


8-1974

The Effects of Certain Group Guidance Procedures Upon the Attitudes of Selected Eighth Grade Students Toward School, Self & Family

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Western Kentucky University

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Donald E.

1974

THE EFFECTS OF CERTAIN GROUP GUIDANCE PROCEDURES
UPON THE ATTITUDES OF SELECTED EIGHTH GRADE
STUDENTS TOWARD SCHOOL, SELF, AND FAMILY

A Project

Presented to

the Faculty of the Department of Counselor Education

Western Kentucky University

Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree

Educational Specialist

by

Donald E. Nall

August 1974

THE EFFECTS OF CERTAIN GROUP GUIDANCE PROCEDURES
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ACKNOWLEDGEMENTS

Appreciation and thanks are extended to the members of the advisory committee for their suggestions and their encouragement. This committee was composed of Dr. Dewayne Mitchell, chairman, Dr. Emmett Burkeen, and Dr. Carl Kreisler. Special acknowledgement is made to my wife and two children who had to endure long hours of silence and anxiety.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	v
ABSTRACT	vi
Chapter	
I. INTRODUCTION	1
II. REVIEW OF LITERATURE	7
III. METHODS AND PROCEDURE	15
IV. PRESENTATION OF DATA	24
V. CONCLUSIONS AND SUMMARY	28
APPENDIX I TEACHING UNIT	34
APPENDIX II QUESTIONNAIRE "GETTING TO KNOW YOU"	90
APPENDIX III MOONEY PROBLEM CHECK LIST	94
APPENDIX IV INTERPERSONAL PERCEPTION QUESTIONNAIRE	99
BIBLIOGRAPHY	105

LIST OF TABLES

Table	Page
1. Attitude Toward School	25
2. Attitude Toward Self	25
3. Attitude Toward Family	26
4. Total Change	26
5. Mooney Problem Check List	27

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July 1974

107 pages

Directed by: Dewayne Mitchell, Emmettt Burkeen, and Carl
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Department of Counselor Education

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University

There is considerable evidence indicating great interest on the part of school counselors in the use of group procedures, but their reactions are mixed as to the effectiveness of such procedures. One reason for these mixed feelings is that many counselors question whether the group approach is a natural and appropriate way of being helpful to young people.

This study was made in an effort to measure the effect of group guidance activities upon the attitudes of certain selected middle school students. A planned group guidance program was initiated. Eighth grade students were divided into a control group (N=56) and into an experimental group (N=53). The experimental group met three times weekly in 47 minute sessions for ten weeks in the group guidance program. The control group was not involved in the group guidance unit. The group guidance program was coordinated with an English unit involving career education.

Pre-testing and post-testing of both groups' attitudes toward school, self, and family were conducted and the differences were analyzed statistically. The experimental group approached significant positive change in relation

of attitude toward school and self. There was some positive but not significant change in the feelings toward the family.

As a side effect to the study some of the students who were involved in the experimental group appeared to have developed a better sense of self-respect and confidence. As a result they began to take more interest in class discussion and activity. Many of the students in the exploratory group also improved their classroom work and study habits. Such changes in students tend to be desirable since their academic productivity is enhanced.

The program described here can serve as a basis for a group guidance and career education unit at the middle school level.

CHAPTER I

INTRODUCTION

Purpose of Study

Children are not miniature adults waiting to reach maximum physical growth. They are individuals with a unique way of viewing the world which is always changing around them.¹ If the students are to cope with the problems and demands of adulthood, they must have the experiences at their level of understanding which will enable them to evaluate their potentialities and the conditions confronting them. They need to be able to apply their acquired knowledge and develop appropriate attitudes toward self and others.

Jacobs and Eaton view the job of education as preparing students to meet change. They believe that each child should be offered as many alternatives as possible in order to stretch the mind and make him aware of society.²

A recent survey indicates that group counseling is now being used for a variety of purposes.³ Group counseling is

¹Abington School District, Career Development Activities Abington, Pennsylvania, 1967-1968, p. iv.

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The basic objective of the group guidance unit was not to provide occupational training as much as it was to stimulate thinking and attitudinal change in the areas of school, self, and family by the students. Sources of information in the areas of occupational information and career awareness were provided as supplementary to the main objectives. To reach these objectives, there was an attempt to provide an environment conducive to individual contributions to class discussion and to the development of self-respect as well as respect for other students' opinions.

The involved unit was broad in scope and was designed to stimulate student thought about the requirements of attending school, about the role of each member in the society of the home and school, and about the home. It concluded with exercises discussing values and the making of decisions. To properly complete the unit, students had to discuss problems at home, contact outside sources for an interview in order to gain information about vocational opportunities and requirements, discuss classroom skits involving value judgments, and be involved in role-playing situations to see how different people would respond to a variety of problems.

