIRE FOR SELF ANALYSIS *

1. Name
   Date
2. Age
3. Occupation of parent or guardian
4. Occupations of other relatives which have interested you
5. Schooling you have had
6. Had any special industrial or commercial training?
7. What studies interest you most?
8. What studies do you dislike most?
9. Are you studious by nature, or does it come hard to you?
10. What claims most of your attention in school—your studies or outside activities?
11. What sort of books and magazines do you read?
12. How do you spend your spare time?
13. Do you "get by" in school with little or no study, or do you have to "plug hard" in order to pass?
14. Do you like to invent things, or devise improvements on the things about you?
15. Have you mechanical ability?
16. Do you like to draw free-hand? Mechanical?
17. Do you like music? Play an instrument?
18. Do you express yourself well in speech? In writing?
19. Are you timid, a "go getter", or neither?
20. Have you a hobby that makes large demands upon your spare time?
21. To what organizations do you belong, if any?
22. Do you take active part in club meetings?
23. Are you a good mixer?
24. Have you any particular ambition or vision for the future?
25. Are you naturally healthy?
26. Are you strong physically?
Questionnaire (continued)
27. Do you have a physical handicap?
28. Do you prefer to be the director of things, or are you willing to do your share while someone else directs and assumes responsibility?
29. Are you able to concentrate on the work you are doing, or does your mind wander off to other things?
30. Do you get along well with others and they with you?
31. Do you stick to an idea or to a certain job until the end, or are you easily discouraged?
32. Which sort of work appeals to you most—methodical, repetition, or work of wide variety?
33. Do you prefer mental or physical activity or work involving both?
34. Can you work well under high pressure, or do you work better when you have time and leisure?
35. Have you a good imagination?
36. Do you naturally pay attention to small details, or are you more interested in broad planning without giving much thought to methods for carrying out your plans?
37. Have you a good memory of names? for faces? facts? figures?
38. Do you keep your desk or room always in order, or do you allow things to accumulate until you are forced to clean up?
39. Are you systematic in your work, or otherwise?
40. Are you self-reliant?
41. Are you tactful, or do you say what you think without consideration of effect?
42. Are you careful and conservative in taking a step, or are you impulsive or careless of consequences?
43. Are you quick or slow in your movements? In mental processes?
44. Are you talkative or are you a good listener?
45. Do you grasp an explanation quickly, or do things have to be explained to you in detail?
46. Do you insist on accuracy and perfection in everything, or are you satisfied with "good enough"?

### INTEREST IN SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Like it very much</th>
<th>Like it fairly well</th>
<th>Like it a little</th>
<th>Dislike it</th>
<th>Dislike it very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>General Language</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Science</td>
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<tr>
<td>Hygiene</td>
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<td>Mathematics</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Penmanship</td>
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<tr>
<td>Foods</td>
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<tr>
<td>Clothing</td>
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<td>Music</td>
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<td>Art</td>
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<tr>
<td>Physical Education</td>
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</tr>
</tbody>
</table>

What are your interests in school subjects? Indicate by checking in the column which best describes your feeling.

Taken from the Newton Public Schools Guidance Pamphlet for Grade VIII.
**ACHIEVEMENT IN SCHOOL SUBJECTS**

How do you compare with your classmates in achievement in school subjects? Indicate by checking in the column which best describes you.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Superior</th>
<th>Good</th>
<th>Fair</th>
<th>Unsatisf.</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>General Language</td>
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<td>Social Studies</td>
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<td>Science</td>
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<td>Mathematics</td>
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<td>Spelling</td>
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<td>Penmanship</td>
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<tr>
<td>Physical Education</td>
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</tbody>
</table>

Taken from *The Newton Public Schools Guidance Pamphlet* for Grade VIII
HAVE YOU BEEN DOING YOUR BEST WORK?
As a part of knowing yourself, it is important for you to recognize whether or not you have been doing your best work.

