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Group guidance in the junior high school with particular reference to a course developed at the Sutter Junior High School in Sacramento, California, and an evaluation of its results

May D. Sturges

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GROUP GUIDANCE IN THE JUNIOR HIGH SCHOOL

WITH PARTICULAR REFERENCE TO A COURSE

DEVELOPED AT THE SUTTER JUNIOR HIGH SCHOOL

IN SACRAMENTO, CALIFORNIA, AND

AN EVALUATION OF ITS RESULTS

By

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DATED
Dedication

Dedicated to Miss Minnie Roth and Mr. B. W. Painter, two principals who understand youth and who inspire their teachers to give of their best in serving youth.
The following study is an attempt to discover some of the possible values that may have come to certain groups as a result of a short guidance course given to ninth grade Junior High students. Many studies will need to be made in this field if the real values are to be determined. After all, there are so many guidance factors that enter into the life of the average Junior High student, it is difficult to say with assurance, "this is the direct influence of a particular course."

We can only hope that the more subtle and often the more lasting values have been impressed upon the youth today whether we can measure them or not. This kind of study must of necessity deal with the more obvious results of "exposure" that can be measured objectively.

"Helping young people to develop ability for efficient self-guidance" is the writer's definition of the aim of guidance in the educational program today. Throughout all the activities in connection with this study, this aim has been the key note.

reface
## CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Group Guidance in the Junior High School</td>
<td>1</td>
</tr>
<tr>
<td>Educational Discussions</td>
<td>1</td>
</tr>
<tr>
<td>Problem of Measurement</td>
<td>5</td>
</tr>
<tr>
<td>II. Guidance in the Sutter Junior High School</td>
<td>11</td>
</tr>
<tr>
<td>Early Beginning</td>
<td>11</td>
</tr>
<tr>
<td>Home Room Program</td>
<td>12</td>
</tr>
<tr>
<td>Hobby Day Activities</td>
<td>14</td>
</tr>
<tr>
<td>Vocational Day</td>
<td>14</td>
</tr>
<tr>
<td>Social Ethics Classes</td>
<td>16</td>
</tr>
<tr>
<td>Guidance Course for High Nines</td>
<td>17</td>
</tr>
<tr>
<td>History and Aims</td>
<td>17</td>
</tr>
<tr>
<td>Method of Presentation</td>
<td>23</td>
</tr>
<tr>
<td>Description of Units</td>
<td>27</td>
</tr>
<tr>
<td>III. Reactions to the Guidance Course</td>
<td>46</td>
</tr>
<tr>
<td>Students</td>
<td>46</td>
</tr>
<tr>
<td>Teacher of the Guidance Classes</td>
<td>51</td>
</tr>
<tr>
<td>Faculty</td>
<td>52</td>
</tr>
<tr>
<td>Administration and Others</td>
<td>55</td>
</tr>
<tr>
<td>IV. Problems Presented for Study</td>
<td>57</td>
</tr>
<tr>
<td>Aims of the Study</td>
<td>57</td>
</tr>
<tr>
<td>Procedure and Presentation of Findings</td>
<td>60</td>
</tr>
<tr>
<td>Measuring Results</td>
<td>61</td>
</tr>
</tbody>
</table>
## CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Summary and Interpretation of the Study</td>
<td>97</td>
</tr>
<tr>
<td>Possible Implications</td>
<td>97</td>
</tr>
<tr>
<td>Effect upon the Guidance Course</td>
<td>98</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Outline of Guidance Course</td>
<td>101</td>
</tr>
<tr>
<td>Kefauver-Hand Guidance Test (Sample one test)</td>
<td>147</td>
</tr>
<tr>
<td>Sutter Guidance Test</td>
<td>148</td>
</tr>
<tr>
<td>Guidance Journal (Samples)</td>
<td>155</td>
</tr>
<tr>
<td>Sutter Hobby Book</td>
<td>159</td>
</tr>
<tr>
<td>Outline for Vocational Day Speakers</td>
<td>160</td>
</tr>
<tr>
<td>Temporary Form for Personal Data</td>
<td>161</td>
</tr>
<tr>
<td>Cumulative Record Form</td>
<td>162</td>
</tr>
<tr>
<td>Aspects of Personality Test by Pintner et al.</td>
<td>163</td>
</tr>
<tr>
<td>Bibliography</td>
<td>164</td>
</tr>
</tbody>
</table>
Chapter I

Group Guidance in the Junior High School

Educational Discussions

For some years, groups of teachers, counselors, and administrators have been meeting to discuss guidance problems. The National Guidance Association with all of its local conferences has probably led in this group organization. There have also been local groups that have done fine work in laying strong and lasting foundations for this area in education. Much earnest and valuable discussion has taken place in these groups and no doubt educators leave them better equipped to meet the needs of youth today. The writer has attended many of these conferences large and small and has noted with interest the enlarging horizon of the leaders in this field. As in all groups of thinking people, there are frequent points of disagreement in these discussions. Educators are earnest in their convictions and one listening to the discussions is often impressed with the fact that the differences are more in terminology than in principle. Usually, the discussion has halted and become the hottest on two phases of the guidance problem:

Shall our guidance be considered as vocational or as life guidance?

What is the value of group guidance as compared with individual guidance?
Each of these fields of guidance has its strong defenders and its positive opponents. Educators of long experience appear to differ as much as do those of the younger group of educators. The vocational adherents are sure that the vocational adjustment will take care of the life guidance aim. In turn, the life guidance sponsors are sure that the larger view is essential and will do ample justice to the life career. The early history of the guidance movement would indicate that it was vocational in its beginning. However, early in its development there came the larger view of life guidance. Some educators have clung to the idea that the vocational view is all inclusive and in no way narrows the large aims.

Dr. Edward Rynearson and Dr. William Martin Proctor were two of the first educators to stress the life guidance view. In their first books on the subject of guidance, they made clear the fact that one should not consider guidance as a field made up of different kinds of guidance but that the various phases as educational, health, vocational, social, and others were all necessary for the well integrated individual.

Years of research have followed the early leadership of these men, and today their point of view, that of the larger scope of guidance is the key note of modern applied guidance procedure.

It is true that at different stages in the development of the youth it may be necessary to stress different phases
of guidance, but in general one must keep in mind the complete, well rounded life rather than one segment of it. During many conferences, these educators expressed the importance of thinking in terms of the whole field of guidance in attempting to give counsel to young people. A counseling program of true value must be built around this principle.

The second difference in the thinking of these groups of educators is that of the group method versus the individual counsel and guidance. It would appear that comparisons in this instance should not be considered. One type of guidance should supplement the other and not compete with it for a place in the program. There are undeniable values in an individual conference between a sympathetic counselor and a counselee in need. There are also great values in well organized guidance groups. Allen and Bennett have summarized in excellent manner the fine values from group guidance.

"With perspective and background developed through group study of common problems, the time of the interview can be devoted to the consideration of problems peculiar to the individual and to the application of general understandings and sound techniques to mutual thinking about these problems." 

There is a tendency among certain educators to minimize the values from the group approach to this problem. The

One who is privileged to serve young people as individuals and in groups often finds that the discussions in the groups lead to individual conferences of real worth. Much time is saved by giving general information in the groups and then the individuals seek help in making the personal application of that information. General educational, vocational, or social facts are presented in the groups and new avenues of thinking are opened to the students. Students seek counsel in making the personal application of those facts. The frankness of the modern youth in these group discussions adds to the values derived from the procedure.

A well-balanced program should make provision for all the experiences in guidance and counseling that are possible. Then only is the Junior High School student receiving all the help he should have in these difficult situations confronting him today. It should never be an either or proposition in these phases of the guidance offerings. There should be one
aim and that to give each individual as complete and full
guidance and counseling opportunities as possible.

This study is presented to discover the values in the
group guidance program as it has been developed in one Junior
High School. The writer is convinced of the values in group
and individual guidance and is interested in discovering the
needs of youth and planning a guidance program that will
meet those needs. All phases of guidance opportunities pre-

sent under all possible conditions will be necessary if
youth is to be helped in his life adjustment and selection
of true life values. We cannot leave these outcomes to mere
chance. Leaders in this field must be people of clear vision,
false perspective, and fine balance. Only then can youth be
equipped to meet the challenge of today and develop goals
of real purpose and lives wholesome and well integrated.¹

Problem of Measurement

The difficulty in attempting to
measure results in the field of group
guidance is the lack of standard tests.

Thus far there has been very little uniformity in the content
of courses offered. Mildred E. Lincoln in her recent book,
Teaching about Vocational Life, has made some excellent studies

¹ Arthur J. Jones, and Harold C. Hand, "Guidance and Purposive
Living," Guidance in Educational Institutions, Thirty-
Seventh Year Book, 3-29.
on vocational information courses, giving objective tests to the students before and after taking the courses. She has made careful studies of the results with classes meeting a different number of periods a week. There is something to be said for both the continuous presentation of the course and for the plan of presenting it for one day a week over a longer period of time. However, there are as yet very few tests that will evaluate objectively the broad field of group guidance that (the writer feels) is the necessary scope for the group guidance courses. Some comprehensive studies are being made by the educational leaders of research and during the next few years some valuable results will no doubt be found to direct activities along this field of education.¹

Improvised questionnaires and tests have been used with some interesting results though without much validity for objective study. They are apt to fit the particular courses offered and do not indicate the generally accepted values that should result from a course in group guidance. Since the recent surveys show that the educational trends are toward group guidance, there will no doubt be developed measures for the evaluation of these areas in education.²


The Kefauver-Hand Guidance Tests\(^1\) are the most comprehensive that the writer has used with small groups of students. These tests are valuable in calling attention to the guidance needs of the students. A large part of the content of these tests applies to the local situations and standard norms are therefore impossible. Perhaps, after all, the guidance program should be so elastic that standard norms are impractical. Standardization may not always be the end.

Eurich and Wrenn, in the Thirty-Seventh Yearbook,\(^2\) consider the Kefauver-Hand Tests excellent tools for the teaching of group guidance classes and recognize the lack of norms.

Arthur J. Jones\(^3\) expresses the need for research investigations dealing with the guidance programs. He reports that it has been most difficult to find experimental studies to report in these fields. There is a lack of clearly defined aims and the methods of measuring are not agreed upon. Many research workers assume that the guidance program cannot be evaluated as a unit but must be separated into its separate units for study.

1 Kefauver-Hand Guidance Tests and Inventories. See appendix, p. 136.


"There is, on the other hand, gradually appearing a feeling that there are certain outcomes that can never be measured adequately by this process of analysis; that one must measure the effect of an entire program upon the entire individual." 1

Reports and surveys all tend to bear out the statement that there is such a decided variation in the organization and function of the guidance programs that a standard of measurement is impossible at this time. The determination of the effect of the guidance upon the entire individual should be the future goal of research in this area of education. Many studies will need to be made over a long period of time to determine the resulting effect upon individuals who have received guidance and counseling opportunities. If the program of guidance is to continue to grow, it must justify itself tangibly to some extent, at least.

In the following studies, several types of measures have been used with varying results. The Kefauver-Hand Guidance Tests, 2 the Pintner Aspects of Personality, 3 questionnaires, essays, and the Sutter Guidance Test 4 by the writer have all been used over a long period of time with many students to discover the needs and the accomplishments

1 Ibid. 185.

2 The Kefauver-Hand Guidance Tests and Inventories. See Appendix, p. 136.

3 Pintner, Rudolph and John W. Loftus, George Forlano, Benjamin Alster, Aspects of Personality, See Appendix below p. 156.

of the students. There has been a hope that by approaching the problem from many angles some discovery might be made of the changed thinking, due in part, to the guidance course as presented at Sutter. This study will be limited to a few of the studies made.

The Sutter Guidance Test, used with several hundred students in making the study, is an original one of the writer. It was devised in an attempt to discover the guidance needs of the students. It has been given to groups of ninth grade students before and after taking the guidance course. The test has six parts with twenty questions in each part. Six phases of the guidance field are touched upon—

\textit{avocation, education, health, self-analysis, social-civic, and vocation}.

This whole testing program was considered a learning situation for the students. Groups of thirty or forty were tested at once and they were directed to score their own papers thereby making the results of some guidance value to them. The fact was stressed that the results in no way affected their marks and that the purpose was to help them and to improve the guidance course. Usually, there was a fine response to the tests. The results of these tests are discussed in a later chapter.\footnote{Chapter IV.} At best, they can merely be an indication of the general strength and weakness of the
guidance program. One can only hope to catch a glimpse of the extremes through these measures. Continued low scores might indicate a lack of sufficient stress in that particular field. Likewise, continued high scores in another phase, might mean the reverse. There is much to be learned in these areas through further research.
Chapter II
The Guidance Program of Sutter Junior High School

Early Beginning

Sutter Junior High School was the first school in Sacramento to establish a department of Counseling and Guidance. Early in the history of the school two teachers were selected to give part time to the work. Each one carried a load of about five hundred students for counseling and was allowed fifteen hours a week for the work. Ten hours a week teaching load was also assigned to each counselor. Educational counseling for the high school programs occupied a large part of the time allotment. The keeping of all the records pertaining to the tests and cumulative records was a most important function of the counselors. The department has justified itself and there developed need for more teacher time. At present, there are three counselors carrying the load of a much smaller enrollment with fifteen hours a week counseling time for each counselor.

The experience has shown that a Guidance and Counseling Department is more likely to be successful if it is constantly alert to new demands and stands ready to discard old procedures when they appear outmoded.

1 Cumulative Records of Counselor. See Appendix below p. 155.
Sutter Junior High School has one fundamental point of view in the guidance program that is never lost. The counseling and guidance department is considered as supplementary to the Home Room and the work of the class room teachers of the school. The counselors begin where the teachers must stop because of time limitation. That thought has done much to make for a fine spirit of cooperation among the teachers with the guidance department. After all, the teacher as counselor is assumed in any modern educational set up. C. Gilbert Wrenn in his chapter, Counseling with Students, has made some fine contributions under the heading, Counseling and the Teacher.

"Whether the classroom teacher stands at the top or the bottom of the ladder of guidance functionaries depends upon the organizational slant of the writer. In any event, the teacher is always in the picture."

In his studies he has given the classroom teacher a significant part in the guidance program and counseling is considered his function. Some studies indicate that the teacher needs to prepare himself for more efficient counseling with the individuals in his classes.

Every student in the Sutter Junior High is enrolled in a Home Room with a Home Room teacher in charge. The selection of the room personnel for these Home Rooms is alphabetical.

by grades and each teacher has from thirty-five to forty in the group. Students report to the Home Room from three to three-forty each day. Many activities are planned for this period, but one day a week is held for Home Room counseling and guidance. The Home Room teachers are very close to their students during the three years and some excellent counseling is done by these teachers with their individuals in Home Rooms. Teachers learn to know the individual problems and students feel very free to ask counsel of them. Teachers make definite effort to visit the homes of their group members and knowing the home conditions makes for a fine understanding between teacher and student. Of course, there will always be degrees of efficiency in the counseling ability of teachers, but on the whole, the one day a week set aside for Home Room counseling and guidance is not enough time for teachers to develop the program and techniques that they realize are essential. Suggestions for programs and procedures are given to all the Home Room teachers, but they are free to vary them or not use them if they have other preferred plans.

There are many excellent guidance activities of the school. Viewing the entire school program with the long view, it would seem that the whole school is built around the guidance theme. Students and parents alike have often commented upon the personal interest taken in the guidance of each individual
who attends the school. Much could be said about the efficiency of this aspect of the school program.

**Hobby** Another very fine guidance activity that

**Day** the writer should like to mention is the Hobby Day program. It is considered one of the finest for stimulating the recreational phase of guidance in the lives of the students. Much credit is due the teachers who have worked so faithfully to build up the interest in this activity, now almost a tradition. Each fall the school has a Hobby Day with exhibits and an assembly. The public is invited and the students take great pleasure and pride in exhibiting the products of the efforts and in telling about their achievements during the vacation. Then again in the spring just before the summer vacation, another assembly reminds them of the possibilities of the vacation. Each student is presented with an attractive Hobby Book\(^1\) which gives many suggested activities for the vacation.

**Vocational** Another guidance activity that has proved valuable has been the Vocational Day that was enjoyed once a year by the whole school. Unfortunately because of lack of teacher time this has had to be temporarily discontinued. All of the students of the school were asked to list their first, second, and third vocational interests. From these lists the most frequently chosen occupations were selected and speakers secured for the Vocational

\(^1\) Sutter Hobby Book. See Appendix below p. 151.
Day. On the day set, students were permitted to go to listen to the speakers of their choices. They were required to go to the ones assigned according to their choices because some estimate had to be made of the numbers of groups. Incidentally, the teachers in charge learned through experience that the aeronautical speaker was always so popular that a speaker on that subject was invited on another day when all who wished could attend. Before the Vocational Day, the speakers and students had been presented with a brief occupational outline so there would be some common thinking in advance. This day proved to be a most valuable one in the lives of these young people. It was difficult to tell whether the speakers or the students received more inspiration. Often, students would keep the speakers long after closing hours asking questions of real interest. During the faculty reception that followed for the guest speakers, many interesting comments showed that real inspiration had come to these guests through their contact with youth and their live and vital problems. Those who are constantly serving youth are apt to forget this great value that comes to adults who work so close to youth in their eager questioning and consequent growth.

1 Occupational Outline, See Appendix below p. 155.
Miss Bennett, in her study on "Guidance Through Group Activities," gives some excellent details for planning and preparation for this type of guidance activity. She stresses the importance of careful preparation of speakers and students.

Recently, the school has organized Social Ethics Classes for eighth grade students. One hour a week each low eighth student is assigned to one of these classes where a definite program of social ethics is presented. Accepted forms in social situations are discussed and experience is given in the practice of these forms. Students are directed to read the current literature for help in these areas of self-guidance.

Much value in developing poise and assurance can result from this kind of course. One must remember again that it is but one phase of the development of the well-rounded personality. "Keeping a balance" must be the constant watchword of leaders in this field of education.

Other fine and valuable guidance activities developed at Sutter and contributing definitely to the guidance of the individuals attending there could be enumerated. The program of clubs, the student body council, the intra-mural athletic

1 Margaret E. Bennett, op. cit., 161-163.
activities, the social functions, well planned and guided, the welfare program, and many others unite to give each student the most complete guidance possible. Enough has been described to convey the idea that the department of counseling and guidance while carrying the name does not in any sense assume all the load of the personnel service in the Sutter Junior High School. Every teacher in the school shares in that splendid achievement.

_Guidance Course_ Early in the history of the guidance department of the school, there appeared a need for groups of students to discuss the educational and vocational opportunities. Students were making inquiry about these and the answer came in the formation of a Life Career Club. The club met one hour a week and was elective. The principal activity was bringing outside speakers to talk on various occupations. There was genuine interest shown and many times the writer has seen 125 interested students listen attentively to a speaker. Always, the talks were followed by discussions during which the students asked intelligent and interested questions. The club also invited speakers from the high school who discussed the subjects offered there and the requirements. Thus, from this beginning developed the interest that demanded a course.
Later, classes were organized for all high nine students. At first, the classes were called Orientation Classes. Later, they were named Vocational Civics in order to allow credit from the Social Science Department. "Guidance Classes," has come to be the best accepted term to describe them. The classes were organized to expedite the giving of information concerning high school programs as well as various types of vocational and educational information. One hour a week for the semester was required of each high nine students. The time was usually taken from his study periods. Outside preparation was kept to the minimum the teacher realizing the subject was an extra one in the full program. Because the course was required and time was taken from the regular study period, there was always a resistance on the part of certain students. By the time the course was closing, students were making the common criticism, "We should have more time allowed for the course." In many cases it had broadened their horizons and stimulated their thinking of themselves in relation to life and its demands and opportunities.

The teacher tried an experiment to attempt to break down this resistance. The classes were asked if they would have been helped had they known in advance something of the nature of the course. They were unanimous in the response that they would have approached the classes with more interest.
After some discussion along this line of the prejudice and its effect upon the progress of the course, they agreed that each member of the classes should prepare a short talk suitable to present to the incoming students telling them about the course in advance. On the day assigned, the talks were given to the guidance classes and each class voted the best report from that class. The speakers thus selected then presented their reports to the incoming students and the results were most gratifying. Their talks summed up the plan of the course giving a description of each unit presented and then each student expressed in his own language just what the course had given to him. In their simple direct manner, they appealed to the Low Nine students to consider the course a privilege to learn about themselves, their life interests and abilities as well as opportunities. They stated that certain students had discovered their life interests and the course had taught them how to study the fields of work today. The sum of the talks gave a true picture of the course. There was real educational value for the high nine students in crystalizing their thinking for the semester. It was surprising the extent to which the students had caught the spirit of the course in about sixteen hours of class time. There was no way to measure the results, but the response of the incoming class seemed much better.
In the beginning, the amount of available and suitable material was limited. The literature was uninteresting and unattractive and much of it was obsolete. It was necessary to begin a new library. Two books found most valuable in the beginning were, Davis, *Guidance for Youth*, and Ziegler and Jaquette, *Occupations*. The few books that were coming off the press were purchased and placed in the library for reference. A number of copies of the two books mentioned were purchased, but at no time was there an attempt made to secure a text book for the classes. Now, one seldom looks at a new catalog of one of the book concerns without noting the wealth of material being written in this field of education. Writers and publishers are answering the demand and the new books are excellent in style and content. Educators are now considering the group guidance a vital part of the educational setup. Students and teachers must avail themselves of its opportunities. The problem now is to keep the guidance movement abreast of the needs of the time. When any one part of the educational plan fails to meet the needs of youth, it should be revised or dropped. It is to be hoped that the guidance program with its group guidance and individual counseling will expand with the increased needs and fill an

1 Frank G. Davis, *Guidance for Youth*.
2 Samuel H. Ziegler and Helen Jaquette, *Choosing an Occupation*. 
important place in the life of every junior high youth served.

The writer would like to give credit to three of our fine educators who gave inspiration and help in the planning of the first guidance course. These men contributed in counsel during the first efforts in the organization. They had the vision of the large field of guidance and expressed their convictions in the values of group guidance in the junior high level. These three men were, Dr. E. Rynearson, Dr. William Martin Proctor, and Dr. Edwin Lee. Reference was made to these educators on previous page.

The general aim of the course has always been self-finding and self-directing. Every effort has been made to make the student feel that it is his personal problem to study himself in relation to his opportunities to serve society and live his own life to the greatest happiness. The teacher's contribution has been to help in directing him to secure the best information possible, but in the last analysis, the student is responsible for himself. In no sense, has the course been considered purely a vocational course. There are six phases of life guidance considered in the study and the students are impressed with the importance of developing along these lines as well as others for complete living. The six phases touched upon in the study are: health, avocation, vocations, education, social and spiritual.
Each unit of the course as presented is considered in the light of these aspects of the personality development. The complete individual and his needs are kept in mind as the course is presented. Educational values are tied up with vocational success; the social and the vocational development cannot be separated any more than life itself can be separated into segments for analysis.

The vocational unit of the course has for its aim the learning of a method of studying an occupation. No attempt has been made to accumulate a great fund of vocational information, but rather to learn a way of approach to the study of any occupation. Method is the keynote of this unit.