By increasing self-understanding and by developing a more realistic awareness of the world around them, students are provided the type of educational experiences necessary

to insure a healthier approach to life's problems.⁴ Such a program may be instrumental in the preparation of young people for responsible citizenship.

The group guidance approach to this teaching unit was based upon the concept that eighth grade students often have common concerns and that peer interrelationships could ease some attending anxiety. At the same time, it was felt that the students might bring a variety of personal ideas or experiences to the group for discussion. As middle school students they have had access to broad areas of information, have learned different ways to view and analyze this information, and have tried different strategies in attempting to meet their needs.⁵

In the group setting, students feel free to ask questions about the statements, ideas, or opinions of another. Learning takes place as a student defends his values -- or finds that he cannot defend them and must therefore broaden his base of information.⁶

The purpose of this study then is to determine if significant attitude change toward school, self, and family can be effected by a group guidance unit of instruction.

⁴Francis Tuttle, A Guide for Developmental Vocational Guidance K-12, (Oklahoma Curriculum Improvement Commission Oklahoma State Department of Education, 1968), p.2.

⁵Marshall, p. 52.

⁶Ibid., p. 53.

Rationale for Study

Boys and girls at the middle school level are becoming more able to deal with abstract ideas.⁷ As they prepare to enter high school it is important that they learn how to start planning for the future. They need to look beyond their immediate world and view the changes taking place in the total world. They are becoming more aware of their behavior and tend to realize that personal conduct which is accepted, expected, or rejected. They are beginning to act as adults when they begin to make their own decisions. Many of these decisions will greatly effect their futures.⁸

The school should be an important factor in helping the student learn to make decisions in his preparation for the future. In one way or another the school will influence the student's value system, self-concept, and attitudes toward success and failure.⁹ The school should provide the opportunity for each student to develop some basic skill and knowledge in which he can develop some degree of competence.¹⁰

Theoretically, a student can attain some degree of academic success by properly utilizing those experiences

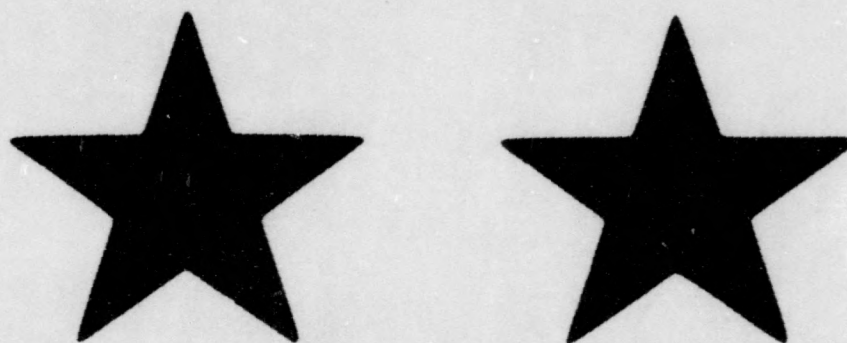
⁷Abington School District, p. 3.

⁸Ibid., p. 44.

⁹Edward J. Morrison, Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School, (Department of Health, Education, and Welfare, 1969), p. 8.

¹⁰Daviess County Junior High School, Final Report and Analysis of Project Talent, A report sent to Western Kentucky University, 1969, p. 2.

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not just an exchange of peer knowledge but may be viewed as a multiple counseling situation. Those supporting this program see a strength in the sharing of experiences of success and failure by members of the group.

The purpose of the study is to evaluate the actual effectiveness of one unit in group guidance activities related to career education as presented to 53 eighth grade students. The study will attempt to answer the question: Is it possible through this technique to provide some basic skills and knowledge so that students can develop positive attitudes toward school, self, and family?

Statement of Problem

Teachers in the Daviess County Schools have been encouraged to use a variety of approaches in the presentation of occupational information and career awareness within the individual classrooms. In compliance with this request, a detailed guidance centered unit was developed by this teacher. (Appendix I) The unit was an experimental technique correlated with the English program and used in conjunction with career and self awareness goals.

The unit was presented three days per week for a period of ten weeks. No classroom tests were connected with the assignments in an attempt to remove all threat of grades and to perhaps stimulate more interest and involvement. Student ideas were accepted and encouraged with an effort made never to reject or turn down student opinion.

The basic objective of the group guidance unit was not to provide occupational training as much as it was to stimulate thinking and attitudinal change in the areas of school, self, and family by the students. Sources of information in the areas of occupational information and career awareness were provided as supplementary to the main objectives. To reach these objectives, there was an attempt to provide an environment conducive to individual contributions to class discussion and to the development of self-respect as well as respect for other students' opinions.