If you have been doing your best work, encircle number 1
If you are capable of doing better work, encircle number 2
If you capable of doing much better work, encircle number 3

English 1 2 3
General Language 1 2 3
Social Studies 1 2 3
Science 1 2 3
Hygiene 1 2 3
Mathematics 1 2 3
Spelling 1 2 3
Penmanship 1 2 3
Foods 1 2 3
Clothing 1 2 3
Art 1 2 3
Physical Education 1 2 3

Taken from The Newton Public Schools Guidance Pamphlet for Grade VIII
### WHAT ACTIVITIES ARE YOU MOST INTERESTED IN?

Indicate what activities you are interested in by checking the columns which best describe your feelings.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Like it</th>
<th>Like it</th>
<th>Like it</th>
<th>Dislike</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books</td>
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<tr>
<td>Skating</td>
<td></td>
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<td></td>
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<tr>
<td>Listening to radio</td>
<td></td>
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<td></td>
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<tr>
<td>Building things</td>
<td></td>
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<tr>
<td>Going to the movies</td>
<td></td>
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<tr>
<td>Getting good marks</td>
<td></td>
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<td></td>
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<tr>
<td>Helping at home</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Taking care of young children</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Having pets</td>
<td></td>
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<td></td>
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<tr>
<td>Taking things apart</td>
<td></td>
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<tr>
<td>Studying</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Playing some musical instrument</td>
<td></td>
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<tr>
<td>Dancing</td>
<td></td>
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<tr>
<td>Going to church</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in plays</td>
<td></td>
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<td></td>
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<tr>
<td>Selling things</td>
<td></td>
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<td></td>
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<tr>
<td>Visiting people</td>
<td></td>
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<tr>
<td>Riding in autos</td>
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</tbody>
</table>

Taken from The Newton Public Schools Guidance Pamphlet for Grade IX
INTERESTS*

This is a check list on exercises related to vocational traits.
Check the items which interest you.

1. Artistic creation—writing, designing, composing music.
2. Artistic skill—decorating windows, millinery, costuming, printing, handicrafts.
3. Entertaining people—musician, actor, speaker.
4. Scientific work—laboratories, museums, research.
5. Teaching—school, shop.
6. Organizing people—societies, work gangs, in industrial and business concerns.
8. Care of animals—as in stock raising, care of horses.
9. Operating engines—as locomotives, automobiles, steam plants.
10. Meeting and directing people, as secretary, floor man, conductor.
11. Welfare work, social settlements, industrial plants, Christian Association, churches.
12. Influencing people directly—selling, preaching, campaigning.
13. Influencing people indirectly—advertising, writing, newspaper work.

ANALYZING YOUR ABILITIES

Discuss the meaning of each ability so that each pupil will understand it clearly. Have the class determine the description to be given each numerical rating. Then, when each pupil has checked the chart according to his own abilities, connect the items to get a profile chart of each pupil.

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Analytical</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Artisan</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Constructive</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Creative</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Diagnostic</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Discriminative</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Initiative</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Imitative</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Leadership</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Managerial</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Mechanical</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Mental</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Musical</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Physical</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Routine</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Social</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>With Materials</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>With People</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Taken from the Brockton Public Schools Pamphlet
WHAT SPECIFIC ABILITIES ARE REQUIRED BY DIFFERENT OCCUPATIONS?

After having analyzed your abilities (see chart on Analyzing Your Abilities), list the ones in which you have a high rating. Then after each ability, list three occupations which require these particular abilities.

For example:
Creative  (1) writer  (2) architect  (3) designer

Taken from the Brockton Public Schools Pamphlet
SELF RATING CHART

Indicate by checking in the right column the qualities which best describe you.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Very</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Quickness of Thought</td>
<td></td>
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<tr>
<td>Skill in Using Hands</td>
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<tr>
<td>Self Control</td>
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<tr>
<td>Industry</td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Neatness</td>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Courtesy</td>
<td></td>
<td></td>
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<tr>
<td>Dependability</td>
<td></td>
<td></td>
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<tr>
<td>Honesty</td>
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<tr>
<td>Ability to work with others</td>
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<tr>
<td>Adaptability</td>
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<tr>
<td>Leadership</td>
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<tr>
<td>Memory</td>
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<tr>
<td>Common Sense</td>
<td></td>
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<tr>
<td>Courage</td>
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<tr>
<td>Loyalty</td>
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<tr>
<td>Perseverance</td>
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<tr>
<td>Self Confidence</td>
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</tbody>
</table>
Test

Below you will find several statements. Some are true and some are false. Read each statement carefully. If you think it is true, underscore "true". If you think it is false, underscore "false".