In the educational unit, students learn the offerings of the high schools and colleges and plan their high school programs. The university requirements that affect their immediate choices are discussed. They consider the requirements for the types of work they have in mind and since some choices at this point are determined by their future plans, it is essential that they have some general idea of their future educational plans.

Self-finding and self-direction based upon intelligent thought and study form the keynote of the whole guidance course as presented. The teacher realizes that this is a large order for the limited time allowed the guidance classes, but the
hope is that it will serve as a beginning in this direction and that the orientation course of the senior high will go on from there. 1

Method of Presentation

Oral reports by the students have been the usual procedure of these guidance classes. The teacher makes the assignment sometimes giving to each student a very limited phase of the topic to be discussed. Each student then is able to do some reading on the subject for that particular day. His reading gives him an interest in and an understanding of the day's discussion. This method has developed because of the limited time and material. It was impossible to cover much of the reference material otherwise during the few hours of class time. The reports are based largely upon the references found in the school library. Sometimes students preferred to select their own references, but this method was not successful. All books were not reported on and some books were reported on several times. Too often, the binding and the pictures attracted more than the content value.

Following the reports by the students, the class discussed the topic and summed up the salient points. In this way, the class had the opportunity of hearing the viewpoints of many writers on one topic. Every student is expected to make a contribution to the reports each day. Even though the reports

were of necessity very short, the fact of each one's feeling responsible for a contribution added to the interest of the class.

The importance of securing the opinions of many writers was stressed as being valuable in the reports. Some of the books, as was stated before, contained obsolete facts and students were warned to read critically and to check the dates of all publications. The teachers found some of the late pamphlet publications to be the most valuable. Frequently, a student in reporting would say, "The book stated these figures, but I read recently that the facts are different."

The critical attitude was always encouraged when supported by facts.

In a previous chapter,¹ mention was made of the vocational days when speakers were invited to address interested groups of students on their occupational interests. A similar plan has been used with the guidance classes. Life long inspiration has come to these young people as they have met with outstanding citizens of the community. Since it was difficult to arrange for speakers for the small classes, often the whole high nine section was invited to listen to the speakers. The selection of speakers in this case was based upon the unit of the course being considered at that time.

Very little written work has been required of these classes. Occasionally the teacher required a brief outline

¹ p. 17 above.
of the day's reading, but usually there were but two requirements for the term. One paper called "Myself" was assigned at the beginning of the term and a notebook was expected the close of term, "My Life Career Book." These were the two written assignments. One semester the interest of the classes was centered on the publication of a class paper called at first the Guidance Journal and later voted the name of Wednesday Chatter.\(^1\) The oral discussion proved to be the best method of presenting the content of this course. Written work served the purpose of helping each student to express himself a little more personally and to crystallize some of the discussion.

Nature of Content Perhaps the best way to describe the content of the course is to tell what it is not. It is not a course crowded with great funds of information. No attempt has been made to crowd the sixteen hours full of facts and trust that those facts will be recalled in the future when they are needed. Rather, there has been an honest effort to help the students to learn a method of approach to the problems of today. It is interesting to see these young people begin to think of themselves as they have never thought before. If

\(^1\) See copies in Appendix below pp. 145-150.
they begin to think, the teacher feels that the time has been well spent. If they learn a method of approach in solving their life problems, then the course has not been in vain.

The guidance course as planned has five units of directed thinking. Each unit is allowed three or four hours of class time. Each student receives an outline of the course like the one in the appendix.\(^1\) The assignments are made from the outline and each student knows at the beginning of the term what is expected of him for the general assignment. The assigned reports for each week are made just one week in advance.

The five units of the course are as follows:

1. Biography. (Oral report on choice)
2. Self-study (Paper on Myself)
3. Educational Plans (H. S. program)
4. Occupational Review (Daily reports)
5. Life Career Book (Note book of personal occupational interest)

The reports are prepared outside of class time. The semester is usually nineteen weeks, but counting out the interruptions, one cannot count on more than fifteen to eighteen hours of class work. Outside preparation while essential, is kept to the minimum. One can readily see that the order

\(^1\) See outline in appendix below p. 101.
is a large one to be completed in such a limited time. The teacher realizes that a passing glance is the most to be expected for much of the material.

Unit I.

Biography

Description of Units

During the first two or three weeks, students become acquainted with some of the noble characters who have succeeded in their life careers. Lists of books on biography are given to the students, but they are free to select other characters whom they know and admire. Sometimes they are asked to report on two characters one of whom is on the list given. The reports on these characters are given orally in class and the students reporting are encouraged to give incidents in the lives of the people to illustrate their fine character qualities. The courage of Colonel Lindbergh, the humor and kindness of Will Rogers, the untiring patience of Edison, and the patient perseverance of Helen Keller, and many such traits in the lives of people help to strengthen the belief that success and fine character qualities are associated. Some splendid reactions have come from this unit of the course. Students are introduced to

1 See appendix below p. 105.
The outline of the course is brief, leaving ample room for additions or variations to suit the interests and needs of the groups. The cover design tells the nature of the content and from it, the students obtain their first impression of the well-rounded life as the aim of their self-guidance. Every effort is made by the teacher to make them realize that the responsibility for developing this complete life is theirs.
noble characters and thereby receive a real inspiration. The school library has an excellent collection of biographical literature and the City library cooperates in furnishing books.

Recently, there has been an awakening to the rare possibilities in the field of biography. This is true in the youth literature as well as in the adult. The new books of this type are attractive in appearance and rich and interesting in content. In spite of the wide variety of material, there are a few characters who are always in the favorites of the students. Usually, these are contemporaries of the students or of their parents. If one's father shook hands with Theodore Roosevelt, then naturally Roosevelt means much to the lad. Lindbergh and Byrd have visited their city and the young people have seen them and heard them speak. They have seen Will Rogers on the screen and in person, so naturally he interests them. The factor of available and attractive material may have something to do with the frequency of reading choices, but the fact remains that they enjoy most the people who are real living people.

As these reports progress, it becomes more evident that certain character traits are usually associated with the successful life. The unit following this one is on Self-Study
and this discovery of character habits and their relation to success makes an excellent background for their thinking of self. It tends to set goals for students and measures for their own self-appraisals. There are rich experiences in the association for even a short time with characters of true character qualities.

The following characters are some of the favorites of the students:

Jane Addams  
Edward Bok  
Luther Burbank  
Admiral Richard E. Byrd  
Andrew Carnegie  
Amelia Earhart  
Thomas Edison  

Henry Ford  
Helen Keller  
Colonel Charles Lindbergh  
Florence Nightingale  
Will Rogers  
Theodore Roosevelt  
The Wright Brothers
Un it II
Self-Study

As the title suggests, this unit has a very personal approach. It has been noted by the counselor that young people of the junior high age are very eager to know themselves and to know how to make personal improvement and adjustments. They want very much to succeed where they are and to have some assurance of future success. They want to be well-liked and to that end will earnestly endeavor to make honest self-appraisals and self-improvement. This unit is introduced with a discussion of the personal traits that make for success and traits that tend to become personal handicaps. Then the discussion leads to the importance of an early discovery of traits that need to be changed or developed. Discussion follows on ways to change the undesirable traits and to develop ones that will build toward successful life adjustments.

Some of the recent literature along this line has proved helpful.1 Students are interested to know that adults are struggling with the same personality problems that they are. Youth has the advantage of beginning early to build the right habits.

1 Dale Carnegie, How to Win Friends and Influence People. Sadie Myers Shellow, How to Develop Your Personality.
The first assignment in this unit of Self-study, is a paper entitled "Myself". The students are asked to make fair appraisals of themselves by listing their bad and good traits. To many of them, this is a new experience and their personal reactions are very interesting. Frequently a paper is prefaced with a statement like this, "This is the first time I ever wrote about myself like this and I find it hard to begin." Since the papers are to be read by the teacher only, as a means of knowing the individuals better, frankness is encouraged and confidence respected. After all, people young and old are most interested in themselves and with proper stimulus like to talk about themselves. These young people are having an opportunity for the first time to sit down and study their greatest interest --themselves. They make honest effort and for the most part, the time is well spent.

If time permitted, the use of the autobiography might be of value for this unit. There is some disagreement among educators as to the values derived from the autobiography, but the writer's experience has been that this exercise tends to stimulate youth's self-evaluation. A recent report on the research in this field is found in the Research Bulletin for April, 1939.¹

The use of the essay form for this exercise has proved the most successful. Each student's paper represents his own individual thinking and expression. There is no limit as to topics or pages. They are given the suggestion of their personal qualities and some reference to their future plans if they wish. Much of the information presented by the students is confidential and is an expression of the thoughts and feelings very close to the hearts of these adolescent youth. No check sheet or stereotyped form could bring the same results. They are facing personal problems that they want to share with someone and very often it is easier to write about them. Writing down their thoughts about themselves helps to clarify their thinking and enables them to set goals for future effort.

Many young people today are bewildered as they begin to face the problems of life and realize for the first time that they will some day assume an active part in life's program. Many, of course, are not willing to think seriously about the responsibility, but the writer has found that the typical youth is not only willing to think but he welcomes the assistance of an adult in helping him to think through the problem of his life investment. The wise counselor will not give him the answers, but will direct his thinking and help the youth to find his own way. It is always interesting
to see youth evaluating himself and arriving at conclusions that are often very wise indeed.

Since the information was to be confidential, and was to be used for a better understanding of the student, they did write very frankly about their life aims, their strong and weak points of character, and their reactions to life as they are meeting it today. In general, the girls were more personal than the boys and spoke with more frankness. Perhaps the emotional maturity of the girls may have been a factor. The key-note of the papers was **Self-improvement**.

In connection with this unit, different types of self-rating\(^1\) charts were discussed and students were encouraged to try out some form of self-rating that would help them to improve. The writer has given what is considered the spirit of these papers but there might be interest in reading a few that are somewhat typical of the reactions. Each paper was individual in its approach, but all through one can read the honest inquiry of the adolescent for help in the answers to life's questions.

**Case I**

Mary, age, has had some difficulty in her social adjustment in the junior high, but she has come a long way and

\(^1\) Frank G. Davis, *Guidance for Youth*, 343-350.
is now working up to her ability and is becoming socially adjusted. She makes a fair self-appraisal as follows:

"I know I am better in some things than in others. For instance, when I took math in the seventh grade, I just couldn't get it to sink in. Although I studied hard, I never did feel that I thoroughly understood it. But in Junior Business, I like it very much. I can understand it and I can do well.

I know too that I could excel in my other subjects if I got out of the habit of knowing what other people are doing and try putting my mind to thinking deeply on what I am doing. Although I am sure I have improved in this year, I am sure there is still room for improvement."

Case II

Laura has been quite a problem to herself and to others. She has been a very difficult girl to understand. Judging from her statements, she does not yet know herself or else she is trying to cover her true feelings of self. She gives all evidence of a rather extreme case of adolescent "Boyitis".

"I have a very bad temper. I don't like boys and whenever I hear girls talking about boys, I just can't hold my temper. I have tried to hold my temper but I just can't seem to. I suppose I shall overcome it in two or three years, but I have to stop losing my temper."

"Won't you tell me how to stop losing my temper?"

Case III

Edith writes of herself in a very fair and wholesome manner. She is a high type of girl, pleasing personality, and capable in her work.
"I have some good habits, many bad habits, and I have hopes and aims for self-improvement. My worst habit is selfishness. I do not think of others. I think only of myself most of the time. It is not because I am an only child for I have been taught different and I am not spoiled. I first think, 'Will that help me or the other fellow?' If it does not help me, I do not do it. It was not until I went to a State Christian Endeavor Convention that I realized what I had been doing. Since that convention, I have tried very hard and have succeeded some in overcoming this habit, but I still have much room for self-improvement."

"Most of my other bad habits center around selfishness and in learning not to be selfish, I am also learning how to eliminate my other bad habits. I hope to be very considerate and helpful of others someday. If I learn and put into practice being patient, thoughtful, helpful, cheerful, and kind, I will have accomplished much toward bettering myself."

"I have some good habits such as clean speech, clean thoughts, courtesy, and determination. Like everyone, I have certain aims and ambitions to accomplish in life. I realize that I must improve, make over, eliminate my undesirable habits before I shall accomplish everything in my power to improve myself."

Case IV

Josie is a lovely girl whose early life was spent in Switzerland and France. She writes interestingly of her trip to America and the later coming to California to make it their home. She writes of her educational and vocational aims.

"My one ambition is to be librarian. I will study hard in order to prepare myself for my life's work. If there is one thing that I wish to be said of me, I hope it will be that I am honest and trustworthy, that I can be depended upon, and last, but not least, that I have a sense of humor."

Case V

Marian has always been a very normal girl in all respects. She does good work and seems to be well adjusted socially.
She writes rather critically of herself.

"Writing this story of myself is something new and entirely different to me; therefore it is very interesting. In writing this to you, my teacher, I am going to give you an honest opinion of myself. My worst fault is jealousy of which I am very much ashamed and cannot seem to overcome. I am unreasonably jealous of almost everybody and everything. My other bad faults are temper and self-confidence. I have a very bad temper and no self-confidence whatsoever, which I should have to get along in the profession I wish to follow. In spite of this, I do have good points. My mother has taught me to be respectful to parents and to superiors. I am very particular of the kind of company I go with. I am very proud to say too that I am not boy crazy like most of the girls today. Now having told you about myself, I will speak of the profession I wish to follow. Through my high school, I am going to follow a business education as I hope to become an accountant. Later I will go to the Heald's Business College or to Mills."

On the whole, the self-appraisal was a stimulating and helpful exercise. Following these papers, reports and class discussions were on the same theme of self-improvement and methods for accomplishing it. The value of personality in life success and factors affecting personality and success were discussed. Friends, associates, books, amusements, radio, shows, and many other influences were mentioned in this connection. The need for beginning early to make necessary changes in personality was again expressed here and students reported determined effort to overcome certain objectionable personal traits. Certain chapters in the guidance books were reviewed by the students and these gave a background for the discussion.¹

¹ Guidance Course Outline, See appendix below p. 101.
The results of this unit cannot be measured or easily evaluated. One can just hope that continued reference to this aspect of the life preparation will make a lasting impression upon these young people. In their papers written at the end of the semester, many students suggested that more time should be allowed for this part of the course.

Knowing the social background of many of these young people makes one understand why they feel the need for time and help in thinking through their life plans. Many of them cannot count on help from the home in thinking ahead. If time permitted, a large percentage of these people would profit by a careful follow-up of these frank discussion through personal interview. The counselor had time only for a few of the extreme cases that demanded attention.

In the Thirty-Seventh Year Book, Allen and Bennett have presented the values of this self-appraisal in the development of youth.

"Self-appraisal is a life-long task and is rarely dramatic in nature, though properly directed it may be profoundly interesting to students."

"One important task in guidance is that of helping adolescents to develop sound understandings and methods of continuous self-appraisal."  

1 Richard D. Allen and Margaret E. Bennett, Guidance Through Group Activities, 146-150.

2 Ibid., p. 149.
Unit III

Educational Guidance

Preparation of their senior high school programs is the immediate aim of this unit. Mimeographed sheets prepared by the high school furnish the information for the discussion. Junior College and University requirements, job preparation, personal interests and abilities necessary, all have a place in the unit on educational guidance. Every effort has been made to make the unit of real guidance value, not merely to take care of the immediate need for the high school programs. While no attempt is made to make out the three year programs for high school, there is always need for the long view to meet future requirements. Counselors from the high school visit the classes and tell the students about the courses offered at the high school. Students study themselves in relation to their life work and their educational plans. A common statement during the term is, "I thought that I would be a _______ but I don't believe that I'm suited for it, or I won't be able to afford the money necessary for training."

Students of this age do some very serious thinking about themselves and life in general. They are sensing more clearly 1 See course outline.
than we suspect, the keen competition they must face and
the very complexity of life makes it imperative that they
know where they are going so that they can begin to plan early.
Self-rating and not teacher-rating was evident in this unit.
Sometimes students will under-rate themselves or over-rate
but as a rule their experience has taught them the things
they can do best. There were very few requests made for
program changes after the programs had been sent to the senior
high school. They had thought through their individual
problems and their programs were well planned. The writer
considers this unit on educational guidance one of the most
valuable because for many of the students this was the turning
point of their future plans.
Unit IV

Fields of Work Today

Because of the time limit, this unit was one of the most difficult to present. The breadth of the field made it impossible to do more than touch upon the few of the general fields. As stated before, the aim of this unit was to learn a method of studying occupations rather than to learn many facts about them. The occupational outline was kept constantly before them and the facts reported in class were summarized under the outline headings. Students gradually came to recognize the great number of occupations in the world today, the complexity of the field of work, the constant changes demanding continued adjustment, and with the vision of the life service standard in their personal choices of life work. The following occupations were reported on during the class time:

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Home Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Insurance</td>
</tr>
<tr>
<td>Aeronautics</td>
<td>Journalism</td>
</tr>
<tr>
<td>Art and Music</td>
<td>Law</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Medicine</td>
</tr>
<tr>
<td>Engineering</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Office Work</td>
</tr>
</tbody>
</table>
Unit V

My Vocational Interest

At last the students have the opportunity to do what they have been longing to do—read about the occupation of their interest. They are given all the references possible and are urged to read very broadly on the subject assembling their findings into a Life Career Notebook. Many students begin this unit with a great deal of enthusiasm. They search the books in the school library, the city, and the state, and then interview friends, relatives, and acquaintances for facts. After several weeks of honest effort, many present books that would do credit to college students. There are, of course, always exceptions, those who waste time making up their minds and finally produce books of little value. The excellent books presented seem to justify the effort. There is some genuine research done by these junior high people and the results make us feel that often educators unwittingly do injustice to this age student by underestimating his abilities and possibilities. There has in recent years been a tendency to iron out and simplify our educational requirements to fit the masses, and in so doing, there is danger of neglecting the group who need a real challenge. Unfortunately, the students who had the best notebooks treasure them and the writer was unable to locate one of the best to include in this study.
No careful record of the follow-up has been made to determine the value of this activity, but from time to time, students have reported back to the counselor that they were following the occupation of their choice the Career Book. While no effort has been made to urge a vocational choice at this time, the tentative selection of an interest furnished motivation for school effort during this time and in some cases for later activities as well.

Allen and Bennett, in their study of Guidance Through Group Activities,¹ describe this occupational choice as a growth over a period of time.

"Occupational plans cannot be formulated once for all. They need to grow with the growing personality and the changing environment. This aspect of guidance, like every other, must be a process and not an event, involving continuous self-appraisal and the study of shifting occupational patterns."

Some very interesting reactions have come to the writer during the years of experience with these young people. Recently, there appeared in the daily paper a notice of a meeting of the National Chemistry Society. In glancing over the list of young people who had been elected to the Society, one name stood out. It was Jack, the name of a boy, who had sat through the guidance class without an apparent flicker of interest. Occasionally, he had given his reports, but had seemed to

¹ Richard D. Allen and Margaret E. Bennett, op. cit., p. 154.
have no real interest in the course. He apparently had no future plans and although his mother, a widow, would need his help, he had made no effort to plan for that time. He was a boy of exceptional ability and the teacher was anxious that he should use his time to the best advantage. Time came for the notebooks and still Jack was indifferent. The fact that he could not earn credit for the course and that the poor mark would be recorded against him, began to dawn on him. His Home Room teacher and his mother cooperated with the class teacher in encouraging the boy. About two weeks before the close of the semester, Jack woke up. He went to the State Chemical Laboratory and spent many hours with the head chemist who apparently saw the worth of the lad. The result was that the boy turned in one of the best notebooks ever submitted and what was more, he found an interest that was going strong after several years had elapsed.

At another time, the teacher chanced to meet one of the former students who was helping in one of the stores during the holiday rush. When the teacher asked what she was doing, the girl replied, "Don't you remember that I wrote my book on teaching? Your comment on the book when you returned it to me was that I would make a good teacher and that I would have to uphold the flag of my mother's school, San Jose 'Teachers' College. I'm in my last year now and I like it fine."
These are typical cases and the writer suggests that early choices might be studied seriously by educators.
Chapter III
Reactions to the Course

Many questionnaires have been given to the students to determine their honest reactions to the course. The old law of physics, that every action has its equal reaction, might be applied to this situation. Where students have invested honest effort, their reactions have been favorable and often most enthusiastic. As long as students in the groups range in ability from 54 I.Q. to 140 I.Q., no one course will make an equal appeal to all no matter if the greatest effort is made to adapt it to the individual needs and abilities. Any teacher who has had experience with groups of this age youth can understand this problem of personal appeal. The writer would not want to give the impression that hundreds of students were always one hundred percent enthusiastic in their responses to the guidance course. They were not. The teacher had to keep the long view constantly in mind and visualize the young people as they finished the course and were out in life taking their places of trust.

At the close of each term, the teacher asked the students to make criticisms for the course both adverse and constructive. Since these statements were unsigned and the purpose purely to have the course improved according to their suggestions, the
statements were very frank. The results of statements given over the long period of time would indicate that in general the students appreciated the opportunity for self-evaluation and life planning. Like any other group of adolescents, there are those who have met the challenge and there are those who do not know what it is all about and who care less. Some of them do not want to be disturbed in their thinking by facing the future and its responsibilities. "I just don't want to begin to think about my future, it's too much trouble," one boy was heard to say very frankly. Another group of the non-thinking type is represented by the boy who when asked the question, "What have you enjoyed most about this course?" answered, "The girl that sat across from me." The writer mentions these cases to show that the whole set-up is a perfectly normal one in all respects with "All the children of all the people" on the stage.

In checking over hundreds of these unsigned questionnaires,¹ there is no doubt in the teacher's mind that the students appreciate the opportunity no matter what they may say before or even during the course. The fact of no signatures to the comments has been stressed to eliminate the temptation for "apple-polishing," a trait developed early by modern youth.

¹Questionnaires, see appendix below p. 61.
There are several criticisms that are regularly given by many in these answers to questions. Among those of greatest frequency are the following:

1. Give the course more than one hour a week.
2. Let the students study just one occupation.
3. Have more outside speakers.
4. Allow more time on the unit for self-study.
5. Study fewer occupations more intensely.
6. Have more class discussion and fewer reports.
7. Have boys and girls segregated in the classes.
8. Make the course elective.

Sometimes the writer has discussed with the classes the values of these suggestions. The criticism of the course being given more than one day a week might demand that it be given for a shorter period of time. It would be a choice between one hour a week for eighteen weeks or five hours a week for four weeks. Six months in the lives of these young people often represent significant changes in their thinking. This fact must be recognized when making plans for the course. It would appear to the writer that there is greater value in extending the course over a longer period of time. Many times
the students start the course with certain ideas of their future plans. During the months of thinking and reading, they have come to see things differently and their plans are changed. "I thought that I wanted to be a nurse, but after hearing the discussion and after the reading, I'm sure that I'm not suited to that work." A student discovers the extent of preparation necessary for a certain work and he realizes that he cannot afford it. Many factors enter into this phase of the thinking that make the longer period of thinking more valuable.