The involved unit was broad in scope and was designed to stimulate student thought about the requirements of attending school, about the role of each member in the society of the home and school, and about the home. It concluded with exercises discussing values and the making of decisions. To properly complete the unit, students had to discuss problems at home, contact outside sources for an interview in order to gain information about vocational opportunities and requirements, discuss classroom skits involving value judgments, and be involved in role-playing situations to see how different people would respond to a variety of problems.

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The school should be an important factor in helping the student learn to make decisions in his preparation for the future. In one way or another the school will influence the student's value system, self-concept, and attitudes toward success and failure.⁹ The school should provide the opportunity for each student to develop some basic skill and knowledge in which he can develop some degree of competence.¹⁰

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made available to him in the school curriculum and in the areas outside the school environment. These activities should assist the student as he attempts to select goals and then strives to achieve them. The student should be encouraged to investigate and seek answers as he goes through the process of choosing goals.

In a group guidance unit the adolescent attitudes or fundamental beliefs must be acknowledged. The attitudes which this age group holds play an important role in the kinds of decisions that they will make. For this reason, this age group is an appropriate level to study the influence of school upon student attitudes. Although there is no universal agreement about which attitudes are important or what they include, it is accepted that the students' lives are motivated by their attitudes and therefore students should be cognizant of them.

This study was made in an attempt to see if a planned group guidance activity can have the desired effect upon student attitude toward school, self, and family.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature discloses that group guidance and counseling have been studied for over a decade. Krause and Hendrickson define group guidance and group counseling when they state that group guidance is an effort to convey common learning needed by a group of students and group counseling is an effort to solve individual problems, develop personalities, and change attitudes in a group setting.¹

Various studies have attempted to compare the effects of group and individual counseling. Both methods indicated an increase in choice realism but there were no measurable differences between the two choices.² Gibbons reports that eighth graders significantly increased in awareness of their own abilities, values, and interests following group counseling.³

¹Frank H. Krause and Donald E. Hendrickson, Counseling Techniques with Youth, (Columbus: Charles E. Merrill Publishing Company, 1972), p. 76.

²Alan R. Anderson and Donald L. Johnson, "Using Group Procedures to Improve Human Relations in the School Social System," Group Procedures: Purposes, Processes, and Outcomes, ed. Richard C. Diedrich and H. Allan Dye (Boston: Houghton Mifflin Company, 1972), p. 20.

³W. D. Gibbons, "Evaluation of an Eighth Grade Group Guidance Program," Personnel and Guidance Journal, XXXVIII (1960), pp. 740-745.

Ofman sees group guidance as offering experiences that will help individuals achieve their potential through the exploration and learning. He acknowledges that this has traditionally been the responsibility of individual counseling but implies that individuals with common concerns can help each other.⁴

Many administrators have become enthusiastic about group guidance and counseling because of its economic appeal. They see this as an efficient use of counselor's time.⁵ Through this approach the counselor is able to have a broader contact with students during a given period of time.

Anderson and Schmidt state that group activities are an integral part of a successful guidance program. During these group sessions the students learn that they can communicate with a trusted adult who will not allow them to be needlessly embarrassed because of their openness.⁶

The use of group experiences to discover persons who might be in need of individual help has been given as a justification for group work. Cohn views the group guidance process as an educational experience designed to aid the

⁴William Ofman, "Evaluation of a Group Guidance Procedure," Group Procedures: Purposes, Processes, and Outcomes, ed. Richard C. Diedrich and H. Allan Dye (Boston: Houghton Mifflin Company, 1972), pp. 360-361.

⁵Krause and Hendrickson, p. 75.

⁶Joann Anderson and Wesley I. Schmidt, "A Time for Feeling," Elementary School Guidance and Counseling, I (1967), pp. 47-56.

individual and should be an important part of the school program.⁷

According to Kinnick, group counseling is not individual counseling applied to groups, although it is a method designed to help individuals with problems. Group guidance and counseling is a planned process that includes identification with, analysis by, and support from the group. He suggests that group counseling can bring about moderate change in personality and behavior through group interaction.⁸

Group counseling may be used in a variety of settings and as a technique for working with numerous problems. Gazda believes that the group process, when properly organized, is able to prevent the development of a variety of problems.⁹ Group counseling might include educational, vocational, personal, or social information. This is material not normally found in academic courses. Gazda feels that providing accurate information for use in an improved understanding of self and others should be the direct emphasis of group guidance. With such an emphasis, Gazda believes an attitude change will result.¹⁰

⁷Benjamin Cohn, Guidelines for Future Research in Group Counseling in the Public School Setting, (Washington, D.C.: American Personnel and Guidance Association, 1967), p. 3.