1. True False In order to choose a vocation wisely an individual should find all about herself.

2. True False Usually an individual will find success in any occupation.

3. True False Occupational success rarely depends upon school success.

4. True False Interest and ability are essential elements for vocational success.

5. True False Industry is the ability and willingness to work hard.

6. True False Usually an individual pursues the same occupation as her parents.

7. True False If one has interest in an occupation, she will find success.

At the end of each of the following statements there are a number of possible answers, but only one correct answer. Read each statement carefully and underscore the answer which is correct.

1. In choosing an occupation you should:
   a. Follow the advice of your father.
   b. Make a study of various occupations.
   c. Seek job where you will get the most salary.

2. Before choosing an occupation one should know about her:
   a. Friends and what they are doing.
   b. Educational and vocational abilities.
   c. Ability to make friends.

3. One can discover her special interests and abilities by:
   a. Going to a fortune teller.
   b. Reading books about interests and abilities.
   c. Experimenting with exercises which resemble actual work.

4. In order to be successful in an occupation one must:
   a. Dress well.
   b. Have many friends
   c. Be cooperative
d. Be attractive
Key
True False

1. True
2. False
3. False
4. True
5. True
6. False
7. False

Multiple Choice

1. b
2. b
3. c
4. c
BIBLIOGRAPHY (Grade VIII Unit 2)

* (Reference for Students)

A. Books


Davis and Davis. Guidance for Youth. Pp. 343-357. New York:


BIBLIOGRAPHY (continued)


B. Pamphlets


Newton Public Schools. Guidance. Newtonville, Massachusetts Grade VIII Grade IX

Providence Department of Public Schools. Course of Study in Guidance. Providence, Rhode Island, 1942.

Choosing Courses and Electives

Grade VIII

Approximate Time Allotment
10 periods

I. Theme

The purpose of this unit is to enable the pupil to select subjectives and electives closely allied to her abilities and interests.

II. Specific Objectives

1. To ensure more care and consideration in the choice of elective subjects.

2. To help the pupil understand the cultural, avocational and vocational possibilities of each elective subject in the curriculum.

3. To have pupils acquire an understanding of electives and courses.

4. To help the pupil reconsider her present course and electives in the light of future courses.

5. To help the pupil evaluate her own abilities, interests, aims, and prospects in relation to their educational opportunities.

6. To appreciate the value of making plans in advance for education and work.

7. To be sure that the pupil makes the best possible selection of ninth grade courses and electives.
III. Content

A. Point out to class the factors which must be considered in selecting courses.1/

1. Plan your educational career as a whole instead of developing it piecemeal.

2. Select each course for a few specific objectives.

3. Thoroughly analyze the list of courses offered.

4. Discount prejudiced advice.

5. Respect your own individuality.

6. Select courses according to your capacity.

7. Select courses with regard to the total amount of time that you expect to continue in school.

8. Compare the relative value of courses.

9. Select courses for their probable rather than their possible value.

10. Select courses which emphasize the present rather than the past or the future.

The surest way to make your education really vital and worthwhile is to take those courses and subjects which you can put to use now in solving the pressing problems of the present.

11. Study some one thing thoroughly.

12. Select courses that provide variety in the
day's work.
13. Organize your education as a whole on the
spiral plan.
14. Select courses that will contribute to home
membership.
15. Include some kind of vocational studies.
16. Select courses which will contribute to citizen-
ship.
17. Select courses that will contribute to the
enjoyment of leisure time.
18. Select courses that will promote character.