The suggestion of studying only one occupation—the one of his choice is an old and frequent one. That desire is expressed by students from the junior high level to the university. It demands careful consideration by the leaders in this field and especially those educators who are interested in publishing books on these subjects. The books must be designed so attractively that students will be interested in reading the books outside of their special occupational interest. Many students would have a very limited outlook if they were permitted to study just the occupation of their choice at the time. The semester sees many marked changes in the individuals' plans for the future. Then too, there are many at this age, and there should be, who have no definite ideas at
all. What are they to do? This should be a period of thinking broadly rather than narrowing down to a special field. No special effort is made to secure vocational choices from these people, but even if one is fairly sure of his choice, there is still value in knowing and appreciating the other fields of work. More thorough appreciation of Lindbergh and his famous flight would result if one had some understanding of the work of the technicians who designed and built his plane as well as those who serviced it and made it safe for the flight.

The criticism of the outside speakers strikes home to the teacher because she too regrets the inability to have more of these opportunities. With the present set-up of the classes the arrangement of speakers has been difficult. A speaker needed to spend as much time in the preparation to talk to forty as necessary to talk to one hundred. Busy people hesitate to give too much time and the teacher hesitated to invite them to speak to more than one group at a visit. The best time for the speakers was just when the classes were discussing the topic. Students were urged to arrange for personal interviews with people in the occupations of their interests. It is to be hoped that in the future some plan may be worked for having more speakers for these groups because there are lasting values from these contacts.
The question of more time for self-study raises the question of the possible worth of a course in human behavior problems suited to the junior high level. Judging from the interest shown in the personal questions, one might say that if a course were prepared to fit the needs of this age and care exercised not to make the method too introspective, there might be value in such a course. Much of the value of a course would depend upon a wholesome viewpoint of the teacher. There is no doubt but that youth today needs and welcomes help in solving personal problems, but as the writer has stated before, they must be made to feel that they are not at all peculiar in their needs. The writer questions the need for a complete course in behavior because of the already overcrowded curriculum of the junior high, but the inclusion of a larger unit in this or a similar course would no doubt be valuable.

Some of the principles of psychology as applied to study habits and other habit formation and learning situations could be understood and the students profit by the early application of these principles.

**Teacher**

Like any other class taught,

**Reaction**

much depends upon the interest and
the effort of the teacher and her viewpoint. Because of the broad scope of this subject, the teacher had the feeling of being crowded for time. There was an unsatisfactory skimming of the surface and a hasty glance at the possibilities in the fields always leaving the feeling of incompleteness. The necessity of covering so much ground in a limited time, made the teacher very critical of her own method. Students and teacher felt the need for more time for study and discussion. In spite of all the apparent weakness in the presentation, the course was valuable and justified its continuation.

Faculty Reaction

In general, teachers of the Junior High School have been chosen from those educators who have recently prepared themselves for this newer field in education. Consequently, they are viewing all activities rather critically. Through the years, it has been most interesting to the guidance teacher to observe the teacher reaction to the guidance department and the guidance course. Teachers in some instances have done as much to "sell" the guidance course as the guidance teacher herself has done. When students would complain about the added preparation necessary and the demands
on time, teachers have been very quick to convince them of the values that would result from the thinking along that line. Teachers have explained to the students the privilege of such a course and many times that word of encouragement has been just what the student needed. Teachers too, have always cooperated in allowing extra time when necessary for guidance activities and they have suggested material and activities for the classes. In giving the tests, it was frequently necessary to take the time from other classes to administer the guidance tests. Often the teachers would announce the change in class procedure by telling the class that they were to have the privilege of answering some questions that they would find very helpful to themselves. Through the years the English department has cooperated with the guidance department in having themes written on guidance topics. The English curriculum committee is including in its new ninth grade course an annotated bibliography of vocational fiction. The teacher of the ninth grade Social Studies classes was always glad to permit students to take one hour a week from the social studies class when the class time conflicted. Always, teachers were glad to excuse students from their regular class work to listen to guest speakers. The teacher of the guidance classes has observed that a law
like those of the Medes and Persians seemed to dominate the requirement factor of the course. Often a student approached the counselor to inquire if he could possibly graduate from high school without the course. If a student discovered that it had been omitted from his program, he lost no time in seeing his counselor. They may not want the course and they would often be very happy to escape from it, but they do want to graduate. These incidents illustrate the fine spirit of the faculty in its attitude toward the guidance course as it has been presented over a long period of time. The guidance teacher has appreciated the sincere confidence of the faculty.
The Administration and Others

For many years, the classes have been conducted and their place has been unchallenged. Then there came a time when the senior high school organized orientation classes for the low sophomores and the thought was advanced that the content of the junior high course should be presented in the senior high. The theory was that the students of the junior high were not ready for the material but that the time should be spent orienting them to their own school instead of the senior high school and college.

Incidental expressions, casual observations, and general impressions are all interesting and valuable as far as they go, but it seemed to the writer that a definite study might shed some light on the limitations and the possibilities of the course as presented. To the writer, there seems to be a definite need for group guidance in the junior high school other than the Home Room but just where and what the nature and content of the course is the question.

Many comments have been made by the parents of students enrolled in the classes and of course there was the frequent question, "Just what is this Guidance Class?" When the nature of the course is explained, parents are very quick to see its values and encourage their children
in their efforts. Through the years, the guest speakers have always been interested in the effort being made to orient these junior high people. Parents feel that their children are having experiences that they never enjoyed but they realize too that the times demand more careful planning than they themselves needed.
Chapter IV
Problems Presented for Study

Aims of Study

In the previous chapter, reference was made to the purpose of this study. If an orientation course is to be recognized as a real guidance factor in the lives of the young people, there should be some means of knowing just how adequately it is serving.

Kenneth W. Eells, in his article on "Appraising the Guidance Programs" makes clear the point that is impossible to evaluate one part of the guidance program without having the whole program in mind. He gives a comprehensive check list and says there are two things to keep in mind in checking guidance values:

1. The program must be evaluated in terms of the philosophy and the objectives of the whole school and the needs of the school and the community.

2. No one part of the school can be evaluated apart from the entire school.

One requisite for the program of evaluation of guidance activities is the setting of definite aims in the guidance program. We must come to think of our guidance program as a

unit working toward the development of the individual's self-direction. Arthur Jones,\(^1\) in his discussion on the research necessary for evaluating guidance says,

"The evaluation of guidance that is most needed at present is the determination of the effect upon entire individuals of a program of guidance whose functions are clearly defined and whose objectives are definitely set up."

"Until we come to think of a guidance program as a unified whole directed toward assisting the entire individual we shall be groping aimlessly."

In making this study, the writer has realized the difficulty in isolating one factor, as a guidance course and crediting it with the changed thinking of the students exposed. The change in thought may have resulted from the maturity of the individuals or from other factors far removed from the class and its activities. This study can only make an attempt to discover some of the change in general trends of thought. There have been four very definite aims:

1. To discover, if possible, the guidance needs of Junior High School students.

2. To discover any possible values in the guidance course as presented at the Sutter Junior High.

3. To discover weaknesses in the course.

4. To use the findings of the study as a guide in rebuilding the course to meet the students' needs more adequately.

"It is impossible to measure perfectly an area characterized by so much that is intangible and personal."

Thus Kenneth Eells would sound discouraging note to those who would attempt objective measures. On the other hand, Margaret Bennett has reported some very interesting results from the evaluation of the Orientation or group guidance program in a four year junior college.2

"The orientation groups made statistically reliable greater gains on nearly all informational aspects of the work tested and gave evidence of a quality of thinking superior to that of the control group with respect to choices and plans, except in reasons for attending college."

One can only hope that some day more research will reveal great possibilities in this field of measurement. The findings of this study and similar ones with the Junior High age group should be made to function in the lives of young people in helping them to set life goals "socially desirable and personally satisfying." Only in this way can this course or any other guidance course justify its existence. Only as a study can be used to clarify and strengthen the whole guidance program will it justify itself.


Procedure

For years the Guidance Course has been required of every high nine student attending Sutter. At the beginning of the second semester of the ninth grade, certain tests and questionnaires have been given to the classes to determine their needs. At the close of the semester, the same tests and questionnaires were repeated and the results compared. There were some exceptions to this procedure, but in general it was thought that the best results would come from using the same groups for the first and second testing. One exception to this procedure, was the use of the Kefauver-Hand Tests that were given to a high nine group and a similar low nine group used for the control.

While taking these tests, the students were assured that the test results in no way affected their marks, but that the tests were given to help to revise the guidance course in the light of the students' needs. By answering all the questions honestly and thoughtfully, they could be of real service. There was a fine spirit of cooperation and the students usually showed an interest in their test results. These studies have been made over a long period of time, but for the present study, only a limited number are used for making comparisons. It is hoped that out of these findings something of constructive value may result.
Measuring Results

**Questionnaires**

In February, the teacher of the guidance classes gave a questionnaire to 147 high nine students as they entered the guidance classes. In June of the same year, the same questionnaire was repeated with the group. Following is the questionnaire used:

**Questionnaire**

1. Have you had a course to help you in your life guidance?
   - Yes ________ No ________

2. What are the guidance problems in which you need special help?

3. Do you know the requirements for high school graduation?
   - Yes ________ No ________

4. Do you know the requirements for college entrance?
   - Yes ________ No ________

5. Have you made the choice of an occupation for which you are now planning to prepare? If so, what?
   - Yes ________ No ________

6. List all of the facts that one should consider in the study of an occupation.

7. During what grade did you make your choice?
8. Who or what was the greatest influence in helping you to make your vocational choice?

9. Check the means by which you have gained the information.
   ____ Interviews   ____ Work on the job
   ____ Directed reading   ____ Other means
   ____ Self-directed study

10. Have you discovered personal traits of yours that you should change if you are to succeed in life?
    Yes ______ No ______

11. What are the traits?

12. What are your hobbies?

13. What health habits have you formed?

14. List some of the guidance problems that you would like to have discussed in the guidance classes.

* Since the questionnaires were given as a learning process and not primarily for study, the writer has chosen to use only the following questions for the study: 3, 4, 5, 7, 8, 9.
Results of the questionnaires described on the previous pages will be summarized below. The results might indicate a possibility of some growth in the thinking of these young people.

1. Do you know the requirements for high school?

   February       June
   Yes 48--34%    Yes 113--77%
   No 95-         No 34

2. Do you know the requirements for college?

   February       June
   Yes 23--16%    Yes 79--54%
   No 123         No 66

3. Have you made a choice of an occupation for which you are now planning to prepare?

   February:       June
   Yes 121--83%    Yes 142--97%
   No 26          No 5

4. During what school grade did you make your choice?

   Grade nine--36  
   eight--25       
   seven--15      
   six--7         
   five--3        
   below--13

The variation in the totals was due to the fact that all students did not respond to all questions.
5. Who or what was the greatest influence in helping you to make the choice?

In response to this question, most of the students indicated that they had come to the conclusion by themselves through discovering their own interests and abilities. Parents, friends, teachers, and interviews with people on the jobs, came in the next order of frequency. The answer Myself given so frequently probably meant that they were unable to tell the influence, they had always had the choice in mind and the original influence was not clear. A few students reported that the radio had been an influence in their choices. The writer thinks that the radio has increased in its importance as a guidance factor. Vocational information programs have become more numerous.

6. Check the means by which you gained the information.

Directed reading—52
Work on job—42
Self-directed—10
Interviews—18

There were so many omissions from these last two questions that it appeared there was a lack of understanding of the question. The writer questions the value of the answers beyond indicating that the students were doing some thinking.
Possible Implications

From this limited study, it might appear that the course as presented at that time was meeting the educational needs of the group. The Yes answers to the question on the high school information showed a 43% increase after the course. During that time, the high school requirements had been studied and the students had made out their sophomore subject lists. The experience, no doubt, had a large part in the understanding of that aspect of their guidance. A 38% increase in the Yes answers to the knowledge of college requirements also showed a fine growth. During the high school discussion, the college requirements had been discussed, but naturally those students not interested in college did not retain the information. The 14% increase in the vocational choices was low because a surprising number indicated having made choices in some previous grade.

The writer has made thorough search through the educational research literature to find studies on the permanence of vocational choices made in the Junior High School. There seems to be no statistical evidence to prove that choices made then have any carry-over value. This is a field for future research. Studies appear to be numerous for the schools of higher education.
After years of experience with young people in the Junior High School in this special field of education, the writer wishes to say that regardless of permanence of choices made in Junior High, or their possible carry-over to later life, there is often found a stimulating effect produced upon individuals by making some kind of vocational choice at this time. The resulting motivation has been quite marked in the activities of many of these young people. This has been considered of real educational value.

The following examples are of actual cases that have come under the observation of the writer and these typical cases could be multiplied many times.

Jack's father is a printer and Jack is determined that printing will be his life work. Hence, at the first opportunity for electives, Jack elects printing. He makes good in his printing and is often spurred to better achievement in other subjects because of their demand in printing. His English ties closely with success in printing, so he is stimulated to do better work in English. Jack chooses printing for his sophomore elective and is unswerving in his determination to make good. The writer has kept no statistics on this data, but many times during the years, she has met the Jack's out in life and received the greeting, "Yes, I made up my mind at Sutter and I'm in the work I wanted."
Another case—Mary's mother is a teacher, a graduate from one of the State Teachers' Colleges. Mary is definitely aiming for teaching as her life work. "I must have a foreign language," she reiterates, "because I'm going to be a teacher." Constantly before Mary is the goal of attending her mother's Alma Mater. When her marks appear to fall low, she is quite disturbed for fear it might affect her ultimate goal.

Still another typical case, is Bill who has formed a fast friendship with a successful chemist in the State Laboratory. Bill reads everything he can get in the school library and always when he has free reading time, it is devoted to the literature in this field. He signs for all the science courses available and when opportunity affords, his other subjects are correlated with science. This opportunity is often afforded in the English and Social Studies.

These few cases are typical of the many young people who know whether they are going, or at least, they think they do and are motivated in their efforts during the time they hold those vocational choices. One of the outstanding reporters on a local paper discovered his interest and ability in the Junior High School and never wavered from journalism as his life work. A girl who is now outstanding in commercial
advertising, found her life aim in Junior High and was motivated all through by that one aim. Another, a young man, outstanding in the art for screen, was inspired all through his Junior High experiences with the aim of art as a career.

In a current issue of the Reader's Digest, June, 1941, Dr. Paul de Kruif, eminent physician and writer, gives a most convincing and thought provoking discussion on the subject, "To Become a Great M. D. Begin at 14." To 24 of the nation's distinguished doctors, he puts the question, "How old were you when you decided to study medicine?"

The average age was 14½. "So," concludes Dr. Paul de Kruif, "Begin at 14 to be a doctor." He urges parents to encourage children in their reading along this line and let the hero worship of the teen age serve as a stimulus toward high aims.

The writer has observed enough of student reaction through the years to agree with Dr. Paul de Kruif and to add that what he considers true in the field of medicine is also true in other fields of life work. What he has done to arrive at his conclusions should be carried through other vocations in greater numbers to be of real value in guidance and counseling. There is need for a scientific study of the follow-up in this segment of our educational practice.

1 Dr. Paul de Kruif, "To Become a Great M. D. Begin at 14." Reader's Digest, XXXVIII, 99-100 (June, 1941).
Second Study

Questionnaire

In June and in January a group of 57 ninth grade was given the same questionnaire as given in the previous study. Only three questions were used for comparison of the results.

1. Have you made a choice of occupation for which you are now planning to prepare?
2. In what grade in school did you make the choice?
3. Who or what was the greatest influence in helping you to make this choice?

In response to the first question, 43 students in the low nine (June class) answered Yes. 51 in January (high nine) answered Yes to that question.

32 of the whole group had made their vocational choices in the ninth grade and 21 were made in the eighth.

The greatest influence appeared to be their own personal experience and interest. Parents, teachers, and relatives followed in the next order of choices.

Possible Inferences

These results may or they may not point to significant thinking. To the writer, they indicate the need for more research in this area of education before educators
who are averse to vocational studies at this level eliminate vocational guidance entirely from the junior high school program. Again and again we must hark back to the need for a guidance program that will help the integration of the whole child, not just one aspect. Original goals must be constantly before us. The pendulum at the present is swinging toward the avocational due to the increased leisure, but it should not be to the complete exclusion of the other phases of guidance. After working with these young people for years, the writer is convinced that they are ready for some directed thinking along the vocational line. It should not be over-stressed, but there should be a place for it in the junior high program of life guidance. The social development is extremely important, but there is no place in our educational set-up where we must be so guarded in keeping an even balance as there is in this guidance field.
This study concerns a group of fifty ninth grade students who were given five of the separate tests from the Kefauver-Hand Guidance Tests. Twenty-five of these students were low nine and twenty-five were high nine. The following five tests were given to them: Educational, Health, Recreational, Social-Civic, and Vocational. The two groups were matched for ability and the general social standard was comparable. The median I. Q. for each group was 116. The tests were administered to both groups at the same time under the same conditions. The high nine group had been in the guidance class for about fourteen hours while the low nine students had not been in the classes at all. The following total averages for the tests are interesting: (Figures indicate total average scores)

<table>
<thead>
<tr>
<th></th>
<th>Low Nine</th>
<th>High Nine</th>
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<tbody>
<tr>
<td>Educational</td>
<td>66</td>
<td>63</td>
</tr>
<tr>
<td>Health</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td>Recreational</td>
<td>74</td>
<td>73</td>
</tr>
<tr>
<td>Social-Civic</td>
<td>67</td>
<td>65</td>
</tr>
<tr>
<td>Vocational</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>Total Average</td>
<td>70</td>
<td>Total Average 70</td>
</tr>
</tbody>
</table>

1 Kefauver-Hand Guidance Test, See copy in Appendix.
What conclusions can be drawn from the study made with the Kefauver-Hand Tests? The following questions will help to clarify the whole procedure:

1. What did the tests aim to discover?
2. Were the findings valid?
3. Are the five phases covered by these tests generally accepted as basic in this field of education?
4. What conclusions can be drawn and what application can be made to the specific problem—namely, the guidance classes studied?

Question one is the logical first question for any testing procedure and question two naturally follows. **What are the tests for and do they test what they purport to test?**

The aim of this study was to discover by means of the test, any changes in the students who had been exposed for a few weeks to the Guidance Course. In order to arrive at some comparisons, the results of this tested group were compared with the results of a control group that had not been subjected to the same class experiences. The test was selected because it contained generally accepted material in this field.
The validity of the test results are assured in that the tests were administered and scored according to conditions prescribed in the directions. Every effort was made to obtain results that were valid. All procedure was accurate and precise. The control group was carefully selected and matched for ability. A fine spirit prevailed among the students tested and the distinction of being selected from the group made for added pride and finer response.

The third question, that concerning the scope and content of the tests, will need to be answered by our educational leaders after broad research. Kefauver-Hand have compiled these tests after years of careful research and there seems to be agreement at present that these tests have the basic aims in their content.

What does this particular study contribute to the problem at hand? Does it shed any light on the particular problem of this class?

The figures shown in the table p. 71 indicate that the total average results for the five tests were the same for the low nine group as for the high nine class who had been in the class for several weeks. One must recall here that in this case, several weeks meant about fifteen hours or less. The only score raised was the Vocational unit. In reviewing the
the study and the content of the guidance course as presented, one can readily see that the vocational aspect of the field has been stressed. This fact no doubt accounts in part, for the total increase in the Vocational Unit. Does the drop in average scores for the other four tests indicate a total lack of stress on those phases in the course? The writer is inclined to agree that the results did show a real lack of emphasis on those phases. The time limit for the course made it impossible to stress these phases sufficiently to carry over. Health and recreation received little time for presentation in the course.

What then, does the study show about the course and its possible implications? If the five tests are recognized as fundamental and basic in this field of education, then the course should be made to meet the standards of the field in which it functions. The writer would not give the impression that all procedure should be based upon this one finding, but it should point the way to further research to measure the course.

Further study of the group is made by means of the Sutter Guidance Test and conclusive findings have been made with larger groups in the same school.
The following study is with 354 ninth grade students who were given the Sutter Guidance Test under various conditions as described and the results compared.

One hundred and fifty students who were to take the course were tested in January before entering the classes. They were tested again in June after they had been in the classes one hour a week for the semester. An estimate of 15-18 hours would be fair for the time spent in the classes. The purpose of the study was to see what progress they had made along certain guidance lines and then to compare their progress with that made by a group who took the test but who did not take the course. The second group, for the control group, was tested at the beginning and at the end of the semester without the guidance course.

The two groups were well balanced as to ability. Group I, the group with the course, had 73 boys and 77 girls with the median I. Q. of the group of 101.87. Group II, the group that did not take the course, had 77 boys and 73 girls with the group median I. Q. 101.87. Socially, the groups were the same because they were unselected students from the

Sutter Guidance Test. See Appendix for copy.
whole ninth grade. The school represents a cross-section of the city being a down-town school representing all classes of society.

The third study with this Sutter Guidance Test has to do with a group of 54 high nine students who were given the same test at the close of the semester, for the first time. The purpose was to see if the factor of repetition had entered into the test results of the second group tested.

Following are the results of the first group of students tested in January and June. A copy of the test will be found in the appendix of this study. The whole test had a possible total score of 120.

Group I
Median Score in January .... 105.38
Median Score in June .... 110.29
Increase .... 4.9

The results of the second group of 150 who did not have the course were as follows:

Group II
Median Score for First Test .... 104.38
Median Score for Second Test .... 106.21
Increase .... 1.33
The results of the group tested only once, that at the close of term:

**Group III**

**Median Score** ................. 105.4

Group I who had the course made an increase of 4.9.

Group II without the course made 1.33 increase.
Group I. 150 students tested before and after taking course.
   Test I. Before the course
   Test II. After the course

Group II. 150 students who did not take course.
   Test I. Beginning semester
   Test II. End of semester

Group III. 54 H9 students took test only at close of semester,
    did not have course.

Compare with Group II, for factor of repetition.
Implications of the Guidance Tests

Results

Something might be said at this point concerning the nature of the Guidance Tests used in this study. The tests were original ones by the writer. They were designed to meet the need for simple tests to administer and to score. Likewise they were inexpensive since in these days of financial retrenchment, it is necessary to attain ends by little less scientific procedure. Since the tests were original ones and had not been given before, no norms have been set. The author could only hope for a very coarse measure of some tendencies in the thinking of the groups.

Several questions might be raised in regard to these tests and their diagnostic value.

1. Do the tests cover the facts that we want our junior high people to know at this time to help them in their self-guidance?

2. Is the course meeting the need for these facts?

3. Are the classes justified if students do not make sufficient progress in these tests?

4. In which areas of guidance was the greatest progress made by students who took the course?

5. In which tests did the scores fall below?

It would appear from the results that the course had done something toward changing the thinking of the individuals.
The increase of 4.9 for the total average in the second test showed something. There were no doubt other values that the test did not indicate. The writer has noted for years the changed attitudes of these young people and objective tests could hardly detect these important changes. The personal determination for self-improvement always shows a refreshing growth in these young people. They begin to see themselves in a different light as a result they set up goals that motivate future action.

Ruth Strang has expressed this very ably in her discussion of pupil characteristics: ¹

"Attitudes and interests occupy a strategic place in the learning process; they often supply the key to accomplishment in and out of school. They are not readily revealed, however, by current methods of investigation. While it is the attitudes and interests of an individual child with which the personnel worker is primarily concerned, a background of opinions of large groups of children may also be of value."

The same writer in her discussion on Guidance in Personality Development, stresses the same thought: ²

"Extremely important are the direction and motivation given to personality development through the pursuit of a purpose.

"Purpose mobilizes the whole personality. It unifies the various and sometimes conflicting psychical systems for effective functioning."

¹ Ruth Strang, Characteristics of Pupil Population, 150.
The writer believes that the course was justified even though the test results did not show a very high increase. But, the writer would not say that the course should remain in content just as it is. Perhaps there should be a stressing of the areas of guidance that appeared weakest in the test results. The field of avocation, for instance, showed the lowest scores. Casual observation would lead one to believe that the school is giving exceptional offering in this field, but perhaps the limitations of the test would hardly tell the whole story. Always, the course should be a changing and not a finished product. There should be more studies made and the results used in rebuilding the guidance course.

The greatest number of high scores was made in the unit of self-analysis. Health came second, and vocation third place. These results might indicate strength or weakness in these fields if checked again and again with large groups and general trends detected. In such a brief test, it would be hardly possible to touch on all the phases of one guidance area. More comprehensive tests given to larger groups in this field might yield results with some validity. The writer sees enough general direction to these test result to predict that more complete tests would give valuable findings. This junior high age pupil is often going through emotional, physical, and mental crises that demand the most
careful guidance and counsel.

Sutter Guidance Tests

Findings

The following tables and graphs concern the results obtained from administering the Sutter Guidance Tests to about 150 High Nine students in January when they entered the guidance course and to the same group again in June after about fifteen weeks in the class. As previously explained, the test had six parts as follows: Avocation, Education, Health, Self-Analysis, Social, and Vocation. The total possible score on each separate test was 20, a total of 120 on all six tests. In the graphs, the number of students is indicated on the left hand column and the scores are shown at the bottom. This procedure obtains through all the graphs.

Table I, on the following page, gives the record of all the scores made in all the tests. The graphs 1-6 on pages following show the relative increase in scores for the June testing. Table II and bar graph show the Median increase in scores for the six tests. Table III shows the increase and decrease of total scores for the first and second testing.
Table I
Sutter Guidance Test Scores
January and June

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</table>

The figures above give the total picture of all scores made in all the tests. Reading across the top, we find that in January only 2 pupils in Avocation made the score of 8. No pupils made the score of 9 while there were 2 who made a score of 10 on Avocation in January and 2 in June. One pupil made a score of 10 in the Vocation Test in January.

The graphs on the following pages make clear the relative increases made in the six separate tests for January and June.
Likewise, there was a substantial increase in the median scores with the June testing. Each separate test made an increased score. The medians were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Median Scores on Separate Tests</th>
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<tbody>
<tr>
<td></td>
<td>Jan.</td>
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<tr>
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<td>Education</td>
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<tr>
<td>Health</td>
<td>18.29</td>
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<tr>
<td>Self-Analysis</td>
<td>15.98</td>
</tr>
<tr>
<td>Social</td>
<td>17.73</td>
</tr>
<tr>
<td>Vocation</td>
<td>18.77</td>
</tr>
</tbody>
</table>

Table II

GRAPH SHOWING MEDIAN SCORES ON SEPARATE TESTS
Table I, II, and III

In Table I, all the scores for the tests are recorded for the January and the June testing. For each separate test as, Avocation, the number making score 8 is recorded for January and in the next column the number for June. We find that only two people made a score of 8 in January in that test and in June, there were no pupils. Reading down the column to the score of 20, we discover that in January there were 5 pupils who made a score of 20 on the Avocation Test. In June, there were 12 who made the score of 20 on that test.

Inspection of Table I, reveals a noticeable increase in number of pupils making scores 19, 20 in the June testing. Reading left to right across the whole table, we find that there was a total of 108 pupils who made perfect scores (20) in the six tests in January. In June, this number had increased to 206, an increase of 98 pupils. See Table III. This increase in pupils making scores 19, 20 must account for the decided decrease in number of pupils receiving scores 13-17 in June. Pupils from the middle group were evidently the ones who were best able to profit by the experiences offered and to move into the upper scores in the second testing. Table III gives a graphic picture of the changes that took place in pupil scores.
Table III

<table>
<thead>
<tr>
<th>Scores</th>
<th>January</th>
<th>June</th>
<th>Increase</th>
<th>Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>4</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>26</td>
<td>4</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>19</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>43</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>110</td>
<td>77</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>17</td>
<td>149</td>
<td>117</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>18</td>
<td>183</td>
<td>185</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>193</td>
<td>242</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>108</td>
<td>206</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

The numbers in columns 2 and 3 indicate the total number of pupils making the scores in January and June. Columns 4 and 5 show the increase or decrease in the number of pupils. As explained on the previous page, the increase in number of pupils in the 13, 19 scores must account for the decrease in the 13-17. Those pupils in the middle group in the first testing no doubt were in large part those to make the upper group increase in the second testing.
Conclusions

The writer concludes that there must have been some changes in the thinking of young people to have made such definite increase in scores. The test was not designed to parallel the course, nor to test just the facts found in the study. Rather, it was made as an objective test to measure some of the information generally accepted as essential in this particular field of guidance. Allowing for the factor of repetition, there was increase enough to indicate beyond a doubt that experiences of pupils during the course had changed their thinking sufficiently to make for clearer understanding in these fields of self-guidance. If then, it is possible to change the thinking of a guidance group in a few hours of exposure to certain aims and ideals, how important it is that leaders in this field of education should give more serious thought to planning these courses in orientation for the Junior High age pupil. Most studies in this field have concerned themselves with the college age of young people. There is much room for further study in this guidance aspect of education in the Junior High level.

Data in Table III indicates clearly that change in student thinking had taken place as shown by the resulting
test scores. As the writer stated at the beginning, one cannot say with final assurance that all change was due to the course. However, the opportunity presented during the weeks for discussion and thinking along these guidance lines must be considered a vital factor in the apparent changed thinking.
Personality Tests

Another measure of the group was taken in the form of a personality test, Aspects of Personality, by Pintner. In June, 1958, a group of unselected students from the high nine class was given the Pintner Test. The writer wishes to make clear the fact that the tests were not given under the prescribed conditions so the results cannot be credited with too much significance further than to say that they did not indicate any glaring extremes in the sampling of the whole group being studied. In most respects, the findings appeared to indicate normality. The test was administered orally and the letters $S$ for Same and $D$ for Different were recorded by the students on mimeographed forms given to them. The results, though not valid, were of some interest to the writer.

The test had three sections, each one attempting to diagnose certain personality traits as described by the author:

Section I. Ascendance—Submission

"A very low score on this test may indicate a submissive, retiring type of child. Such a child is not likely to be a leader, but rather a docile follower."

"Children who score very high on this test, those above 90 percentile, should be watched carefully to see that they

1 Loftus Pintner and Alister Forlano, Aspects of Personality. See copy in appendix, below p. 155.
do not develop into inconsistent, domineering individuals who like to bully and dominate others for their own individual gratification."

Section II. Extroversion--Introversion

"Children with low percentiles on this test are presumably too introverted, too much turned in on themselves. They withdraw too much from the world and tend to find great satisfaction in their day dreams."

Section III. Emotional Stability

"A very low percentile rating on this section may indicate lack of emotional balance. Such ratings point toward a psychoneurotic type of individual. Such a child is likely to be flighty, easily upset; he probably has anger outbursts or temper tantrums; he may have fears and anxieties; minor excitments may cause psychic shocks out of all proportion to their stimuli."

"The percentile scores on these three sections are thought of more as a general description of a child's personality than as an accurate diagnosis of personality difficulties."

The teacher of the guidance group gave the test in an attempt to discover the general emotional tone of the groups being used for the guidance testing. Since the 73 students who were tested were unselected from the whole group, it was thought that the results might be indicative of the group. The results showed no serious extremes in the percentile range. While too much significance cannot be attached to the test results, it is interesting to note that there were no sections with the average percentiles alarmingly low. The median percentiles for the group were as follows:
The low percentile in Section II, was a lack of ability in self-evaluation rather than a tendency toward introversion. The high percentiles in Section I, might be explained by the fact that the high nine students always have had a tendency to develop a super-ego near the close of the term. That attitude might have been reflected in the test results.

In Section III, 21 cases fell below the 25 percentile. Only three of these cases were of low mental ability. Ten of those individuals who tested low on this section have shown some slight indication of emotional instability. We expect more or less uncertain emotional control at this age. The rest of the group have given all evidence of being perfectly normal adolescent young people. The factor of the time limit and the listening to the statements rather than reading them should be considered in viewing the results. They were limited in time for reflection and rechecking statements as they could have done by proper administration of the tests.

It is maintained here that the limited study shows enough tendencies to warrant further study along this line. Young

1 See p. 93.
people of this age are undergoing severe emotional strain and if we can discover extreme cases of maladjustment and give wise and timely counsel, much unhappiness and even tragedy might be prevented. Two dangers confront the carrying out of personality testing program:

1. Teachers and counselors might attach too much importance to the test results as has often been the case in other tests.

2. Students might have a tendency to think too much about their own emotional reactions.

Every effort must be made to make them feel that they are normal individuals developing in themselves the powers for self-guidance necessary in the well rounded life. Wise counsel must follow these tests to be of any real value to the students. The results must be considered in terms of the individual's scores or percentiles. When certain students appeared in either extreme of the percentile, high or low, it might indicate conditions of personality demanding further study. The writer spent sometime studying over these cases of apparent extreme, but in the limited time for study, there appeared no students with acute personality conflict. The school records of the pupils were in agreement with this conclusion. After all, most children are normal.

The following table shows the range of percentiles made on the three sections of the test:
<table>
<thead>
<tr>
<th>Percentiles</th>
<th>Section I Ascendance-Submission</th>
<th>Section II Extroversion-Introversion</th>
<th>Section III Emotional Stability</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>11</td>
<td>11</td>
<td>9</td>
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<tr>
<td>91-95</td>
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<td>86-90</td>
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<td>0</td>
</tr>
<tr>
<td>81-85</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>76-80</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>71-75</td>
<td>5</td>
<td>0</td>
<td>1</td>
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<tr>
<td>66-70</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>61-65</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>56-60</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>51-55</td>
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<tr>
<td>46-50</td>
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<td>41-45</td>
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<td>36-40</td>
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<td>31-35</td>
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<td>26-30</td>
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<td>21-25</td>
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<td>2</td>
</tr>
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<td>0-5</td>
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</tr>
<tr>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Table Shows Percentiles for Three Sections of Test

Numbers of pupils making the percentiles indicated.

Median Percentiles

I. 57.87
II. 45.82
III. 47.49
Chapter V
Summary and Interpretation
of
Findings of Study

Possible Implications

The writer has attempted to make an evaluation of each study as it was presented and now there will be an effort to draw from the whole study some conclusions or possible implications of value for future planning in this area of education. There appears in the study justification for its existence in helping to crystallize the almost trite educational axioms of today. Briefly stated, the following suggestions might emerge from this study:

1. Youth is thinking about himself and his future much more seriously and sanely than adults give him credit. The essays, answers to questionnaires, test results, and the personal conferences all point to this belief.

2. There is clearly a need for further research in this field of education. Most of the studies have been made in the senior high and college fields. This study is too limited in scope for much prediction.
3. Since the key to the guidance for this age is the developing of self-direction, teacher-counselors must have an awareness of the need for correcting faulty self-evaluation in the growing process.

4. Develop in students a technique for wholesome self-evaluation—a "know thyself" goal of self-direction.

5. From the study, there comes a new realization that some of the most vital and lasting changes in the individual behavior pattern are not to be measured, at least by this type of a measure.

6. There is a need for a planned program of follow-up for these Junior High people to see just how seriously their self-expressions are to be taken. Is there any permanence to life choices made in the Junior High School?

**Effect of Study**

** Upon Guidance Course**

As was stated in the beginning, this thesis can justify itself only as it can make discoveries and suggested changes that will improve the whole personnel program of the school. That is a large order, but after all, the whole program is only of value in proportion to its service to youths' needs at this age. There is always the danger that a department or a program become
securely intrenched and function beyond its period of real value. A constant check on its trends and values will prevent this sort of stagnation in the field of the guidance and counseling of students. Thus by a constant check the guidance program must be kept alive and sensitive to the increasing and changing needs of youth today. Educators must come to some agreement as to the real needs and then some suggested procedures followed by comprehensive measures of success.

In the light of these studies, the following suggestions for the course might be made:

1. Rebuild the guidance course in the light of the newer TESTS.

Never was there any attempt made to fit the content to any particular tests. The teacher was anxious for a fair appraisal of its content. The results of the Kefauver-Hand Tests do not check with the amount of time spent on each unit. The least time was spent on health and recreation and the most given to education, yet the highest scores were in the first two. One cannot presume too much from the very short time allowed for the course.

2. Broaden the course and allow more time in the program.

All of the individual guidance needs should be given equal place in the program. In order to do this, more time should be allowed in the program. A field
as broad and as important as this one cannot be adequately handled in 15-18 hours of class time a semester.

3. More diagnostic tests must be given to discover needs and build the course around them.

4. A reconsideration of the methods of presentation of material in the classes will be of value. In our eagerness to obtain the best content, we cannot afford to overlook the value of stimulating procedure in presentation.

5. If youth is thinking sanely and seriously of himself, then the guidance course should be so planned that it will furnish opportunity for directed thinking and spontaneous discussion on the vital problems.

6. Vocational choices made in the Junior High School serve as integrating centers in motivating activities during the Junior High School. No recent studies were found to prove this statement, but observations and study made through many years have led to this conclusion by the writer.
Foreword

If my life is to count for the most in complete living and service to humanity, I should have the following life guidance: Educational, Social, Spiritual, Vocational, Avocational, and Health. The well-rounded life will include the best from these fields of guidance.

Health

The need for guidance for physical fitness is recognized by young people today. Athletics have stressed the importance of keeping physically fit and the thought today is for the prevention of illness rather than the cure. Happiness and success in life depend very largely upon health. What health habits are you forming in your life now? What self guidance can you give yourself that will make it possible for you to live a life rich in service and happiness?

Educational

Some questions in my educational guidance will need to be answered now if I am to plan for my future education. The following may help me in my planning:

1. Have I discovered my special ability in certain school subjects?

2. Have I discovered any weakness in the mastery of certain school subjects?
3. Have I learned how to study effectively so that my results are the best I am capable of doing?

4. What are my educational plans for the future?

5. If I am not to continue through the high school and college, what is the best educational preparation for life?

6. If I am planning on a college career, do I know the requirements?

7. Have I planned my sophomore program? Do I know the required subjects for high school graduation?

Social

1. What does it mean to be socially developed?

2. Does success in life depend upon social development?

3. Why do some people shrink from social contacts? Should one try to overcome this tendency?

4. How can one help himself to develop socially?

5. There are some good suggestions in Milton Wright's book, "Getting Along With People."

Vocational

Since everyone has a place to fill in the great world of work, it is essential that we begin early to consider our abilities and opportunities in relation to the choice of life work.

"The world makes way for the man who knows where he is going," may be said of life work.
"I will study and get ready, maybe my time will come," was the thought expressed by Lincoln and this thought no doubt was an inspiration to him through the long period of preparation for service to humanity.

Young people today face a world of keen competition and they will need to begin early to know something of the great fields of work, their opportunities, demands, and then to know themselves in relation to the opportunities.

**Avocational**

With the shorter working hours and the consequent longer leisure time, preparation for use of leisure time becomes quite as important as the vocational training. Someone has said, "Tell me what a young person does between seven and nine P.M., and I'll tell you what he is." Our hobbies and leisure activities are a real index to character. Youth is the time to discover and develop one's abilities along many lines of interest. Avocational activities have been known to develop into vocational interests.

Read as many of the Avocational Books as you can. You may have many interest possibilities that you have not discovered.

What worthwhile hobbies or leisure activities do I have now?

What new activities would I like to start now?
Spiritual and Moral

Fullness of living may be gauged by one's satisfaction and happiness in life. Happiness does not come from what we have or receive so much as from what we do that is helpful and worthwhile to others. When others are glad to have us near and enjoy us for our cheerfulness and kindness, we too are glad. When we think only of ourselves, we fail to receive the happiness we wish and we lose the kindly feelings from others.

Thoughtfulness, helpfulness, cheerfulness, gentleness, truthfulness, honesty, patience, respect, and reverence are some of the social and spiritual qualities which make up the fine personality.

Success

"It's doing your job the best you can
And being just to your fellow man;
It's making money but holding friends
And it's staying true to your aims and ends.
It's figuring how and learning why
And looking forward and thinking high,
And dreaming a little and doing much;
It's keeping always in closest touch
With what is finest in word and deed;
It's daring blithely the field of chance
While making of labor a brave romance.
It's going onward despite defeat
And fighting staunchly, but keeping sweet;
It's being clean and it's playing fair,
It's laughing lightly at Dame Despair;
It's looking up at the stars above
And drinking deeply of life and love
It's struggling on with a will to win,
And taking loss with a cheerful grin;
It's sharing sorrow, and work, and mirth
It's making better this good old earth;
It's serving, striving, through strain and stress,
It's doing your noblest—That's success."

My Guidance Course

This Guidance Course is yours. It might be called a Self-Guidance Course. You will receive help from the course in proportion to the serious thought and effort you put into it. Many students, during these few weeks of study, have discovered their life interests and have come to realize their special abilities. Others have been in the classes but have not found their interests because they have been unwilling to put honest effort into the course.

It can hardly be hoped that all students who finish the course will have clearly defined life aims. If the few hours spent together thinking over your problems, have stimulated your thinking about yourself and your future, the time has been well spent. It is important that you begin at the first of the course to study yourself and to know something of the opportunities and requirements of life today.

The Guidance Course is a self-finding course and it will have three definite units for your help:

1. Biography
2. Self-study
3. Educational plans
4. Review of occupations
5. Your Life Career Notebook
Unit I

Biography

A study of the lives of people who have succeeded in life will help us to discover some of the character traits and habits that might have contributed to their success. You will select one character of special interest to you and read all you can about that person. Then you will prepare a short talk to present to the class. Help the class to know and admire the character you have learned to know.

The following books are in the Sutter library and are merely given as suggestions. Feel free to use other books or references if you care to do so.

Books on Biography and Autobiography

The Fun of It—Amelia Earhart
The Promised Land—Mary Antin
A Daughter of the Seine—Eaton
The Story of My Life—Helen Keller
Florence Nightingale—Willis
Betsy Ross Quaker Rebel—Perry
Lives of Girls Who Became Famous—Belton
In Calico and Crinoline—Sickels
Little Eva in Old Russia—Skariatina
Girls Who Did—Ferris
Daughter of the Samurai—Sugemoto
Invincible Louisa—Meigs
The Diary of Selma Lagerlof—Selma Lagerlof
The Snowbaby’s Own Story—Marie Peary
Young Lafayette—Eaton
Franklin’s Autobiography
The Life of Pasteur—Gray
The Dutch Boy Fifty Years Ago—Bok
The Courageous Heart—A Life of Andrew Jackson
Skyward—Byrd
Young Walter Scott—Radot
Abe Lincoln Grows Up—Sandburg
Herbboy of Hungary—Finte
Up Stream, An American Chronical—Levisohn
My Life and Work—Henry Ford
Romantic Rebel—Hawthorne
On the Trail of Washington—Hill
Autobiography of Andrew Carnegie
Abraham Lincoln—Charnwood
Buffalo Bill's Life Story
Luther Burbank and His Plant School—Sloasser
Caste and Outcast—Dan Copal Mukerji
Boys and Girls Who Became Famous—Cruse
Courageous Companions—Finger
Autobiography of George Dewey
The Father of Texas—A Life of Stephen F. Austin—Barker
The Boy's Life of Fremont—Seymour
The Young Tentmaker—Mirza
Enos Mills of the Rockies—Hawthorne
The Poet of Craigie House—Hawthorne
Boy's Life of Robert E. Lee—Horn
T. E. Lawrence—Robinson
Franklin D. Roosevelt, Man of Action—Lowitz
Youth's Captain
Thomas Jefferson—Lisitzky
The Ugly Duckling—Hans Christian Anderson—Proudfit
Boy on Horseback—Lincoln Steffens
Hunger Fighters—De Kruif
Microbe Hunters—De Kruif
Will Rogers—O'Brien
Unit II
Know Myself

The aim of this unit is to study yourself, and your future plans, your interests, your abilities, and your aims. Suggestions will be discussed on how to improve your personality. We are realizing today that success in any line depends upon personality as much as upon skill.

There will be two assignments to this unit:

1. Report from the books on suggestions for self-study
2. A paper "Myself" in which you will make a frank appraisal of yourself with suggestions for your self-help.

Remember, this is a most important subject, "How to Study Myself."

You will find the following references helpful in this unit of study:

Chapman---Occupational Guidance chs. 30, 31, 32.
Davis---Guidance for Youth chs. 33, 34, 35.
Cohen and Flynn---You and Your Work
Gowin and Wheatley---Occupations chs. 2, 3.
Hoeberle---The Girl and Her Future
Holbrook and McGregor---Our World of Education chs. 1, 5, 6, 7.
Kitson---I Find My Vocation
Lansing---Job Ethics and Guidance of Youth
Smith---Your Biggest Job
Ziegler and Jaquette---Choosing an Occupation
Unit III
My Educational Guidance

The aim of this unit will be to learn the educational opportunities and requirements beyond the Junior High School. Plans will be discussed and you will be given an opportunity to make your sophomore programs.

The pages following this one contain the information given to us from the High School and it will help you to make your plans. Make note of the questions that come to you and we shall be glad to discuss them in the class.

In the space below, make a copy of your sophomore program so that you may keep a copy for yourself.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Future Plans</th>
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<tbody>
<tr>
<td>English (Orientation)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Subject choices will be determined somewhat by your future plans.

Unit IV
Fields of Work Today

Time will not permit a detailed study of the fields of work offered today. The aim of this unit will be to learn
a method of study so that you will be able to study any occupation of your interest. The study will give you some idea of the opportunities there are for service to society through vocational choices.

The occupations are outlined for study of certain ones and the outline on the following page will give you the general outline to be followed in all occupational study.

The following occupations will be studied:

1. Agriculture
2. Manufacturing
3. Advertising
4. Office Work
5. Insurance
6. Aeronautics
7. Engineering
8. Art and Music
9. Medicine, dentistry, nursing, chemistry
10. Journalism
11. Law
12. Home Making

Note: These particular occupations are not chosen because of their major importance, but as occupations for typical study.

Unit V

My Vocational Interest

If you have been thinking seriously during these weeks about yourself, your abilities, interests, in relation to your future plans, you have discovered one occupation that interests you and about which you would like to know more. Your notebook will be prepared on this occupation and you are urged to find out all you can about that occupation. Read
all the material you can find on the subject and interview people in the work thus securing a broad view of the field.

The following suggestions will help you in making your notebook. Make it one that you will be proud to keep for future reference.