B. Discuss the "success" in electives
   1. Ability to do the work
   2. Interesting work
   3. Adapted to work
   4. Valuable to future plans

C. Discussion of "failure" in electives
   1. Inability to do the work
   2. Uninteresting work
   3. Work is too hard
   4. Work is not related to future vocational plans,
      therefore, lack of interest.
Content (continued)

D. Familiarize the pupils with the possibilities of each course in the following phases:

1. Educationally
   a. To what high schools
   b. To what colleges
   c. What other types of schools

2. Occupationally
   a. To what occupational fields
   b. To what particular occupations

3. Socially
   a. Training for leisure
   b. Training for citizenship

E. List all subjects required of all ninth grade pupils. These will vary with different schools, but ones most frequently offered are: Music; English; Physical Education; Character Education; Guidance; Hygiene.

F. Discuss factors affecting choice of a course:

1. What choice implies
   a. Knowledge of the abilities and interests of the individual.
   b. Knowledge of purpose and time required for completion.
null
Content (continued)

2. Necessity for correct choice
   a. Effect on pupil **educationally**
   b. Effect on pupil **vocationally**

G. Questions which must be considered in choosing your high school work:

1. In junior high school or in eighth grade, have I shown any special excellence or weakness in my study?
2. What kind of work do I really like best?
3. Have I any handicap that must be taken into consideration?
   (For example, health, and strength. Am I lacking in initiative?)
4. Have I the persistence to acquire, in spite of any difficulties, the training that I need?

H. Discuss and explain the following:

1. **Required subjects.** These are subjects which must be studied by every pupil in the junior high school. They generally include English, Mathematics, Social Studies, General Science, and Physical Education.
3. **Elective Subjects.** These are subjects from which a pupil may make her own choice. In many junior high schools the ninth grade pupils may elect Latin, French or Spanish, Typewriting, Home Economics, Art and Public Speaking.

3. **Special Subjects.** These are subjects which are not required for graduation and for which no credit is given. They are intended to meet the specific needs of particular pupils. They include coach classes for retarded pupils, sight saving classes, speech correction classes for those who have impediments in their speech. In some schools these are not included at all but the school has many clubs and extra-curricular activities.

I. Point out to class the various paths of junior high school electives (see accompanying chart).

J. Discuss the value of the right choice of courses and electives. Clarify the discussion by using accompanying chart, Right Choice of Electives.

K. Point out the occupations of each of the following electives (see accompanying chart for more specific information)

1. **Foreign Language Electives**

2. **Commercial Electives**
   Technical

3. **Practical Arts Electives**
   Vocational
L. The Courses in General

1. Why we have different courses in junior high school
   a. To satisfy different interest of pupils
   b. To provide for different vocations
   c. To give opportunities for "try outs"

2. The meaning of "course"
   a. A plan of study
   b. Planned to prepare for some particular field of work

3. The purpose of the first six grades of study
   a. Preparation for everyday life
   b. Preparation for advanced studies
   c. "Tool subjects"

M. The Spread of the Courses

1. Grades VII and VIII
   a. Academic Course
      1. With modern foreign languages
      2. Without foreign languages
   b. Mechanic Arts
   c. Practical Arts

2. Grade IX
   a. Academic---College Preparatory
   b. Commercial
   c. Industrial

   (1) Mechanic Arts
   (2) Practical Arts
IV. Activities

A. Appoint a group to report on the advantages of each possible elective subject for the next year.

* B. Make a list of factors one must be familiar with in order to make a proper selection of courses and electives.

C. Obtain bulletin showing courses of high school to which you are going. Work out a schedule for:
   1. A pupil going to college
   2. A pupil who wishes to take the Commercial Course
   3. A pupil who is undecided

D. Make a list of suggestions on the qualities necessary for a person who wishes to enter business.

* E. Conduct a panel discussion: "How a wrong choice of course and electives can affect one's educational and vocational opportunities."