1. Make a cover—this adds to the interest of the book.
2. Write all material in ink or type.
3. Include a table of contents.
4. You may have a dedication.
5. Illustrations may be included, but no extra credit will be allowed.
6. Discuss the occupation following the outline
   a. Making an Intelligent choice
   b. General nature of the work
   c. Advantages
   d. Disadvantages
   e. Qualifications and Training
7. Bibliography
   List of all books read on the subject
8. You will find helpful suggestions in the following references:

Smith and Blough---Planning a Career
Gallagher---Courses and Careers
Chapman---Workbook in Occupational Guidance
Kitson---I Find My Vocation
Holbrook and McGregor---Our World of Work

Occupational Outline

I. Making an Intelligent Choice of an Occupation
   A. Am I keenly and genuinely interested in this occupation?
1. Is my interest temporary and shallow or of long growth?

2. Am I interested in the work regardless of pay?

B. Am I naturally fitted for the occupation?

1. Have I the required native ability?
2. Have I the natural aptitude for the work?
3. Have I the required physical qualities?

C. Can I afford the time and money to secure the necessary training?

II. The General Nature of the Calling

A. What is the general nature of this work?

1. What are the working conditions? Do they suit me?

2. What things are actually done by a person in this work? Enumerate them. Outline a typical day's work.

3. Is the work indoors or outdoors?

4. Is the work at home or traveling?

5. Is it working with persons or things?

6. What are the hours of work?

7. Is the work seasonal? When are the slack times?

III. Main Advantages to Consider

A. What are the chances for steady employment?

B. What are the chances for promotion? What will the income be after ten or fifteen years of work?

C. What is the retirement age? What are the years of active service and what is the retirement compensation?

D. What are the working conditions?

E. What are the different types of work done? Is it interesting or monotonous?
F. What does it offer in friends and associates? Will this occupation make it difficult for me to associate with the people I enjoy?

G. What opportunity is there for personal development? Will this tend to keep me mentally alert or will it get me into a "rut", a blind alley job?"

H. What service to the world does this job offer?

I. What of the supply and demand for workers in this work?
   1. Are there enough workers to meet the demand?
   2. Is there a scarcity of workers?
   3. Is the demand growing?

IV. What Disadvantages Must be Considered?
   A. Consider these in the same way as the advantages were considered.

V. What are the Qualifications Necessary for Success in this Occupation?
   A. Physical powers and health—what factors cause physical and mental strain?
   B. What habits of mind are essential?
   C. What character habits are essential?
   D. What educational training is necessary?

    What kind of special training?
    What is the estimated cost?
    Where can this training be secured?
Agriculture

I. General Nature of the Work

A. Types of agriculture done in this community
   1. What types of farming are done in this community? List them.
   2. List all the farm products from this locality.
   3. Get figures to show the amount of produce shipped.

B. Things done by the farmer
   1. How has the life of the farmer changed in the last thirty years?
   2. List the inventions that have affected his life.
   3. How has science affected agriculture?
   4. Outline a typical day's work
      a. Is the work with people or things?
      b. What are the hours?
      c. Is the work seasonal? When are the slack times?

II. Advantages in the Field of Agriculture

A. What service does the farmer render to society?
   1. Think through your day and list all the items for which the farmer has been at all responsible.
   2. What does this work offer in opportunities for social life, friends, associates, amusements, and intellectual growth?
      a. Consider the field of science and invention in its relation to this work.
B. What can be said for the chances for physical development in this work?

1. Are there any great physical hazards?
2. What of the hours as affecting health?
3. Compare the physical strain with other jobs.
4. Is the work indoors or outdoors?
5. What can be said for the possible length of service as compared with other work?

C. Discuss the term Independence as applied to the modern farmer.

1. Is there truth in its application?
2. What are the advantages of working at home?

III. Disadvantages in the Field of Agriculture

A. What do you consider the greatest disadvantages in this work?

1. What of the compensation? Is it steady and sure?
2. Is there an opportunity for retirement?
3. Are there the physical comforts afforded other jobs?
4. Aside from the personal skill, what other factors determine the success of the farmer?
5. Is the work apt to become monotonous?
6. What are the problems peculiar to the farmer?
7. What are the risks that a farmer takes?

IV. Personal Qualifications and Training

A. Does the work of the farmer demand unusual physical power?
B. Does one need to be mentally alert and well trained to succeed?

1. Discuss this in the light of modern competition.

C. Where is the nearest school for training?

1. Find out about the cost, the length of training, and the nature of the courses

D. What personal qualities are of first importance in considering this afield as a life work?

E. What are the various types of work one should be able to do? List them.

F. What factors tend to demand a higher standard of training than previously?

References on Agriculture

Bernays, E. L., Outline of Careers, pp. 35-45
Davis, F. G., Guidance for Youth, ch. 5
Ernst, Clayton, What Shall I Be?
Fleishman, D. E., Outline of Careers for Women pp. 23-30
Gallagher, R. F., Courses and Careers pp. 209-216
Gowin and Wheatley, Occupations ch. 9
Holbrook and McGregor, Our World of Work, chs. 4, 5
Jackson, W. M., What Men Do ch. 6
Myer, Little & Robinson, Planning Your Future pp. 46-51
Proctor, Wm. M., Vocations, pp. 48-77
Rogers, E. C., Careers, ch. 3
Rosengarten, W., Choosing Your Life Work ch. 9
Strong, Phil, The Farm Boy
Smith and Blough, Planning a Career, ch. 5
Wanger, Ruth, What Girls Can Do, ch. 8
Ziegler and Jaquette, Choosing an Occupation chs. 5, 6, 7
Advertising

I. General Nature of the Work

A. What are the different types of work in this field?

1. Select one of the special jobs and tell the activities of a day's work.
   
a. If possible, do this by talking to someone who is working on the job.

2. Talk with someone who is qualified to tell you all the various types of work

B. What can you find out about the supply and the demand for workers in this field?

1. Is it a growing field?
2. Are there promotional opportunities on the job?

C. In general, what are the working conditions for most types of jobs in this field?

1. Is most of the work indoors or outdoors?
2. Are the surroundings pleasant and comfortable?
3. What can be said of friends and associates?
4. Is the work regular?

II. Advantages

A. Does this work tend to keep one mentally alert?

1. Discuss the advertising value of such slogans as, "Hasn't scratched yet."

2. What are some of the newest types of advertising?

3. Has the policy of advertising changed in respect to honesty?

4. Select five prominent ads and try to discover what makes them appeal.

B. Is there variation enough in this work to avoid monotony?

1. Illustrate your answer
C. How does this work serve society?

1. Who profits by it?

2. List all the ways in which your family has been influenced by advertising.

3. What is the meaning of the expression, "The psychology of advertising"?
   a. Must one work well with people to succeed in this work?

III. Qualifications and Training

A. What training is necessary?

1. What work demands special skills?

2. Is there any special physical hazard?

3. Visit an advertising company and learn the different types of work done by them.

References

Refer to Guidance Books under advertising.
Insurance

I. General Nature of the Work

A. Talk with someone from a local insurance company and learn the different types of work done in this field.

1. How many people are working in this area?
2. How large an area does one company serve?
3. Are there opportunities for jobs without any previous training? or experience?
4. What of the physical surroundings?
   a. Is the work indoors or outdoors?
   b. Are the offices comfortable, well lighted and well ventilated?
5. What are the opportunities for friends and associates?

B. Report on the different forms of insurance that are available today?

1. How have modern improvements made a demand for these various forms? Explain.
2. Has the insurance business increased in the last few years? Get figures.
3. Find out something about the government insurance.
   a. Why can the government afford to give insurance cheaper than the insurance companies?

II. Advantages to Be Considered

A. What service to society does this work render?

1. Is the salesman doing a real service when he sells a policy to an individual? Explain your answer.
2. Explain all the benefits to society that come through insurance.

B. What are the financial advantages of this work?

1. Is the work steady?
2. Is the income regular?
3. Are there chances for advancement?

C. Are the working conditions favorable?

1. How do they compare with other jobs?
2. Is there the opportunity for personal growth and development, or does one work into a rut after a few years?

III. Consider the disadvantages in this field

A. Do the advantages offset the disadvantages?

1. Consider the disadvantages under the same heading as the advantages.

IV. Personal Qualifications and Training Necessary

A. What special training is required for this work?

1. Can training be secured on the job?

B. What personal qualifications are most essential?

1. Talk with someone who works in the field of insurance who knows first hand the essential personal qualities.

C. Where can the training be secured?

1. Find out about the cost and the length of training necessary.

References

See Guidance Books under insurance.
Office Work in the Business World

I. What is the general nature of the work in the large business offices today?

A. Does the work tend to become more specialized in the larger offices? Explain.

1. What are the jobs found in the offices of a typical large business concern?
2. Is there opportunity for advancement on the job?
3. What previous training or experience should one have?
4. What are the usual working conditions?
   a. Physical surroundings?
   b. Friends and associates?

II. Find out the duties of one in charge of a smaller office of a business concern?

A. How would this work differ from that of a person's in a very large office?

1. Would it be more general or more specialized?
2. What would the advantages and disadvantages be to this work?
3. Interview someone in this type of business.

III. Governmental work, federal, state, municipal, furnish employment to many with business training.

A. Find out the different types of work of this nature in your locality.

1. What is the training for clerks in the offices?
2. Are there advantages to these types of jobs?
3. Are there also disadvantages?

IV. Consider the secretarial field in business

A. Imagine yourself a secretary to a very important executive.
1. What are the duties of such a person?
2. How are secretaries usually selected?
3. What qualities are of first importance?
4. What training is essential?

B. Are there pleasant and unpleasant features connected with this work?

1. Do the advantages offset the disadvantages?
2. What of the future?
3. What of the number of jobs in this field available compared to other office work?

C. How would you treat a very persistent individual who demands an interview with your employer?

V. What of the field of accountancy?

A. What are the duties of an accountant?

1. Where would one find position in this locality?
   a. Secure information on State positions.
   b. Find out about the State Civil Service Examinations.

B. What are the advantages and the disadvantages to this work?

1. Does it demand special personal qualities? If so, what are they?
2. What training is necessary and where can it be secured?
3. What subjects should one be studying now to prepare for this work in the future? What subjects should one do best in order to succeed in this work?
4. What of the remuneration?

C. Learn about municipal accounting.

1. Why are municipal accountants required to take examinations?
D. What are the duties of an auditor?
1. Is the work steady?
2. What of the pay?

VI. Managing
A. Where does one train for managerial work?
   1. What experience is needed?
   2. What personal qualities should one possess to succeed in this field?
B. What type of business requires specially trained managers?
   1. Talk with someone in a large business of this city and find out how the managers are chosen.
      a. Is it purely a matter of training?
      b. What type of training is necessary?
      c. What of the University School of Commerce?

VII. General Training in the field of business
A. What would be the general training for one preparing to enter a position in the business world?
   1. Could you choose subjects now that would help you? What subjects?
B. What are the outstanding personal qualities that one should develop?
C. Is the business field crowded or is there always plenty of room?
   1. What of competition?
   2. Get figures to show the number employed in this field by the State Departments.
      a. How are these positions secured?
D. Get detailed information on the courses offered by the School of Commerce in the University.

1. For what positions does this department train?
2. What is the nature of the courses?
3. What is the length of training and the estimated cost?
4. Learn about the business courses offered in the Junior College.

In an employee, the business manager wants first, common sense; next, ambition; and then, moral responsibility. Of the three, Moral Responsibility is the most important.

Raynold E. Blight
Industry

Industry takes the products of the farmer, the miner, the lumberman, and prepares them for the use of the people.

I. General Nature of the Field of Industry

A. If possible, visit one of the local manufacturing industries and list all the different types of work done there.
   1. What are the products of that industry?
   2. Is there a great variety of work done?
   3. What is the number employed?
   4. What is the annual output?

B. What are the physical surroundings to most types of industry?
   1. Consider the lighting, ventilation, heat and all physical factors affecting health and comfort.

C. Select one type of industry and outline a day's work in one department of that industry.
   1. Is the work with people or things?
   2. Is the work inside or outside?
   3. List all the activities that might be considered peculiar to this work.

II. Advantages to the field of industry

A. What service to society does this work render?
   1. List all of the ways in which people profit by it.

B. Are there chances for promotion on the job?
   1. Learn the line of usual promotion.

C. What is the usual age of retirement and what provision is made for income after retirement?

D. Is there a chance on this job for personal development?
   1. Friends, associates, amusements, education, and cultural development.
III. Disadvantages

A. Have you discovered any serious disadvantages?
B. Are there severe physical hazards? What?
C. Does most of the work demand severe physical strain?
D. Is the work steady? Are the hours reasonable?
E. Does one receive sufficient compensation?
F. Is there danger of monotony in the work?

IV. Personal Qualifications and Training

A. Does this work demand any special skills?
   1. Physical or mental
B. What special training should one have?
   1. Where can training be secured?
   2. Get definite information on training.
C. What personal qualities are necessary?
D. Can training be secured on the job?
E. What of the supply and demand in this work?
   1. Are there more than enough workers to meet the demand?
F. What of the future in the field of industry?
   1. Is it a growing field with ever increasing demands or a decreasing one?

References

There is excellent information in the Guidance Books.

Look under Industry.
Aeronautics

I. General Fields of work in Aeronautics
   A. From your reading and interviews, find out all the different kinds of jobs in this field.
      1. Is the work with people or things?
      2. Is the work indoors or outdoors?
      3. Are the hours regular and the work steady?
      4. Tell what work is done in a typical day's work on anyone of the jobs.
      5. Is there any serious physical hazard connected with the work? Explain.
      6. Does the work demand special abilities and skills?

II. Advantages in the field of Aeronautics
   A. Is this a growing field?
      1. Discuss this phase.
   B. Is there a chance for advancement in most of the fields?
      1. What is the line of advancement and the conditions for promotion?
   C. What is done for the protection of the workers?
      1. Against physical hazards?
      2. Old age retirement?
   D. Is the pay commensurate with the demands for training and the responsibility?
      1. What is the average pay for the different types of work?
         a. Find out the pay in the different places where aeronautics is used.
E. What of personal development in this work?

1. Will it keep one mentally and physically fit?

2. What of friends and associates one will enjoy in this work?

III. Disadvantages

A. Is the possible limited length of service a disadvantage?

1. Learn the ages of entrance and the retirement age.

B. What are the opportunities for highly trained men like aeronautical engineers?

C. What of the severe tests given to pilots?

1. Is that a disadvantage?

D. Is the length of training and the cost to be considered a disadvantage?

1. Why the very high standards of training?

E. Talk with someone in the field about disadvantages

IV. Qualifications and Training Necessary

A. Following your list of the various types of work in this field, list the general and specific training that is required.

B. What personal qualities are essential to success?

C. Discuss the requirements for pilots.

D. Where can one secure the training for the different types of work?

1. List the places for training in the army, navy, and commercial fields.
V. Recent Developments in this Field

A. From current literature learn some of the newest developments in this whole field.

1. What of the public interest in this field?
   a. How does it affect changes?

2. Learn something about the radio and the aeronautical safety.

The following list is merely suggestive. There is much current literature in this field that will be very interesting to read.

Books in Sutter Library

Crump, The Boys' Book of Airmen
Dobias, Picture Book of Flying
Floherty, Aboard the Airliner
Jump, Glassman
Lindbergh, North to the Orient
Litten, Rhodes of the Leathernecks
Mingos (Editor) Flying for 1936
Mooney, Air Travels
Muller, The Airplane that Taced with Death (How They Carried Nordhoff and Hall, Falcons of France the Goods)
O'Brien, Will Rogers
   Prince Minister of Aviation
   Flying with Wiley Post
Post and Gatty, Around the World in Eight Days
Walker, How They Carried the Mail
   The First Dawn to Dusk Flight
   Lindbergh Blazes a New Trail
   The Airmail Service of the U. S. A.
Engineering

I. General Nature of the Engineering Field

A. List all of the different fields in engineering

1. What are some of the wonderful accomplishments of the civil and structural engineers today?
   a. How is the work related to transportation?
   b. Describe some of the engineering feats in this State, recently completed and others now under construction.

2. What are the types of work actually done by the mechanical engineer?
   a. Why is his work so important today?
   b. How does his work affect the lives of people today?
   c. Distinguish between a mechanic and a mechanical engineer.

3. Why has the electrical engineer become so important in life today?
   a. Distinguish between the electrician and the electrical engineer?
   b. What work is done by the electrical engineer?
   c. What industries demand the work of these engineers?

4. What has caused the awakening interest in the mining field?
   a. Distinguish between the mining engineer and the miner.
   b. What kind of mining is done near this locality?
      (1) Get figures to show the mineral output for this locality and the state.
   c. Learn something of the types of workers demanded in the dredging for gold
5. In general, does the work of the engineer whether civil, electrical, mechanical, mining, or sanitary, deal with people or things?

II. Advantages to Consider

A. Is there a chance for promotion in the field of engineering?
   1. How does one earn promotion?
   2. Is it based upon preparation and experience?
   3. Is there a future in the work?
   4. What of retirement and compensation?

B. Does the income from this work make it attractive?
   1. What is the annual average income at the beginning and after years of service?
   2. Are there other factors than money that make this an attractive profession? What?
      a. What of service to society?
      b. What opportunity for personal growth and development?

C. What do you consider the greatest disadvantages in the work?
   1. Is the demand for specialized training a disadvantage?
   2. Are there any great physical hazards?
   3. Is most of the work indoors or outdoors?

III. Qualifications and Training

A. What is the basic training for entrance into any field of engineering?
   1. Where can one secure the training?
   2. How far can one train in the local schools?
   3. What of the cost and time for training?
   4. What subjects should one master if he plans for engineering?
B. What personal qualities should one possess to succeed in this work?

1. What character traits are important?
2. What habits of mind are important?
3. What physical powers are essential?
4. What is the value of social development as an aid to success?
5. Do women succeed in this field?
6. What of honesty as essential quality?

IV. Architectural Engineering

A. Discuss the field of architecture under the same headings as the other fields of engineering.

1. Is there a similarity with the other types of engineering?
   a. Does it demand the same type of person to succeed?

2. Why must the architect know engineering, masonry, carpentry, plumbing, sanitation, heating, ventilation, electrical engineering?

3. Is the employment of an architect considered an extravagance or an economy? Discuss.

4. Write to the University for description of courses offered in this and the other fields of engineering.

References on Engineering

Backman, Great Inventors and Their Inventions
Bishop and Keller, Industry and Trade
Bridges, Young Folk's Book of Invention
Bryant, Children's Book of Celebrated Buildings
Butterfield, The Young Peoples' Story of Architecture
Carpenter, How the World is Housed
Chase, Men and Machines
Chase and Clow, Stories of Industry
Fox, How the World Rides
Holway, The Story of Water Supply
Lambert, Talking Wires
Lent, Wide Roads Ahead
Lamprey, All Ways of Building
Lynde, *Fire Bringers*
McOWry, *American Inventions and Inventors*
Petersham, *Story Book of Earth's Treasures*
Petersham, *Story Book of Things We Use*
Pryor, *The Steel Book*
Reed, *A Book of Architecture*
Reed, *Railway Engines of the World*
Rogers and Beard, *Heels--Wheels--Wire*
Smith, *Made in Sweden*
Smith, *Made in America*
Van Loon, *Man, the Miracle Maker*
Verpilleux, *Picturebook of Houses*
Webster, *The World Messengers*
Wilhelm, *The Story of Iron and Steel*
Williams, *Romance of Modern Mining*
Art and Music

I. General Nature of the Fields of Art and Music

A. Does personal interest and native ability play a very important part in the selection of these special fields for life work? Discuss

1. How far will the so-called talent serve one? (Recall Edison’s comment on inspiration and perspiration.)

B. Since these are fields of real service to society, list all the ways in which one can serve through art and music.

1. What is included in the field of commercial art?
   a. Has the demand grown in this field?
   b. Discuss all the types of work
   c. Interview workers in the work

2. What are the opportunities for musicians to earn a living?
   a. What of music as an avocation?
   b. Has the demand increased or decreased?

3. Discuss the problem of the artist working in the commercial field who wants very much to express his own ideas.
   a. What does the employer demand of his employees in the way of service?

II. Advantages and Disadvantages

A. What can be said for the regularity of work in these fields?

1. Compare jobs in the commercial field with the usual ones in art and music.

B. What are the chances for promotion?

C. Is the work monotonous or does it interesting?

D. Will the fields of art and music enable one to associate with the type of people you enjoy?
E. Is the present supply and demand of disadvantage or advantage?

F. What can be said of the average income in these fields?
   1. How does it compare with other fields of equal training?

III. Qualifications and Training
   A. What personal qualities should one have to enter these fields?
      1. When should one begin to develop these qualities?
   B. What are the educational qualifications?
      1. When begin the special training?
      2. Discuss the educational training necessary for each type of work in the fields of art and music.
Medicine, Surgery, Nursing, Dentistry

I. General Nature of the Fields

A. Learn the special opportunities for service in these fields.

1. List all the specialized fields of work under each one.

B. Get figures to show the supply and demand in these fields.

1. In which fields have there been the greatest increase in numbers working?

2. Discuss the effect of government health control on the numbers employed.

C. Select one special type of work in this field and outline a typical day's work.

1. Get the information from interviews and reading.

2. For example, the day spent by a country doctor or by a nurse in a large city hospital.

D. Since all the work in these fields is serving people, what must be the attitude of one who is to succeed in this work?

1. How much should the financial gain enter in?

II. Qualifications and Training

A. What personal qualities do you consider of first importance for success in any one of these fields?

1. Discuss this phase of the problem with someone qualified to know.

2. What code is subscribed to by the doctors when they enter their life work?
B. What education is demanded for each one of the jobs in these fields?

1. Length of training
2. Estimated cost
3. Where secured

C. What is the average beginning income in these various fields of service?

1. In what fields are the greatest financial returns?

D. What are some of the questions one should ask himself before considering these fields for life work?

1. List the questions.

III. Advantages and Disadvantages

A. What are the greatest advantages to consider in each of these fields?

1. Is there a chance for personal growth and development?
2. Is there an income sufficient to enable one to live comfortably?
3. What of friends and associates?
4. Is the opportunity afforded for personal service an advantage?
5. Is the demand for long training to be considered a disadvantage?

B. Disadvantages

1. What of physical and mental strain?
2. What of possible length of service?
3. Are there any provisions for retirement?
4. List all the disadvantages and see if they are offset by the advantages.
Home Making

The term home maker applies to men, women, and children in a home. All have a part in making a happy and successful home.

I. General Nature

A. Discuss the home maker in the following capacities:

1. Manager, purchaser, teacher, personnel director, health director.

B. Discuss the fact that home making is not listed in the census as a gainful occupation.

1. "No Occupation"—See poem in Chapman, Occupational Guidance

C. How about the number of workers in this field compared to others?

1. Get figures to show the number and the percent of all people who eventually go into homes.

D. Discuss the changes that have come to the home during the recent years due to modern invention.

E. What would you consider the test of a good home maker?

1. Picture two homes that you consider ideal homes and point out the factors that you think help to make the home what it is.

II. Advantages and Disadvantages

A. What can be said about the independence of the home maker?

1. Discuss this.

B. How has the drudgery of the home decreased?

1. What other problems have arisen?
C. Learn something about the budget in a home?
   
   1. Discuss this with your home economics teacher.

D. Compared to many professions, the home maker
   influences a very small group of people.
   
   1. Discuss this.

III. Qualifications and Training Necessary

A. List five personal qualities that you think are
   most essential in a successful home maker.
   
   1. Check yourself to see how many of these
      qualities you possess.

B. What are the specific jobs usually done in the
   home by the mother, father, the children?
   
   1. What special training should each have
      for the work?
   
   2. Should boys learn to cook and help in the
      home?

C. Since home making is the largest field in work
   today, what would you say about the training
   necessary?
   
   1. Most of the products of industry are
      purchased for and by the home maker.
      What then of ability to buy wisely?