*F. Conduct a debate on any one of the following:
   1. Resolved: "That there should be more electives than there are."
   2. Resolved: "That Latin (Algebra, or other subjects) should be electives."
   3. Resolved: "That every girl should be required to take Home Economics."
   4. Resolved: "That every boy should be required to take shop work."
Activities (continued)

* G. Appoint three committees to report to the class all available information from School Document No,3, "A Guide to the Courses of a Secondary School", on the following:

1. General Curriculum
2. Commercial Curriculum
3. College Preparatory

The following points are to be stressed:

a. Special subjects in each course
b. What occupational fields may be entered through the course?
c. Does the course prepare for a special occupation? If so, what?
d. Advantages of the course
e. Chief disadvantages

H. Suggest reasons why the subjects discussed (see Content) are included in all courses.

e.g., Preparation for common activities such as citizenship and leisure.

I. Pass in a written report on: "The dangers of deciding on an occupation too young."

J. What are the major subjects in each of the following courses?

1. College Preparatory
2. Commercial Course
Activities (continued)

* K. Have class pass in a written report on:

1. What course I am interested in.
2. Why I have chosen------ course.
3. Why do you think you will be interested in chosen course?
4. Give good reasons why you have chosen particular electives.

* L. Case Studies:

1. A girl wished to be a nurse. She took the general course and was undecided as to electives. She did not know whether to elect Dressmaking or Chemistry. Which would be the better choice? Why?

2. A boy desired to be an engineer but his mathematics grades were not good. His poor marks were due to carelessness, and the fact that he did not always do his assignments. He understood the processes very well. Should he elect the technical preparatory course? If he continues to be careless, do you think he will be a successful engineer?

3. Mary was undecided on whether she should take the Commercial or College Course. Her parents wished that she would go to college, but she wanted to go to business school. What course
Activities (continued)

3. (continued)

should she elect in high school? Why? What factors should influence her?

4. Elizabeth was interested in becoming a teacher, but she was undecided whether she wanted to become a grade teacher or an art teacher. What course should she select, and why?

5. A boy was undecided about his course. He was an average student and enjoyed most of his school work. His parents wanted him to get a good high school training to prepare him for some vocation. How could this boy reach a decision? Who could help him? What course would you select if you were he?

*M. Invite representatives of the various high schools to come and talk to the girls about the educational and vocational opportunities of their respective schools. Allow opportunity for the girls to ask questions.

* N. Plan visits to the high school so that the girls can see the school in action.

* O. Have girls fill in temporary course and elective blanks. Plan for personal conferences, particularly with those girls who are in doubt, and with those who have been too optimistic in their choices.

* These activities are to be done as part of the class work. The class will be held responsible for all the activities, however, and one written report will be required.
Activities (continued)

P. Suggest reasons why there begins to be a differentiation of courses in intermediate school.

Q. List the subjects of the seventh grade course.
   Compare these courses to show how they are alike and how they are different. Account for these differences and likenesses.

R. Define the following terms:
   1. Academic
   2. Cultural
   3. Vocational

S. Answer as many questions on Choosing a Course as possible. (see accompanying sheet)

V. Desired Outcomes

1. An appreciation of the waste of time and effort from a careless selection of courses and electives.
2. Each pupil to have a carefully planned course and elective blank for grade IX.
3. A knowledge of the educational and vocational possibilities of various courses.
4. An appreciation of the value of trial experiences in discovering one's interests.
5. To understand that there is less failure as a result of improper selection.
6. To realize the wastefulness of continuous course shifting.
7. To be aware of the necessity of an intelligent selection of courses for future success.
Teaching Aids
ELECTIVES

Junior High School Electives

Commercial  Foreign  Practical Arts
Language     For Boys-For Girls

Junior  Senior High School  Handiwork
Commercial  Course  Course  Course  School
Jobs

Continuation  Commercial  Academic  Technical  Continuation
School  Course  Course  Course  School

For Boys-For Girls

Business  Arts  Engineering
Administration Courses in Agriculture
Courses in Home Economics
Colleges
Colleges
Colleges
Technical
Schools