D. What work in school can you take that will
   help to prepare you for "Worthy Home Membership?"
Journalism

I. General Nature of this Field

A. What does the term journalism include?
   1. Does it include the whole world of print?

B. List all the different types of jobs in the field of journalism.
   1. What are the hardships of the reporter?
   2. Does reporting lead to other jobs? What?
   3. What is the importance of the copy reader?
      a. Describe his work.
      b. To what does it often lead?
   4. What is the work of the managing editor?
   5. Who determines the policy of a paper?
      a. Discuss the influence wielded by a newspaper.

C. What is meant by free-lance writing?
   1. Learn something of this phase of journalism.
   2. What is its value?

D. What is the work of the foreign correspondent?
   1. What are the advantages and disadvantages to this kind of work?

E. How can one in school test himself to see if he might qualify for training in journalism?

II. Advantages and Disadvantages

A. What service to society does the journalism offer?
   1. Discuss the press as a moulder of public opinion.

B. Talk with someone in the work and read the comments by journalists concerning the appeal the work makes regardless of pay.
C. What are some of the advantages?

D. What are the hardships that one must endure?

E. Is the pay in the fields of journalism commensurate with the training and the work done?

F. What of the number of jobs available?

1. Get figures to show supply and demand for workers.

III. Qualifications and Training Essential

A. What personal quality is considered most essential for success?

B. What advantage has the college person?

C. What general and specific training should one have?

D. Where can one go to secure the necessary training?

1. Get an estimate of the length of training and the cost.
**SUBJECTS OFFERED FOR INCOMING SOPHOMORES**

### Name of the Junior High School
- Algebra 1
- Algebra 2
- Geometry 3

### ART
- Art 1
- Art 2
- Letters-Posters 3
- Design-Color 3
- Pen and Ink 3

### COMMERCIAL
- Bookkeeping 1
- Typing 1
- Commercial Arithmetic

### DRAFTING
- Elementary Mechanical Drafting

### ENGLISH
- Drama 3
- Orientation

### HOME ECONOMICS
- Clothing 1
- Clothing 2
- Clothing 3
- Foods 1
- Foods 2
- Foods 3

### LANGUAGE
- French 1
- French 2
- French 3
- Latin 1
- Latin 2
- Latin 3
- German 1
- German 2
- German 3
- Spanish 1
- Spanish 2
- Spanish 3

### MUSIC
- Mixed Chorus
- Band
- Orchestra
- Fundamentals of Music
- Harmony 1 (for students who have had Technical Music)

### SCIENCE
- Biology 3
- Plant Science 3
- Survey Science 3

### SOCIAL STUDIES
- World Progress 3

### TRADE COURSES (4 hour shop)
- Auto
- Electricity
- Printing
- Machine

### TWO HOUR SHOP COURSES
- Auto Shop
- Electricity
- General Shop
- Machine Shop
- Hammered Copper and Sheet Metal

### PHYSICAL EDUCATION
- Girls
- Boys

### R.O.T.C.
- Boys

**NOTE:** The above sheet may be used as a tally and should be filled out by each junior high school and returned to the Sacramento Senior High School by the end of the ninth week of the present semester. Students' individual programs should accompany this tally.
This form is to be made out by the Home Room Teacher or Counselor and sent to the Sacramento Senior High School.

Date

Student's Last Name First Name

Address. Senior High School to be notified if address is changed

<table>
<thead>
<tr>
<th>SUTTER JR. HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior High School</td>
</tr>
<tr>
<td>Home Room Teacher</td>
</tr>
</tbody>
</table>

List of subjects to be taken at the Senior High School next semester. Students are to select four solids and Physical Education or Drill.

**This Program will not be accepted unless you state the number of the subject you elect to take (as French 1, or 2, or 3)**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Check Boy</td>
<td>Girl</td>
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<tr>
<th>Col. I.</th>
<th>Col. II</th>
<th>Col. III</th>
<th>Col. IV</th>
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<tbody>
<tr>
<td>Subject</td>
<td>Number</td>
<td>*Low 9th. Grades</td>
<td>Do not write in space below</td>
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<tr>
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<tr>
<td>1. General Orientation</td>
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<td>2. Physical Education</td>
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<td>5.</td>
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</tbody>
</table>

*Junior High Schools will show in column 3 grades given in the subjects in the low 9th. semester; e.g. Aa-Ay-Cz-etc.*

Where subject was not taken in Junior High School, indicate teacher's judgment of student's ability in the subject by x-y-z only.

All sophomores are to be programmed for the two subjects listed above and three others.

---

**Legend**

- Commending: C
- Recommending: R (AB)
- Satisfying Requirements: C (C)
- Needing to Improve: N (D)
- Of Marks
  - Unsatisfactory: U (F)
  - Citizenship: C/S
  - Scholarship: C/S

P-900
In this table the amount of high school credit is shown in standard units, as defined by the State Board of Education. Under Foreign Language in the table specific recommendations are shown by numerals indicating the amount of credit. The asterisk (*) where used indicates an acceptable substitute for a language specifically recommended.

<table>
<thead>
<tr>
<th>College of Agriculture:</th>
<th>Forestry; Landscape Des.</th>
<th>Other Agricultural Curr.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>E</strong></td>
<td><strong>M</strong></td>
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<tr>
<td><strong>Anthropology</strong></td>
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<tr>
<td><strong>Architecture</strong></td>
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<td><strong>Art</strong></td>
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<td><strong>Astronomy</strong></td>
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<td><strong>Bacteriology</strong></td>
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<td><strong>Botany</strong></td>
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<td><strong>Chemistry</strong></td>
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<td><strong>Economics</strong></td>
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<td><strong>Education</strong></td>
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<td><strong>English</strong></td>
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<td><strong>Geography</strong></td>
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<tr>
<td><strong>Geological Sciences</strong></td>
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<td><strong>German</strong></td>
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<tr>
<td><strong>Greek</strong></td>
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<tr>
<td><strong>History</strong></td>
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<tr>
<td><strong>Household Art</strong></td>
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<td>3</td>
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<tr>
<td><strong>Household Science</strong></td>
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<td>3</td>
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<tr>
<td><strong>Italian</strong></td>
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<td>3</td>
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<tr>
<td><strong>Journalism</strong></td>
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<td>3</td>
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<tr>
<td><strong>Latin</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td><strong>Music</strong></td>
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<td>3</td>
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<tr>
<td><strong>Nursing (5 Yr. Course)</strong></td>
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<td><strong>Oriental Languages</strong></td>
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<tr>
<td><strong>Philosophy</strong></td>
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<td>3</td>
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<tr>
<td><strong>Phys., Educ. &amp; Hygiene</strong></td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Physics (and Optometry)</strong></td>
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<td>3</td>
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<tr>
<td><strong>Political Science</strong></td>
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<tr>
<td><strong>Pre-Dental</strong></td>
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<tr>
<td><strong>Pre-Legal</strong></td>
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<tr>
<td><strong>Psychology</strong></td>
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<td>3</td>
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<tr>
<td><strong>Pre-Medical</strong></td>
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<td>3</td>
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<tr>
<td><strong>Public Health (Hygiene)</strong></td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Public Speaking</strong></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spanish and Portuguese</strong></td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
HEALTH GUIDANCE TEST

By Grayson N. Kefauver
Dean of School of Education, Stanford University

Harold C. Hand
Associate Professor of Education, Stanford University

and Virginia Lee Block
Director of Child Guidance Clinic, Seattle City Schools

TEST: FORM A

Fill these blanks:

Name

Age... years Grade ... Date ...

School

City

Scores

<table>
<thead>
<tr>
<th>Part I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td></td>
</tr>
<tr>
<td>Total score</td>
<td></td>
</tr>
<tr>
<td>Possible score</td>
<td>66</td>
</tr>
<tr>
<td>Converted score (%)</td>
<td></td>
</tr>
</tbody>
</table>

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PRINTED IN U.S.A. KUB: B07F: A-1
PART I

Directions. Read each question and decide whether you think it is true or false. If you think it is true, put a plus sign (+) in the parentheses, as shown in the first sample. If you think it is false, put a minus sign (−) in the parentheses, as shown in the second sample. If you are not certain whether the statement is true or false, put a question mark (?) in the parentheses, as shown in the third sample.

Sample. Christmas comes on the 25th of December .......... (+)
Sample. George Washington discovered America ......... (−)
Sample. It will rain on the next Fourth of July .......... (?)

Remember: True (+), False (−), Uncertain (?).

1. The present way of living makes health education less necessary today than it was one hundred years ago ............................................. (+ )
2. Physical health is so largely an individual matter that it makes very little difference to a person what health habits other persons about him have ................................................................. (+ )
3. Physical examinations of adults show very little need for health education in this country ................................................................. (+ )
4. Poor physical health makes it impossible for many people to enjoy a large number of desirable leisure-time activities ................................. (+ )
5. Posture (the way an individual walks, stands, or sits) has little or nothing to do with an individual’s health ................................................................. (+ )
6. Most adults in this country know how to select a well-balanced diet ................................................................. (+ )
7. Every adult should know how to make conditions favorable for preventing colds and infectious diseases ................................................................. (+ )
8. Most parents give their children enough instruction in matters of health and bodily care to make it unnecessary for students to include such instruction in the planning of their school program ................................. (+ )
9. It is not important that problems related to health conditions in the home should be studied by all students in every school ................................................................. (+ )
10. Problems related to health conditions in business and industry should not be studied in school ................................................................. (+ )
11. A good complexion is usually considered a social and a business aid ................................................................. (+ )
12. Decayed teeth may cause serious illness ................................................................. (+ )
13. Proper care of teeth during childhood would help insure good teeth to a majority of persons when they are older ................................................................. (+ )
14. Anything that interferes with the health of the nose and throat passages may cause the body to be more liable to infection ................................................................. (+ )
15. Some students need to be taught how to breathe correctly ................................................................. (+ )
16. The extensive use of newspapers, magazines, and books has affected the eyesight of many students ................................................................. (+ )
17. All persons should have some knowledge as to what are proper arrangements for ventilation, seating, and lighting. 

18. If an individual feels tired most of the time, he cannot do his best work. 

19. The development of skill and interest in taking part in outdoor physical activity is as important a duty of the school as any other. 

20. It is desirable for a student to sample a variety of physical activities in order to discover those which give promise of satisfaction and value for him. 

21. Physical disturbances have little effect on the emotional life of an individual. 

22. Many individuals who lisp are very self-conscious and prefer to keep away from people. 

23. There is little need for students to study first-aid treatment. 

24. The pure food laws are so well constructed that they do not allow the sale of foods which are harmful. 

25. Carelessness on the part of an individual with an infectious disease may be the cause of an epidemic. 

26. Practically the only way that most individuals can get information about the prevention and cure of disease is through consulting the family physician. 

27. The present way of living is less wearing on the nervous system than was the way of living one hundred years ago. 

28. The state of a person's mental health has little if anything to do with his happiness. 

29. Most persons who become "upset" easily obtain just as much enjoyment out of life as those who do not get disturbed easily. 

30. Most persons who often feel insecure (unsafe) are usually very unhappy. 

31. It is a dangerous practice to lose one's self in daydreaming every time an unpleasant situation has to be faced. 

32. Most persons who are afraid to tackle (try to solve) difficult problems are cowards and should be looked down upon for it. 

33. We sometimes make persons unhappy by thoughtless remarks. 

34. Some students are unhappy because the work they are taking is too difficult for them. 

35. Many persons are very uncomfortable when they speak before a group. 

36. Those who habitually (usually) worry a long time over humiliating (unpleasant) experiences show evidence of lack of good mental health. 

37. Those who become angry easily are usually liked as much as those who control their feelings. 

38. Very few individuals are able to have their personal appearance or personal characteristics criticized without being made somewhat unhappy. 

39. Many persons who feel inferior tend to think and worry about their failures without putting forth intelligent effort to correct the cause of their failure. 

40. Many persons fail to become successful because they get discouraged too easily. 

41. Many persons who feel they do not have a fair chance envy the happiness and success of others. 

42. If an individual is habitually (continually) discouraged, he becomes an unwelcome person socially. 

43. A girl who craves the love and affection of other girls all the time is often very unhappy. 

44. When an individual is emotionally disturbed, there is really no place where he or she can go for study and treatment of his problems. 

45. It seldom makes a person very unhappy to have his brother or sister continually held up as a model for him. 

46. An individual who continually convinces himself that the thing he wishes to do is the right thing, even though at the outset he recognizes that it was not the thing to do, is usually very happy. 

47. Continental worry about little illnesses may be a sign of poor mental health. 

48. Most individuals who are always suspicious of others fail to secure full satisfaction out of their association with people.
**PART II**

**Directions.** This is a test to see if you know to whom to go for different types of help.

In the left-hand column below is a list of persons (Principal, Vice-Principal, etc.) who are especially able to give you different types of help and to whom you are supposed to go for such help. In the right-hand column is a list of questions.

Read the first question and decide to which one of the persons you are supposed to go. If it is the *Principal*, put a 1 in the parentheses at the end of the question. If it is the *Vice-Principal*, put a 2 in the parentheses, etc. Choose only one person in each case.

It may be that in the case of some of the questions there is no one in your school with the necessary knowledge or with the responsibility for giving you the special help mentioned. If this is true, put a 0 in the parentheses. If you do not know to whom you should go, put a ? in the parentheses.

<table>
<thead>
<tr>
<th>1. Principal</th>
<th>To whom should you go for special help in —</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Vice-Principal</td>
<td>(a) securing advice on proper diet? .............. ( ) a</td>
</tr>
<tr>
<td>3. Home-Room Teacher</td>
<td>(b) checking the condition of your eyes? ....... ( ) b</td>
</tr>
<tr>
<td>4. Visiting Teacher</td>
<td>(c) checking condition of nose and throat? ( ) c</td>
</tr>
<tr>
<td>5. Counselor</td>
<td>(d) checking the condition of your hearing? ( ) d</td>
</tr>
<tr>
<td>6. Grade Adviser</td>
<td>(e) securing advice on mouth hygiene? .......... ( ) e</td>
</tr>
<tr>
<td>7. Dean of Boys</td>
<td>(f) securing treatment of your teeth? ........... ( ) f</td>
</tr>
<tr>
<td>(or Dean of Girls)</td>
<td>(g) checking your general physical condition? ( ) g</td>
</tr>
<tr>
<td>8. School Doctor</td>
<td>(h) securing medical advice for minor principal ailments (colds, headaches, etc.)? ( ) h</td>
</tr>
<tr>
<td>9. School Nurse</td>
<td>(i) securing treatment for major physical ailments (pneumonia, smallpox, etc.)? ( ) i</td>
</tr>
<tr>
<td>10. School Psychologist</td>
<td>(j) securing surgical advice for minor physical difficulties (defective tonsils and adenoids, broken fingers, etc.)? .......... ( ) j</td>
</tr>
<tr>
<td>11. School Psychiatrist</td>
<td>(k) securing surgical treatment for major physical difficulties (appendicitis, etc.)? ( ) k</td>
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<tr>
<td></td>
<td>(l) securing prescriptions for medicine? ........... ( ) l</td>
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<tr>
<td></td>
<td>(m) securing information on sanitation, pure food laws, etc.? .................. ( ) m</td>
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<tr>
<td></td>
<td>(n) securing advice concerning underweight or overweight? .................. ( ) n</td>
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<tr>
<td></td>
<td>(o) securing treatment for speech defects? ..... ( ) o</td>
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<tr>
<td></td>
<td>(p) securing advice on minor nervous disorders (biting fingernails, blinking, etc.)? ( ) p</td>
</tr>
<tr>
<td></td>
<td>(q) securing advice on major nervous disorders (stuttering, twitching, etc.)? .... ( ) q</td>
</tr>
<tr>
<td></td>
<td>(r) securing advice on personal behavior that is not normal (tantrums, hysteria, excessive worry or inferiority, etc.)? ............. ( ) r</td>
</tr>
</tbody>
</table>

[ 5 ] Score (Part II) ................
DIRECTIONS. This Student Profile Chart is designed to furnish a graphic picture of the relative standing of the student in the six Guidance Tests and in average score.

Copy into the table in the upper corner the converted scores from the front pages of the tests that have been given, or copy them from the Class Record. Find the average converted score, or copy it from the Class Record.

Put a dot on the appropriate scale to represent the converted score in each test and the average converted score. Join these dots with lines to make the profile.

To make a class profile, plot in a similar way on a Student Profile Chart the median score of the students of the class in each test and join the dots with a colored pencil.
Record of Scores on Guidance Test

June 1939

Name ____________________________ H.R.

1. Avocation __________
2. Education __________
3. Health __________
4. Self-analysis __________
5. Social-civic __________
6. Vocation __________

Total __________
Average __________

Test data to be filled in by the teacher:

I.Q. _____ P.R. _____
Ach. _____ P.R. _____

Answer the following questions as thoughtfully as you can:

1. Have you made a choice of an occupation for which you are now planning to prepare? (Occupation meaning life work.) Yes _____ No _____

2. What is your choice of occupation? _________________________

3. When did you make the choice? _________________________

4. Do you know the requirements, that is, the education and the training necessary to enter the field of work? Yes _______ No _______

5. Who or what was the greatest influence in making the choice? _________________________

6. What school preparation is necessary for this work? _________________________
Avocation or Recreation

1. There is greater need for recreational training today than there was thirty years ago.
2. When planning for leisure time activities, one should consider only health.
3. Leisure activities do not develop one socially.
4. Shorter working hours demand more training for leisure.
5. Physical fitness may affect mental alertness.
6. Leisure activities should be varied.
7. One should select leisure activities according to one's interest.
8. Gardening has no value as a leisure activity.
9. Recreational activities affect one's character.
10. There is no truth in the following statement:

   "Tell me what you do every night between dinner time and bed time, and I'll tell you what you are."
11. Hiking is one of the healthiest recreations.
12. One hobby is enough for one person to have.
13. People today need definite training in recreation.
14. The schools should not give training in leisure activities.
15. Our school has many activities that train for leisure.
16. Music is not a valuable leisure activity.
17. Shop work of any kind is a useless recreational activity.
18. Continues leisure is valuable for anyone.
19. Health and proper use of leisure are closely related.
20. All leisure activities are beneficial.

Total number correct
Education

1. Students in our school have no choice of subjects.

2. Students in our school are free to ask help from the counselors.

3. English is a required subject in the Junior High School.

4. Social Studies helps students to be better world citizens.

5. A student in our school is never permitted to change his class after the term begins.

6. We have no place in our school program where students may learn about themselves and their future.

7. Character training should have a very definite place in the school program.

8. If one plans to enter the university, choice of subjects in the high school is very important.

9. You can enter Junior College without a foreign language.

10. You can enter Junior College without taking mathematics in high school.

11. A year of science is required for graduation from high school.

12. Physical education is required for four years in high school.

13. In the senior high school, orientation takes the place of English for the first semester.

14. A student who is able to graduate from Junior College is sure to make a success in life.

15. 190 credits are required for graduation from high school.

16. A year of United States History and Civics is required for graduation from high school.

17. A high school student should know exactly what his future occupation is to be.

18. The purpose of requiring physical education four years in high school is to train professional athletes.

19. Foreign language is not required for high school graduation.

20. One should not consider engineering as a vocation unless he is proficient in mathematics.

Total number correct
1. Health education has no place in the school program.
2. The modern life is a severe strain on health.
3. Physical fitness and mental alertness are very closely related.
4. Our schools make provision for healthful activities.
5. It is important that individuals have some understanding of first aid.
6. Worry has no effect upon one's health.
7. Other things being equal, a person of good health has a better chance to succeed in life than one of poor health.
8. Health habits should be acquired early in life.
9. A person physically fit is apt to be an unhappy person.
10. A healthy person is apt to have better emotional control.
11. People today know much more about proper diet than they did thirty years ago.
12. The teeth do not in any way affect one's health.
13. The individual who knows and observes health rules is helping society.
14. Our school department has a health department to protect the health of our schools people.
15. Readmission slips after absence from school are useless.
16. People today give more thought to the care of the teeth than they did fifty years ago.
17. Weak hearts are strengthened by violent exercise.
18. Modern living tends to muscular development.
19. Athletic competition should be indulged in right after eating.
20. Participation in athletics should develop wholesome, fine, character habits.

Total correct
1. It is important to begin early in life to study yourself.

2. Personality has nothing to do with success in life.

3. Certain occupations demand special abilities.

4. There is great value in rating one's own character traits.

5. Reliability, self-control, and honesty are good traits to possess.

6. If one has an unpleasant personality, there is nothing to be done about it.

7. Our school has given us rules to follow in observing school courtesy.

8. Ability to get along with people has very little to do with success.

9. "A promise made, is a promise kept", is a good rule to follow.

10. Appearance has nothing to do with personality.

11. One's character and personality may be influenced by associates.

12. To improve one's personality is very easy.


14. Personality has as much to do with success in life as have special skills.

15. A definite plan for self-improvement is important.

16. A sense of humor is of little value in personality.

17. The study of the character traits of successful people has very little value to the Junior High School student.

18. In general, Junior High School students are interested in self-study.

19. In making plans for a definite life work, one should know the personal qualities demanded.

20. Much is being written today and published on how to improve one's personality.

Total correct
1. The depression did not affect the schools of our country.
2. Our city has made progress in the prevention of automobile accidents.
3. All advertisements in papers and magazines are 100% true.
4. The people of the United States are perfectly protected by the Pure Food and Drug Law.
5. Insanity is on the increase in the United States.
6. There is no relation between liquor consumption and insanity.
7. Students should wait until they are old enough to vote before they become informed on political problems.
8. Advertising on the radio is for money making.
9. Greed is the cause of many of our social evils.
10. An act which is lawful will always be for the good of all people.
11. Law makers should represent the country at large.
12. Crime is on the increase in the United States.
13. Many automobile accidents today are the direct result of liquor.
14. Respect for law and authority is the duty of every citizen.
15. Good citizens have a responsibility to see that injustices are reported to the proper authorities.
16. There is very little disregard for law today.
17. Our community has been very earnest in its safety campaign.
18. Citizens who have no children should not be taxed for schools.
19. It is the duty of every citizen to vote.
20. Citizens in a democracy have greater privileges and also greater responsibilities than in autocratic governments.

Total correct
1. A blind alley job is one with no future.