Commercial  Administrative  Learned  Technical Skilled Trades
Occupations  Commercial  Professions  Professions  Homemaking
Positions

The diagram helps you to understand where the various junior high school paths lead.
Right Choice of Electives

Pleasure in The Work

Ability or Talent

Connection with Life Aim

Utmost Effort to Succeed Proof of Correctness of Our Choice Pride in Every Day's Achievement

Success in Senior High School

ELECTIVES AND THEIR OCCUPATIONS

Foreign Language Electives
(College Preparatory)

Learned Professions
Medicine
Law
Ministry
Teaching
Library Work
Social Work and others

Business Occupations
Bookkeeping
Stenography
Salesmanship
Business Administration
Telephone Service
Department Store Service
Statistical Service and others

Commercial Electives

Technical Professions
(Boys)
Engineering
Agriculture
Chemistry
Architecture and others
(Girls)

Technical

Practical Arts Electives

Nursing
Dietetics
Child Care and others

Vocational

Industrial Occupations
(Boys)
Machine Trade
Pattern Making
Sheet-Metal Work
Auto Mechanics
Printing
Electricity and others
(Girls)
Dressmaking
Millinery and others

CHOOSING A CAREER

From the time the pupil first comes into the school, he should be encouraged to think about his educational career. There are many ways by which he may be helped to choose his course more intelligently. The following material will suggest one method.

1. What are the courses or curricula from which I may choose?
2. What are the main purposes of each curriculum?
3. What are my main interests and abilities?
4. Which course shall I choose?
5. Will this course be satisfactory to me later?
6. Will my past record and my interests permit me to follow it?
7. Is it possible for me to change in case I wish to do so?
8. Do I allow classmates to influence me in my choice?
9. To what extent should parents or others influence me in my choice?
10. To what extent should parents or friends influence me?
11. Specifically, just what are my reasons for selecting this course?
12. Are all these reasons good reasons?

Test

Below you will find several statements. Some of them are true and some of them are false. Read each statement carefully. If you think that it is true, underscore "true". If you think that it is false, underscore "false".

True False 1. In choosing courses one should be a dabbler.
True False 2. Vocational studies should be chosen only as a last resort.
True False 3. A course that is really good is for all students alike.
True False 4. Every student should courses as if she expected to graduate.
True False 5. The best guide for choosing courses is your experience in previous courses.
True False 6. The more courses you take in a subject the more you will get out of it.
True False 7. It is better to have courses in several fields than courses in one field at once.
True False 8. Choice of courses should be independent of such things as school's supply and equipment.
True False 9. If a course has value you are justified in choosing and studying it.
True False 10. It is best to choose courses as you go along instead of planning all at once.
Test (continued)

True False 11. The more you know about something the more interested you become.

True False 12. Work with hands is more interesting than work with mind.

True False 13. One should never choose courses because they are interesting.

True False 14. Everyone in high school is required to take English.

True False 15. The College Preparatory Course prepares one to be a private secretary.

True False 16. Music and Art are usually electives.

Multiple Choice

Place an (X) in parenthesis before statement which makes a correct answer.

1. In choosing high school courses, pupil should choose the subjects which are

( ) best suited to his interests
( ) easiest
( ) chosen by his best friends

2. Subjects which must be taken by all pupils in a school are

( ) electives
( ) required subjects
( ) credits

3. The subjects in which the greatest number of credits are required for graduation from high school are

( ) Mathematics
( ) Social Studies
( ) English
Multiple Choice Test (continued)

4. The Commercial Course prepares one to be
   ( ) a teacher
   ( ) a stenographer
   ( ) an accountant

5. The girl who wishes to enter nursing should take the
   ( ) General Course
   ( ) College Course
   ( ) Commercial Course
Key

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Multiple Choice Test

1. best suited to his interests and abilities
2. required subjects
3. English
4. a stenographer
5. College Course
BIBLIOGRAPHY (Grade VIII Unit 3)

*Student References


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* Pupil References


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* _______ Our World of Education. 1930.

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BIBLIOGRAPHY (continued)


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