2. Occupational conditions have made great changes in recent years.

3. In selecting a life work, one needs to study his own interests and abilities.

4. Usually, there is just one occupation in which a person will do well.

5. It is not essential that young people begin early to plan for their life work.

6. One should learn how to study an occupation in order to make a wise choice of life work.

7. It is always best to follow to occupation of one's parent.

8. In choosing a life work, one should not consider the cost of training.

9. Service to society should be considered in making a choice of vocation.

10. During the last thirty years, more occupations have been open to women than during the previous years.

11. One's future happiness depends to a great extent upon a wise choice of vocation.

12. It is always easy to change one's occupation after you have gone to work on the job.

13. It is very easy for young people to find jobs today.

14. Interviewing people on the jobs, is a valuable method of learning about occupations.

15. It is not necessary for people in the Junior High School to begin to think about their life work.

16. Every occupation has advantages and disadvantages.

17. One should know the cost of training and the length of time required for preparation for his life work.

18. The study of home making in the schools is a waste of time.

19. One should learn how to make an application for a job.

20. Personality is a factor in vocational success.
EDITORIAL

Do you use your Guidance book-shelf correctly? Many of you will probably wonder what we mean by this. It is all very simple to explain. Miss Kuschman, our librarian, has given the students use of all the books on the special shelf. Many students have been careless with their books, by not returning them to their proper places on the shelves. Others have failed to return the books on time. As a favor to the classes and to the librarian, we urge you to return your books to the shelves correctly.

USE YOUR V.C. SHELF, BUT USE IT RIGHT!

WEDNESDAY'S CHATTER WINS

ON WEDNESDAY, March 30, a second vote was taken in the V.C. classes to determine the name of the paper. The former received 107 votes, that is Wednesday's Chatter. The second vote was for Wheel of Fortune.

Please submit to the staff headings for the paper.

TO MISS KUSCHMAN

My poor dear books, what have they done? They treat you like you weigh a ton. They take you away and throw you back. And land you with an awful whack.

Your A's and C's, and the G's are Z's.
In fact, it's an awful sight.
If they'd put their books up right, I shouldn't be here every night.

So, if you'll listen to my plea, And put your books just so, So very happy I will be When to my home I go.

Frances Mann

Please Do

Do you always make the most of your time? The teachers know how important it is and that is why they are always trying to get us to work.

Do you realize how important it really is? Remember, a minute wasted, is never brought back.

Rose Evans
EDITORIAL

We are realizing that success in any line depends upon personality as much as upon training and skill. In any field, if one wishes to be successful, he must know himself. The way to do this is by studying one's interests, aims, abilities, future plans, and most important of all, one's self. It is very hard to improve personality, but by studying one's self this can be done. Now is the time.

The editorial staff of the Guidance Journal has had several requests asking that a new name be found for the paper. Following are some suggestions:
- The Wheel of Fortune, Wednesday's Chatter

Can you think of others? If so, give them to your editor, Sophie Joseph, before next Friday. The next issue will publish the names.

ALL IN FUN

Little Eddie Gibson had quite a long report for such a small boy, don't you think?

Paul Pock, alias, "Peck's Bed Boy" had "One of a kind" report and I'll wager most of the class had never heard of it.

DID YOU KNOW?

That our sophomore programs must be out at the high school in four weeks? March 31, is the deadline.

That counselors from the high school are coming to talk to our H9 classes about the subjects offered in the H.S.? That LeRoy Hypse has made the heading for this paper and the first copy?

That the standard for our guidance classes is EVERY REPORT PREPARED ON TIME?

James came to a word he could not pronounce.
"Baque", prompted the teacher.
James snickered.
"Baque", exclaimed the teacher harshly.
James, obediently, "Bow, wow".

Dentist to small boy, "What kind of a filling shall I put in your tooth?"
Boy, "If it makes no difference to you, I'll take chocolate."

An uproar was caused when Erwin Reitz pronounced Bologna, boloney. Hungry Erwin?

Loreen Stevenson got her tongue twisted and pronounced Indiana, Indianana. Don't get so excited, Loreen.
"Hey Jack, whatcha' doin'?
"Gowan, leave me alone, Bill."
"Well you might come out and play."
"Dowanna, anyway, I'm busy."
"Whatcha' doin'?"
"Aw, jes been arguin' with Ma."
"What about?"
"Aw, she wants me to be a doctor, dad wants me to be a business man, and grand dad wants me to be an engineer. So, I donno what I'm gonna be. Whatcha gonna be, Bill?"
"Aw, I don't know, it's the same with me. Guess I'll be a sailor and roam the seas and have a girl in every port."
"'Ats 'n idea too. See you later."
"Bye"

We find these conditions in some homes today. Remember when choosing your vocation, choose something that you yourself want to be, be sure it is something for which you are suited.

Last week we referred to Colonel Lindbergh and his secret of success. In speaking of his plans, he said, "I came to the conclusion that if I knew the difference between the right way to do a thing and the wrong way to do it, it was up to me to train myself to do the right things at all times."

So I drew up a list of character factors. At night I would read off my list of character factors, and those which I had fulfilled satisfactorily during the day I would mark with a red cross. Those I had not been called upon to demonstrate that day would get no mark. But those character factors which I had actually violated each day I would mark with a black cross.

"I began to check myself from day to day and to compare my black and reds from month to month and year to year. I was glad to notice an improvement as I grew older."

One of the most popular characters reported on in the classes was Will Rogers. His humor and wit always with kindness endeared him to the American people.
EDITORIAL

In grandfather's day, children were expected to follow the trade of their fathers. Today, we have our choice of what we want to do. Some of us are not taking advantage of this, for all we do is to daydream and build air castles which are likely to fall down. If we do build air castles, we should put firm foundations under them so they will not fall down. By this, I mean that we should study hard for we never get anything without working for it.

Mavis Adams Per. 6

The Value of the Few Hours Spent in the Guidance Class

It is a fact to be regretted that we have only one hour a week for Vocational Guidance. Of course, there are a few who don't regret it, but we'll just forget they exist.

To start with, each and every one of us has heard something about which we never heard before. This has been a valuable aid to everyone who wishes to improve himself. In addition to this, some of us have formed opinions as to our life work. Many suggestions were given about which we have never given thought before.

All of this is the result of our few hours together. It has meant a lot to us. No matter what kind of work we do, our vocational guidance class will have helped us a great deal to understand life.

Elaine Graves Per. 6

TO VOCATIONAL CIVICS

To Vocational Civics, I want to say, That much it has taught me of today. About its jobs, about its ways And now I can live all my days With the knowledge that I sit Withing the job that I fit.

Alice Fisher Per. 6

VACATION PLANS

This is the time when we are planning our vacation activities. The following article is quite helpful:

Swimming is the most healthful vacation activity. It is said that this exercise is also a sport that everyone enjoys. The many Sacramento municipal pools offer ample opportunity for all to enjoy swimming.

Sometimes the pools seem over crowded but if you will observe, you will find there are certain times every day when they are not overcrowded.

If you are fortunate enough to own tennis equipment, here is a recipe for a glorious day:

Play one or two sets of tennis and be careful not to over do it. Then take time to cool off. Men swim for an hour.

Food for Thought

The semester is coming to a close. We have had just a few hours together considering some of our life problems. Do you know yourself better than you did? Do you know more about the opportunities for service in life today through life work you have chosen?

If students are stimulated to give more serious thought to their preparation and training to fill a place in life, then the course has not been in vain.

Young people today are facing a world more complex and difficult than ever before. It demands training and preparation of the finest to meet the keen competition.

As you continue with your training, develop habits of thought and industry that will be valuable in any life work you may choose.
Oh, what Joy!

To Be a Boy!
Vacation Hobbies

Summer—1941

SUTTER JUNIOR HIGH SCHOOL
SACRAMENTO, CALIFORNIA
Dear Parents:

It has been our pleasure for a number of years to help our students plan for vacation activities. Your cooperation will encourage your child to spend his leisure time in wholesome and constructive ways. He is invited to bring his articles made and the record of his accomplishments to school when he returns next fall.

"What can I do?" The most satisfying answer is the one worked out by the questioner following a growing interest to its completion in doing or making things that call for thoughtful attention, care, and increasing skill.

An issue of the Sutter Static and an assembly will be given to displays and reports of the vacation. Hobby Day at Sutter Junior High School is a happy time for comparing notes of the summer and for seeing what the others did.

Sutter's Hobby Book contains information and implied suggestions for leisure time. Will you help your child have a safe and happy summer using his spare hours in worth-while things?

Very truly yours,

Principal, Sutter Junior High School.

The purpose of this booklet is to present opportunities for the boys and girls to plan and spend a more enjoyable vacation.

Committee

Elizabeth Crews, Chairman
Myrtle Davidson
Mrs. Montague
M. O. Conger
Norma Padan
Margaret Griffith
C. F. Walsh
Lola Cothrin

We wish to express our thanks to the members of our Sutter Faculty Club and other organizations that have helped to make this program possible.
VACATION PROGRAM

What are you planning for your summer vacation? In September Sutter Junior High School will hold an exhibit of articles made by students during vacation. If an exhibit of what you do is not practical, a record of your accomplishments may be submitted.

Honorable mention will be given in the school paper to all who make a creditable showing. Those who have made the most interesting exhibit from the standpoint of originality and clear definite presentation of the results of their effort will receive special mention at an assembly.

During the first week of school bring exhibits, awards, or any other record to your home room teacher.

HAND WORK FOR GIRLS

The following activities are to be found on playgrounds listed on page 14.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time and Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting tested recipes</td>
<td>All Playgrounds daily</td>
</tr>
<tr>
<td>Constructing puppets</td>
<td>&quot;</td>
</tr>
<tr>
<td>Compiling scrap-books</td>
<td>&quot;</td>
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<tr>
<td>Embroidering</td>
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<tr>
<td>Knitting</td>
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<tr>
<td>Making patchwork</td>
<td>&quot;</td>
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<tr>
<td>Major sports</td>
<td>&quot;</td>
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<tr>
<td>Pottery</td>
<td>&quot;</td>
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<tr>
<td>Sewing</td>
<td>&quot;</td>
</tr>
<tr>
<td>Woodwork</td>
<td>&quot;</td>
</tr>
<tr>
<td>Weaving</td>
<td>See Miss Schwartz, Sutter Jr. H. S. until school closes</td>
</tr>
</tbody>
</table>

HAND WORK FOR BOYS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time and Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amateur Hour</td>
<td>All playgrounds daily</td>
</tr>
<tr>
<td>Art</td>
<td>&quot;</td>
</tr>
<tr>
<td>Assembling a radio</td>
<td>Reading list, City Library</td>
</tr>
</tbody>
</table>

Building bird houses | All playgrounds daily
Compiling scrapbook  | "
Constructing puppets | William Land
Collecting stamps    | All playgrounds daily
Junior First Aid     | "
Listing personal accounts | "
Making airplane models | All playgrounds daily
Making boat models   | "
Making posters       | "
Pottery              | "
Whittling and carving| "
Woodwork projects    | "
Scrapbook on engines | Reading list, City Library
Weaving baskets      | McClatchy & Southside

RECREATION

Archery                  Wm. Land Park
Camping, at Camp Sacramento Call Recreation Department
Children's Circus         August
All Playgrounds Daily     June to September 1st
Track and Field, Sail Boats, Basketball, Baseball, Bicycling,
Fleece Ball, Tether Ball, Soap Bubble Contest, Rhythm
Band, Checkers, Croquet, Dramatics, Handcraft Exhibit,
Doll Show, Amateur Show, Demonstrative Hobby Show
Tennis—Courts located as follows:
McKinley, McClatchy, Southside, Roosevelt and Curtis
Parks and the Junior College
Children permitted to use courts, except after 5 p. m.
week days, Saturday afternoons and all day Sundays
and Holidays.

CHILDREN'S DANCING CLASSES

Summer Vacation Schedule
Beginners' Classes (Girls)
Tuesday 10:00 a.m. to 11:00 a.m., Roosevelt Park
Wednesday 10:00 a.m. to 11:00 a.m., Clinic Auditorium
Thursday 10:00 a.m. to 11:00 a.m., Fremont Auditorium
Friday 10:00 a.m. to 11:00 a.m., Muir Clubhouse
Saturday 10:00 a.m. to 11:00 a.m., Oak Park Clubhouse
Intermediate Classes (Girls)
Monday 11:00 a.m. to 12:00 noon, Sutterville Playground
Tuesday 11:00 a. m. to 12:00 noon, Roosevelt Park
Wednesday 11:00 a. m. to 12:00 noon, Clunie Auditorium
Thursday 10:00 a. m. to 12:00 noon, Fremont Auditorium
Friday 10:00 a. m. to 12:00 noon, Muir Clubhouse
Saturday 1:00 p. m. to 2:00 p. m., Oak Park Clubhouse

Advanced Classes (Girls)
Thursday 7:30 p. m. to 9:00 p. m., Oak Park Clubhouse
Saturday 11:00 a. m. to 12:00 noon, Oak Park Clubhouse

Boys' Classes
Saturday 9:00 a. m. to 10:00 a. m., Oak Park Clubhouse

Fees: 25c per month

Boating and Canoeing
Row boats, canoes and swan boats are available during the summer months on lakes of two of Sacramento's beautiful parks, South Side Park Lake and Wm. Land Park Lake.

Rental Charge:
Row boats: 10c per boat per half hour
Canoes and Swan boats: 10c per person per half hour

Season and Schedule
May 15th to September 15th—
Week days and Saturdays: 1:00 p. m. to dark.
Sundays and Holidays: 10:00 a.m. to 12:00 noon; 1:00 p. m. to dark.

During the school vacation period, from June 16 to September 15, row boats are available without charge to children during the period 10:00 a.m. to 12:00 noon on every day except Sundays and Holidays.

Nature Study
On all playgrounds, throughout the year, a nature program dealing with birds, trees, nature trails, spatter prints, leaf collections, aquariums, mounting insects, etc., is carried on.

Books on the following will be available at the City Library, 9th and 1 Sts:
Learn bird calls. (Magazines)
Landscape gardening.
Make an aquarium.
Make a bird book.
Make a flower book.
Make a collection of bugs.
Make a butterfly collection; See Mr. Walsh.
Make a flower and leaf collection.
Make a garden.
Make a leaf book.
Make kodak pictures of
Places of interest
Birds and animals
Beauty spots in Sacramento.
Care of pets.
PLACES OF INTEREST TO VISIT

Capital Park—Note: If you wish to know the trees and shrubs, secure a copy of “California Capital Park” by Edward J. Heisch. This contains valuable detailed planting maps. Costs 40 cents.

Sutter’s Fort—28th and L Streets
Crocker Art Gallery—2nd and O Streets
Zoo—William Land Park
Rose Garden—William Land Park
Junior College Museum and Art Gallery, by appointment with Junior College, 2-3651
Air Port—Freeport Boulevard
Broadcasting Stations—KFBK, 706 I Street
KROY, Sacramento Hotel
Filtration Plant
Indian Museum—Fort Sutter Park, 28th and K Streets
Weather Bureau—Federal Bldg.

Groups with responsible leadership may make arrangements with officials of manufacturing plants and of the State Printing office for very interesting visits.

HOMEMAKING
Caring for younger children
Collecting and testing recipes
Listing personal accounts
Planning, cooking, and serving meals
Preserving
Redecorating own room
Sewing

ART CENTER
1423 H Street

Leather-work: key cases, pocket books, etc.
Stick Printing, with printers ink or paint: on cloth or paper
Batik: a hand method of placing designs on cloth
Linoleum prints: for greeting cards and fabrics
Lettering: for show cards
Silk Screen: method of printing designs
Making mosaic: with colored glass in concrete or with tile

Tapestry: weaving on small looms
Clay modeling, Carving, Painting, Drawing, Original cartoons
Making looms
Applied designs: by methods of embroidery, hand stitchery, cross-stitch, Italian colors, French stitches, etc.

PLAYGROUNDS IN SACRAMENTO
*Alkali Playground—10th and C Streets
†Coloma Playground—47th and T Streets
*Crocker Playground—3rd and P Streets
†Curtis Park Playfield—26th St. and Donner Way
‡Del Paso Park Playfield—Auburn Boulevard
†Donner Playground—Stockton Boulevard and 8th Avenue
†El Dorado Playground—53rd and J Streets
†Fremont Playground—25th and O Streets
†Grant Playground—21st and C Streets
*Helvetia Playfield—31st and J Streets
*McClatchy Playground—35th Street and 5th Avenue
*McKinley Playground—31st and F Streets
†Newton Booth—23rd Street
*Muir Playground—16th and C Streets
*Roosevelt Playground—10th and P Streets
†Sierra Playground—24th Street and 4th Avenue
*Southside Playground—6th and W Streets
†Stanford Playfield—28th and C Streets
†Sutterville Playground—12th Avenue and Curtis Park
†St. Patrick’s Playground—Freeport Blvd.
*William Land Playground—3rd Avenue and 13th Street

*Denotes areas supervised daily.
†Denotes areas supervised daily except Sunday.
‡Free area. NOT supervised.

OTHER RECREATIONAL FACILITIES

Clubhouses and Locations—
Oak Park—33rd Street and 5th Avenue
Clinic Memorial—31st and F Streets
South Side—6th and You Streets
Wm. Land—Wm. Land Park
Field Houses, which are used almost exclusively by playground
activities, are located as follows—
  Crocker Playground  
  Wm. Land Playground  
  Roosevelt Playground  
  Muir Playground  
  Alkali Playground  

Pools—
  Citrus Clubhouse and Swimming Pool—F St. at Alhambra  
  McClatchy Pool—35th Street and 5th Avenue  
    Open daily beginning about May 15th.  
    Swimming lessons given throughout the summer months  
    at 5c per lesson.  

Wading Pools—
  Crocker—3rd and P Streets  
  Muir—16th and C Streets  
  South Side—6th and W Streets  
  McClatchy—35th Street and 5th Avenue  
  McKinley—31st and F Streets  

CAMP SACRAMENTO

Camp Sacramento is a family resort located on the highway made famous in the days of '49 where interesting landmarks may still be seen. Nature study, hikes, tennis, baseball and many other activities are included in the program.  

The rates are for children under 12 years and over 5 years $5.60 per week, 12 years and over $10.15 per week.  

More information may be secured at the Recreation Department Office.

ORGANIZED CLUBS

B.S.A.—Weekly Troop meetings generally are continued thru the summer. Programs include overnight camping, swimming, life-saving, craft work and opportunities for advancement in rank. Camp Audrain in the Sierras will be available to troops throughout the summer. Scouts unable to camp with their troops may attend Audrain for seven-day periods beginning July 13th and 20th. Boys desiring to join active troops should call Scout Headquarters, Telephone 2-0421.

CAMP FIRE GIRLS—Camp Minaluta on Lake Vera near Nevada City is open to girls ten years and older. Camp fee for Camp Fire Girls is $8 per single session, and $17 for a double; non-members pay two dollars a week additional. A Day Camp for Camp Fire Girls and their friends will be held one day a week from ten until four o'clock in one of the city parks. Both Camp Minaluta and Day Camp activities include swimming, campcrafts, handcrafts, nature lore, dramatics, etc. Complete information may be obtained from the Camp Fire headquarters office, 1423 H Street.

YWCA—Girl Reserves: Girls interested in summer hikes, crafts, gardening, photography, and swimming parties come to the YWCA for information.


A chance for a never-to-be-forgotten experience.

Cost: $1.00 registration and $8.00 per week at camp. Non-Girl Reserve $1.00 per week additional.

Camp open July 6th to 20th.

For detailed information apply at the YWCA.

YMCA—Daily swimming with instruction for beginners, intermediate, and advanced swimmers; games, gymnastics and athletics of many kinds. Clubs which are democratically run by the members themselves, include such activities as woodcraft, industrial trips, team games, camping and hiking. Three months summer membership on an individual basis is $2.50. The special junior high period in the summer camp located near the Sacramento Municipal Camp will be for two weeks beginning July 5th. Phone the YMCA, Boys’ Division, 3-6563, for information.
BOOK SHELF

This bibliography of summer reading suggestions for the Sacramento Junior High Schools is to be found at the following branches of the city library:
- McClatchy Library for Young People, 2112 22nd Street
- McKinley Branch Library, 31st and F Streets
- Oak Park Branch, 34th Street and 4th Avenue
- Hancock Branch, 406 Q Street

Americana

STAR SPANGLED SUMMER—LAMBERT
A happy summer at an army past

POLLY KENT RIDES WEST—McCULLOUGH
A courageous girl goes west alone with the '49ers

THE LAND HE LOVED—EMMETT
His final choice of a future home surprises even Tim

THE FAIR ADVENTURE—GREY
An eventful summer in the life of a modern American family

THE LONG WINTER—WILDER
Pioneers facing the hardships of a severe winter

LOCK HER THROUGH—BERRY
Adventure along the Erie Canal during early days

MR. SONGCATCHER AND COMPANY—JUSTUS
Seeking folk songs among the mountain people of the South

DROVERS EAST—FITZGERALD
Excitement of cattle driving from Ohio to Baltimore in 1810

ADVENTURES ON A DUDE RANCH—COLLINGS
Life on a modern ranch in Wyoming

orton—brave frontier
Divided loyalty during the Civil War

Adventure

RIVER EMPIRE—FERNALD
Revenge, fighting and intrigue along the Mississippi

ITHREE AGAINST THE SEA—WHITE
Three children against ruffians in the stormy Caribbean

GOLDEN KNIGHT—CHALLIS
Humorous adventures of Richard, the crusader

HURRICANE SANDS—BARBOUR
Smugglers and storms off the coast of Florida

THE LOST BARON—FRENCH
A boy, a girl and mystery about an old castle

MEN WITHOUT FEAR—FLOHERTY
Stories about men with dangerous jobs

THREE SECRETS—SMITH
An American girl finds intrigue and excitement in Portugal

THE SWORD OF ROLAND ARNOT—HEWES
Kidnappers, desert robbers and a secret inscription in old Damascus

Animal Life

CROOKTAIL—ATKINSON
About a friendly family and a raccoon

LASSIE COME HOME—KNIGHT
Devotion and loyalty of a dog for his master

MIDNIGHT—MONTGOMERY
Running wild with a band of horses

WILDERNESS ORPHAN—COTTRELL
Babyhood and growth of a kangaroo in the world of men

DUSTY—HINKLE
An old wolf adopts a puppy

PRAIRIE NEIGHBORS—PATCH
All about the wild creatures of the prairie

RENNI—SALLEN
Adventures of a Red Cross dog on the battlefield

Boys' Stories

CALL OF THE MOUNTAINS—MEIGS
Courageously facing reality on a mountain farm

WINGS OVER WONDER ISLAND—STRONG
Life at a scientific experiment school

YOUNG MAC OF FORT VANCOUVER—CARR
Adventures of a Scotch-Indian boy during early days

JERRY AT THE ACADEMY—FERRIS
Overcoming obstacles at school

MICHAEL'S ISLAND—HUNT
About a boy's love for his home

SHATTUCK CADET—CHUTE
Pranks, football and discipline at military school
THE GOLDEN SLEEVE—HEWES
Prospecting, ranching and a mystery in the Northwest

England

WHISTLER'S VAN—JONES
A boy follows a gypsy trail thru England and Wales

PIGEON POST—RANSOME
The Swallows and Amazons prospect for gold

CIRCUS SHOES—STREATFIELD
Life behind the scenes in a circus

ADVENTURE FOR A SONG—COLVER
An American girl attends college at Exeter

PIGEON POST—RANSOME
The Swallows and Amazons prospect for gold

CIRCUS SHOES—STREATFIELD
Life behind the scenes in a circus

WHITE COMPANY—DOYLE
Fighting for fun and booty in the wars of the Black Prince

BLACK ARROW—STEVENS
An American newspaper girl in London

THE BOY WHO LIVED ON LONDON BRIDGE—Holland
Adventures of a boy during the days of Queen Elizabeth

THE BOY WHO LIVED ON LONDON BRIDGE—HOLLAND
Adventures of a boy during the days of Queen Elizabeth

PEGGY COVERS LONDON—BUGBEE
An American newspaper girl in London

Exploration and Hunting

HE WENT WITH CHRISTOPHER COLUMBUS—KENT
Excitement and adventure in the new world

GOVERNMENT HUNTER—ATWATER
Hunting outlaw animals in the mountains

CHILDREN OF THE JUNGLE—WALDECK
Life in the jungles of British Guiana

SONS OF THE ADMIRAL—HARMON
About Diego and Fernando, sons of Columbus

HIDDEN VALLEY—BENET
Seth finds an Indian friend in Yosemite Valley

ON SAFARI—WALDECK
Mystery, romance and adventure while exploring in Africa

Fairy Tales

TREASURE ON THE ISLE OF MIST—TARN
Treasure and a rescue

THE HOBBIT—TOLKIEN
A fight with a dragon at the end of a dangerous journey

THE BLUE BIRD—MAETERLINCK
A beautiful story of two children's search for happiness

THE FIREBIRD—COOKE
An old, old Russian story

DERMOT OF THE BRIGHT WEAPONS—BUCK
About a champion among the old Irish warriors

CHILDREN OF THE DARK PEOPLE—DAVISON
Adventures of Nimitybelle and Jackadgery in Australia

HOUND OF CULAIN—BUCK
About a legendary Irish hero

MARTIN PIPPIN IN THE DAISY FIELD—FARJEON
Tales of the English countryside

France

STORK'S NEST—ADAMS
An orphan girl goes to a new home in Alastian France

LITTLE AMERICAN GIRL—ALLEE
A year's experiences at International House in Paris

STORY OF ROLAND—BALDWIN
This legendary hero of France was a great warrior

ANYTHING CAN HAPPEN ON THE RIVER—BRINK
Many strange things happen when a boy recovers a stolen boat

THREE MUSKATEERS—DUMAS
Famous adventures of three guardsmen during the middle ages

THE CHATEAU OF THE SWAN—HOLLAND
A girl returns to France to find some clue to her identity

BOY KNIGHT OF REIMS—LOWNSBERRY
A boy artist realizes his greatest ambition

PAUL OF FRANCE—STRATTON
Adventures of a crusader

MADEMOISELLE MISFORTUNE—BRINK
The oldest of six orphans changes the family fortunes.
Flying

WINGS FOR CAROL—O’MALLEY
Experiences of an airline hostess

BOB WAKEFIELD’S FLIGHT LOG—MILLER
Based on the author’s own adventures as a naval flyer

YOUNG AMERICA’S AVIATION MANUAL—GRAHAM
New developments in flying

FLIGHT SEVEN—JOHNSON
About two boys who become commercial aviators

FIGHTING PLANES—LAW
Pictures and description of planes of fifteen nations

WINGS OVER WEST POINT—EMERY
Football, aviation, military secrets and spy scares at school

OUR AIRLINERS—CRUMP
Covering the entire field

Germany

OTTO OF THE SILVER HAND—PYLE
A tale of the days of robber barons and deadly deeds

CLOISTER AND THE HEARTH—READE
A man’s struggle for loyalty during the reformation

THE NUTCRACKER OF NUREMBURG—COOKE
A fanciful tale in which a nutcracker comes to life

DEEP-FLOWING BROOK—GOSS
Real story of Germany’s great composer, Bach

SECRET OF THE CIRCLE—LIDE
Kurt takes a dangerous journey involving a mystery

Girls’ Stories

YEAR OF JUBILO—SAWYER
A teen age girl begins to grow up

APRILLY WEATHER—RAYMOND
Fun and hard work in high school

EDRA OF THE ISLANDS—MEDARY
Out in the world of work and new friendships

COLUMBINE SUSAN—DARBY
About a tomboy always in hot water

THE WHITE ISLE—SNEDEKER
A new land brings romance and happiness to a Roman girl

Hobbies

FUN WITH STRING—LEEMING
String games, braiding, weaving and knots

STORY OF COOKERY—LAMPREY
Importance of cooking down through the ages

CHEMICAL AMUSEMENT AND EXPERIMENTS—Gibson

CHEMICAL AMUSEMENT AND EXPERIMENTS—GIBSON
Just what the title says

LEARNING TO SWIM—STULTS
A good poolside companion

THE DOLL HOUSE BOOK—FISH
How to build and completely furnish a small house

A BOOK OF GARDEN FLOWERS—McKENNY
About the appearance, sources and legends of flowers

CRAFTS FOR FUN—PERRY
Covering most of the basic crafts

HOLIDAY CARDS FOR YOU TO MAKE—ACKLEY
Suggestions for many special occasions

Italy

SWORDS AND STATUES—STRATTON
A struggling young artist of the Renaissance wins honors at last

RED SKY OVER ROME—KYLE
An American family in Rome during Revolutionary days

THE FLAME—EATON
The story of a girl who became a foremost figure in Italy

NINO—VALENTI
Life in the home of a peasant boy in Tuscany

ANNE AT WORK—FAYERWEATHER
A modern American girl studies art in Italy

HE WENT WITH MARCO POLO—KENT
A young gondolier accompanies Marco Polo on his journey in China
Mexico

THE SILVER FAWN—WEIL
An American helps a Mexican boy to become an artist
SALLY GOES TO COURT—BLAKE
Sally becomes involved in political intrigue at the Mexican court
A search for hidden treasure in modern Mexico
AZTEC DRUMS—LIDE
An Aztec boy hides from his enemies in the jungle
PRINCESS OF THE YUCATAN—LIDE
Adventure of a Mayan Princess held as a slave by an Aztec
HIGHROAD TO ADVENTURE—PEASE
Modern Mexican intrigue and adventure

Music and Art

THE SINGING BIRD—RAMSEY
What happens to one girl who chooses an operatic career
ENCHANTING JENNY LIND—BENET
True story of the most popular singer of two continents
THE LAST PIRATE—UNTERMEYER
Delightful and humorous nonsense about the Gilbert & Sullivan operas
TREASURE TRAILS IN ART—CHANDLER
Stories of famous artists from Giotto to Van Gogh
ABSOLUTE PITCH—CHOATE
Backstage view of opera
HE HEARD AMERICA SING—PURDY
Story of America's favorite song writer, Stephen Foster
BOOK OF FAMOUS COMPOSERS—BURCH
Collection of stories about famous composers
YEAR OF PROMISE—DELEEUV
A young artist studies with a famous artist in Holland

Mystery and Adventure

MYSTERY AT THE BLACK KAT—WADSWORTH
Basketball interest as well as thrills
STRANGERS IN THE DESERT—RUSSELL
Kidnappers foiled in this story of California

BOYS SHERLOCK HOLMES—DOYLE
Selected stories about the great detective
THE HOUSE AT 231—GIRVAN
About dogs as well as a mystery unfolded
CANYON OF WHISPERS—WADSWORTH
Two dogs as well as a mystery unfolded
BOYS BOOK OF GREAT DETECTIVE STORIES—HAYCROFT
A good collection
MAIL WAGON MYSTERY—JUSTUS
Unraveling the mystery of a mail robbery

On the Job

FRILLS AND THRILLS—GALLAGHER
Becoming a fashion designer
HILL DOCTOR—SKIDMORE
Establishing a practice in an alien community
FORTY FACES—URMSTRON
What it takes to become a teacher
MORGON'S FOURTH SON—ROSS
How to run a modern farm
BLUE HORIZON—THOMPSON
First job as an interior decorator
TAKE IT AWAY, GARRISON—SCHENCTER
News broadcasting and how it's done
ROXANNA RAMPANT—BENET
About a girl who wants to write
PRESS BOX—KELLY
Career of a sports writer on a newspaper
HOSTESS OF THE SKYWAYS—WILLSON
Hostess of the skyways, of train, ship and hotel
IRON DOCTOR—HEWES
Danger and thrills in deep sea diving

The Orient

BEGGAR OF DREAMS—HOLLISTER
Family life in a modern Chinese city
CHINA QUEST—ELIZABETH LEIS
An American boy and a Chinese boy meet in China
THREE SISTERS—SPENCER
Interesting story of three famous women of modern China

DAUGHTER OF THE SAMURAI—SUGIMOTO
A Japanese girl becomes a true daughter of her adopted country

CHIYO'S RETURN—KIYOOKA
An American Japanese returns to Japan for a visit

RED BEARDS OF THE YELLOW RIVER—DOONE
Modern Chinese pirates kidnap two boys

Personal History

EARLY AMERICAN—PACE
Life story of the versatile Paul Revere

FINLANDIA—ARNOLD
As much about Finland as about her famous composer, Sibelius

RIVER BOY—Proudfit
Colorful career of America's favorite humorist

CLARA BARTON—PACE
A nurse who followed the cannon

THE GAY POET—FIELD
Eugene Field, a vivid and amusing personality

HERDBOY OF HUNGARY—FINTA
Early boyhood of a famous sculptor and his horse

BLACK FIRE—NEWCOMBE
A slave's dramatic rise to fame and power in Haiti

EDWARD MCDOWELL—WHEELER
Story of America's great composer

INTRODUCING CHARLES DICKENS—BECKER
For all lovers of this famous author

Personality Plus

SUSAN BE SMOOTH—GILES
Handbook of grooming for girls

THIS WAY, PLEASE—BOYKIN
Common sense about good manners and good taste

SITTING PRETTY—LANE
A guide to correct posture

GOOD MANNERS FOR BOYS—BARBOUR
How to acquire poise

IT'S MORE FUN WHEN YOU KNOW THE RULES—Pierce
How to solve those problems

GOOD LOOKS FOR GIRLS—CADES
Here is how to acquire them

Poetry

EARLY MOON—SANDBURG
Favorite verse a rugged individualist

I HEAR AMERICA SINGING—BARNES
Songs of American miners, cowboys, field-hands, and boatmen

WINGED HORSE ANTHOLOGY—AUSLANDER
Poetry old and new

JOHNNY APPLESEED AND OTHER POEMS—LINDSAY
Nonsense rhymes and other poems

POEMS FOR YOUTH—DICKENSON
Selections of the Poet's best years

Riding

BUTTONWOOD ISLAND—DAVIS
A riding club, an island and a mystery

LAST OF THE GAUCHOS—WILLIAMSON
Cowboys and cattle rustlers in South America

LOOK-SEE WITH UNCLE BILL—FAMES
Vacation on a ranch

GONE HAYWIRE—ROLLINS
Two tenderfoots on a ranch

PONY FOR SALE—STAFFORD
There's more than one way to buy a pony

HIGH HURDLES—DUNCOMBE
About a girl's loyalty to her father and to a horse

FIVE PROUD RIDERS—STAFFORD
A riding trip through a forest where the five meet a spy

Russia

PALACES ON MONDAY—FISHER
Peter and Judy go to Russia to join their engineer father
DEEP SEA DIVERS—ZOLOTSKY
A deep sea diver tells of his experiences under the water

IVAN THE FOOL—TOLSTOI
Short stories by a famous Russian writer

IKITA—PHELPS
A Russian boy’s gift for music brings him happiness

SIBERIAN GOLD—HARPER
Adventures of a young mining engineer in Siberia

KATRINKA GROWS UP—HASKELL
Story of a dancer during the days of the Russian revolution

ROSES OF THE WIND—LUSTIG
Story of a Russian family fifty years ago

Screen and Stage

ABOUT BELLAMY—TREVINO
About a girl who wanted to become a dancer

FAMILY FOOTLIGHTS—BARNE
Putting on a play proves to be quite an undertaking

LET’S BROADCAST—WHITE
Helpful information about broadcasting

LET’S GO TO THE MOVIES—PRYOR
Intelligent basis for judging a movie

BALLET SHOES—STREATFIELD
About three sisters who decide on the stage as a career

OFF-STAGE—MELCHER
Turn that story into a play

CECILY DRAKE, MOVIE EDITOR—LANSING
Cecily gets an editorial job in motion pictures

Seafaring

CLEAR FOR ACTION—MEADER
Capture, escape, treasure, then freedom in 1912

ON BOARD A U. S. SUBMARINE—THEISS
War maneuvers in the West Indies

BLACK TANKER—PEASE
Mystery and intrigue on an oil tanker

YANKEE SKIPPER TO THE RESCUE—RIESENBERG
Famous rescues at sea from 1898 to the present

THE BIG SIX—RANSOME
Six characters solve a mystery about boats

WHEN GUNS THUNDERED AT TRIPOLI—FINGER
Story of the exciting period of the Barbary Wars

Scandinavia

DEEP SILVER—BURGLON
A fishing story in which a boy becomes involved in a feud

THE STORY OF SIEGFRIED—BALDWIN
Famous story of a legendary hero

LEIF ERICKSON, THE LUCKY—KUMMER
About Leif’s boyhood and his first trip to America

THORD FIRETOOTH—LIDE
Thord escaped slavery to settle a new world in the west

THE WONDERFUL ADVENTURE OF NILS—LAGERLOF
Fanciful tale of a boy’s journey on the back of a wild goose

WINTER NIGHTINGALE—MARIE COLMONT
A girl leaves the safety of her home to become a singer

THE UGLY DUCKLING—ISABEL PROUDFIT
Real story of famous Danish author, Anderson

FAIRY TALES—ANDERSON
“If you want to know the real Scandinavia read Anderson”

FEATS OF THE FIORD—HARRIET MARTINEAU
Smugglers in Norway

THE SAMPO—Baldwin
A master wizard forges a sampo or mill of fortune

South America

SOLDIERS IN THE SUN—DESMOND
An Inca boy becomes a page at the court of the great Huascar

MANGA—GILL
A newspaper man and an Indian boy become great friends

VOLCANO OF GOLD—GILL
Manga and ‘Jeemy’ have some thrilling experiences searching for gold

COURAGE OVER THE ANDES—KUMMER
An American boy works for Chilean independence from Spain in 1812
TALE OF TWO HORSES—TSCHIEFFELY
Two Patagonian horses accompany their master on a long trip.

LAST OF THE GAUCHOS—WILLIAMSON
Cowboys in South America.

DOG AT HIS HEELS—FINGER
A shepherd dog brings a number of men together.

FOR CROSS AND KING—DESMOND
Stirring adventures of a boy who becomes governor of Peru.

Sports

GRIDIRON GLORY—HEYLIGER
A boy's effort to surpass his brother's prowess.

FOOTBALL PLAYS FOR BOYS—BARBOUR
Valuable suggestions about the game.

SPORTS AND GAMES—KEITH
How to learn and understand your favorite sport.

CHAMPION'S CHOICE—TUNIS
Hardships and triumphs of a girl tennis champion.

BASKETBALL—NAISMITH
History of the game.

THE KID FROM TOMKINSVILLE—TUNIS
An exciting story about professional baseball.
OUTLINE FOR VOCATIONAL DAY SPEAKERS

OCCUPATIONAL OUTLINE

I. Introduction
   A. General description of occupation.
   B. History, where done, etc.
   C. Process, importance, extent
      1. Locally, nationally

II. Qualifications and Training
   A. Physical
   B. Educational
      1. When, where best obtained
      2. Opportunity for study on job
   C. Temperament and character
   D. Age of Entrance

III. General Nature of the Occupation
   A. Working conditions
   B. Things actually done on job
   C. Steady or intermittent
   D. Opportunity for leisure
   E. Living and working conditions
   F. Opportunity for service to humanity

IV. Remuneration and Promotion
   A. Beginning salary
   B. Salary in training
   C. Maximum salary
   D. Promotions
   E. Retirement and pension
   F. Other compensations

V. General Suggestions and Question
   A. References to books and people
   B. Social demands
   C. Personal incidents
   D. Questions
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If your parent or your legal guardian does not live in the city of Sacramento, state the name of the elementary school district and the county in which he lives:

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<th>Elementary School District</th>
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FOR STATE ENROLLMENT (To be filed out by teacher)

15. Number of schools attended.
14. Authority for Birth Date.
17. Race of Father: U.S. Cit.? Living? Spek Eng.? Home Lang.?
16. Race of Mother: U.S. Cit.? Living? Spek Eng.? Home Lang.?
18. State enrollment card sent to Administration Building.
19. Not sent because.
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# Aspects of Personality

By Rudolf Pintner  
Professor of Education  
Teachers College, Columbia University

John J. Loftus  
Assistant Superintendent of Schools, New York City

George Forlano  
Assistant in Educational Psychology  
Teachers College, Columbia University

and Benjamin Alster  
Teacher, Public Schools of New York City

For Grades 4 to 9 Inclusive

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>Grade</td>
<td>Age yrs mos</td>
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<th>Score</th>
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<td>I</td>
<td>Ascendance-Submission</td>
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<td>II</td>
<td>Extraversion-Introversion</td>
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<td>III</td>
<td>Emotionality</td>
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<td>1.</td>
<td>When some child tries to push into line ahead of me, I am not afraid to tell him to get back.</td>
</tr>
<tr>
<td>2.</td>
<td>I try to be the first one to get on a streetcar.</td>
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<tr>
<td>3.</td>
<td>I am among the first to yell at a game.</td>
</tr>
<tr>
<td>4.</td>
<td>I try to get a seat in the streetcar or train before someone else does.</td>
</tr>
<tr>
<td>5.</td>
<td>I get angry when the class leader is too &quot;bossy.&quot;</td>
</tr>
<tr>
<td>6.</td>
<td>I am usually doing the talking in any crowd.</td>
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<tr>
<td>7.</td>
<td>I find it hard to talk before other children.</td>
</tr>
<tr>
<td>8.</td>
<td>I talk back to a friend who is &quot;bossy.&quot;</td>
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<tr>
<td>9.</td>
<td>I like to show people around to meet other people.</td>
</tr>
<tr>
<td>10.</td>
<td>If there are pieces of salt in my ice cream, I tell the storekeeper about it.</td>
</tr>
<tr>
<td>11.</td>
<td>I tell the grocer that it is my turn when the grocer tries to wait on someone else first.</td>
</tr>
<tr>
<td>12.</td>
<td>I try to get the storekeeper to sell me candy at a cheaper price.</td>
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<tr>
<td>13.</td>
<td>Even though I don’t understand what the teacher says, I don’t ask her to say it again.</td>
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<tr>
<td>14.</td>
<td>I do almost everything other people tell me to do.</td>
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<tr>
<td>15.</td>
<td>I am often against what people say.</td>
</tr>
<tr>
<td>16.</td>
<td>I stick to what I've said even if other children don’t like it.</td>
</tr>
<tr>
<td>17.</td>
<td>I don’t mind when other children get ahead of me in line.</td>
</tr>
<tr>
<td>18.</td>
<td>I have a lot of nerve.</td>
</tr>
<tr>
<td>19.</td>
<td>I always want to have my way with other people.</td>
</tr>
<tr>
<td>20.</td>
<td>I try to get my own way even if I have to fight for it.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>21.</td>
<td>I think that friends who don’t agree with me are stupid.</td>
</tr>
<tr>
<td>22.</td>
<td>I raise my hand so that the teacher will call on me to go on an errand.</td>
</tr>
<tr>
<td>23.</td>
<td>I do not like to be the leader in games.</td>
</tr>
<tr>
<td>24.</td>
<td>I start the fun at a quiet party.</td>
</tr>
<tr>
<td>25.</td>
<td>I do not like to start a new game among my friends, but I let someone else do it.</td>
</tr>
<tr>
<td>26.</td>
<td>I like to be the first in line when I play a game.</td>
</tr>
<tr>
<td>27.</td>
<td>I get the boys and girls together for parties, clubs, and teams.</td>
</tr>
<tr>
<td>28.</td>
<td>I don’t like to ask questions in class.</td>
</tr>
<tr>
<td>29.</td>
<td>I want to lead the class.</td>
</tr>
<tr>
<td>30.</td>
<td>I like to stick up for my rights.</td>
</tr>
<tr>
<td>31.</td>
<td>I like to talk with someone else about my work.</td>
</tr>
<tr>
<td>32.</td>
<td>I like to go from one group of children to another and talk.</td>
</tr>
<tr>
<td>33.</td>
<td>When I make up my mind not to do a thing, I just won’t do it.</td>
</tr>
<tr>
<td>34.</td>
<td>I always want to be with my father and mother.</td>
</tr>
<tr>
<td>35.</td>
<td>I feel sure I can do things I want to do.</td>
</tr>
</tbody>
</table>

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### Aspects of Personality

**SECTION II**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I do not like to have people ask me questions about myself.</td>
</tr>
<tr>
<td>2.</td>
<td>I like baseball and football better than quiet games.</td>
</tr>
<tr>
<td>3.</td>
<td>I would rather go to a party than stay at home.</td>
</tr>
<tr>
<td>4.</td>
<td>I would rather play with other children than play alone.</td>
</tr>
<tr>
<td>5.</td>
<td>I have many friends.</td>
</tr>
<tr>
<td>6.</td>
<td>I do not make friends easily.</td>
</tr>
<tr>
<td>7.</td>
<td>I like to go to school early because I have many friends waiting for me.</td>
</tr>
<tr>
<td>8.</td>
<td>I like to make new friends.</td>
</tr>
<tr>
<td>9.</td>
<td>I like friends more than books.</td>
</tr>
<tr>
<td>10.</td>
<td>I find it easy to start speaking to a new pupil.</td>
</tr>
<tr>
<td>11.</td>
<td>I keep quiet when I am with other people.</td>
</tr>
<tr>
<td>12.</td>
<td>I like to spend my vacation at some quiet place.</td>
</tr>
<tr>
<td>13.</td>
<td>I do not mind when people say bad things about me.</td>
</tr>
<tr>
<td>14.</td>
<td>I like to spend money.</td>
</tr>
<tr>
<td>15.</td>
<td>I can be scolded without feeling hurt.</td>
</tr>
<tr>
<td>16.</td>
<td>I make up my mind quickly.</td>
</tr>
<tr>
<td>17.</td>
<td>I like to be in assembly plays.</td>
</tr>
<tr>
<td>18.</td>
<td>I like to have people look at me when I am working.</td>
</tr>
<tr>
<td>19.</td>
<td>I like to read before the class.</td>
</tr>
<tr>
<td>20.</td>
<td>I do not like to work alone.</td>
</tr>
<tr>
<td>21.</td>
<td>I make up my mind without much thinking.</td>
</tr>
<tr>
<td>22.</td>
<td>I like to go camping rather than read about it.</td>
</tr>
<tr>
<td>23.</td>
<td>I would sooner say than write what I think.</td>
</tr>
</tbody>
</table>

**Score:** [ ]

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24. I like to think a great deal. | S | D |
25. I want to work alone because I don't want other people to be praised for my ideas. | S | D |
26. I feel at home at parties. | S | D |
27. I would rather play checkers than play ball. | S | D |
28. I like to belong to clubs. | S | D |
29. I like to play rough sports. | S | D |
30. I like to tell my friends all about things that happen to me. | S | D |
31. I worry about the little mistakes I make. | S | D |
32. I like to read poetry. | S | D |
33. I think of smart things to say afterward, when it is too late. | S | D |
34. I like to take charge of things for the teacher. | S | D |
35. I like to go around classes, collecting money for the Red Cross. | S | D |

(Go right on to the next page.)
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