⁸Bernard C. Kinnick, "Group Discussion and Group Counseling Applied to Student Problem Solving," School Counselor Vol. 15 (1968), pp. 350-356.

⁹George M. Gazda, Group Counseling: A Developmental Approach (Boston: Allyn and Bacon, Inc., 1972), p. 7.

¹⁰Ibid.

Lewis found few instances in which counseling literature differentiated between the services appropriate for boys and those most worthwhile for girls. The guidance and counseling needs of the two sexes may be quite different since it has long been recognized that school experiences may be quite different for male and female students.¹¹ This lack of material is difficult to explain since much has been and is being written about sex role stereotyping.

Many studies have been made to report the traditional sex role attitudes held by elementary and middle school students. Many of these studies indicate that sexism is often taught in the classroom by the tasks assigned the various students in daily school life. Others contend that most of the reading series reinforce the stereotyped concept of young readers. Baruch sees group guidance as a means of combatting this modern social problem. She sees the group attitude being changed by group discussion of career opportunities, individual fears, personal goals, and social situations.¹²

Spahn indicates that group counseling helps children learn important social skills, take a constructive attitude

¹¹Michael D. Lewis, "The Effects of Counseling and Consultation upon the Sociometric Status and Personal and Social Adjustment of Third Grade Pupils," Elementary School Guidance and Counseling, V (October, 1970), pp. 44-52.

¹²Grace K. Baruch, "The Traditional Feminine Role: Some Negative Effects," The School Counselor, Vol. 21 (1974), pp. 285-288.

toward others, play fair, and meet social situations with confidence and courtesy. He suggests that the students may learn how to handle life problems, not by indulging in outburst of anger, withdrawing, cultivating self-pity, blaming others, or giving way to fear and anxiety, but by facing facts as far as they are able, and by analyzing the situation to be met.¹³ Peer counseling has long been used in a variety of settings. Nationally known examples of highly regarded peer counseling programs include Alcoholics Anonymous and Synanon. Other effective peer counseling programs have been organized in many communities to deal with a variety of problems.

Alan R. Anderson states that several major studies provide rather conclusive evidence that group counseling is effective in reducing anxiety and improving the academic performance of highly anxious students. A survey given to the subjects in one study indicated unanimous opinion that it was the informal discussion and group interaction, rather than counseling procedures, which was responsible for the results.¹⁴

Dinkmeyer proposes that within the safety of a group setting, a child can approach problems at his own speed and

¹³Lee P. Spahn, "Developmental Group Counseling in the Elementary School," (unpublished Specialist dissertation, Education Department, Barry College, Miami, Florida, 1972), p. 5.

¹⁴Alan R. Anderson, "Group Counseling," Group Procedures: Purposes, Processes, and Outcomes, ed. Richard C. Diedrich and H. Allan Dye (Boston: Houghton Mifflin Company, 1972), pp. 440-441.

be accepted as he is. Unlike in individual counseling, he is not consciously or otherwise forced into dialogue. He also states that the child's character is best revealed and observed through his social movement and interaction with his peers and that the child can benefit from influences and encouragement within the group.¹⁵

Stormer contends that group counseling deals with the interpersonal relationships between the student, his peers, his teachers, his principal, and his family. Central to the goals of such guidance programs is the desire to help students be independent and self-productive, that is, to help them assume the responsibilities that they are capable of, thus helping them to be self-activating and responsible for the improvement of their own achievement. When these goals are met there will be increased class participation, fewer disturbances, and a better classroom atmosphere.¹⁶

According to Grater it is a well established fact that groups exert a pressure upon the members to conform to the attitudes and behavior deemed important by the total group. The group will exert the necessary pressure on each individual member to adopt a certain behavior pattern if that member

¹⁵Donald Dinkmeyer, "Developmental Group Counseling," Elementary School Guidance and Counseling, IV (1970), p. 268.

¹⁶G. Edward Stormer, "Milieu Group Counseling in Elementary School Guidance," Elementary School Guidance and Counseling, I (1967), pp. 240-254.

expects or desires to maintain a favorable position in the total group.¹⁷

In 1968 a study was made in the Owensboro City Schools of the problems of students about to begin, currently enrolled in, and recently finished with junior high school. The goal was to identify those personal, social, and emotional problems reported by students on entering junior high school that remained unsolved at its completion despite education, maturation, or socialization in grades 7-8-9.¹⁸

The study identified those problems on the Mooney Problem Check List that were indicated by 25 per cent or more of the students. The findings indicated that girls responded more frequently to the problems than boys and that more problems of both boys and girls were related to school than to any other area. "Self-centered Concerns" ranked second. Eighth graders reported more problems in all areas than any other grade in the study.

Much of the research indicates that each individual brings into the group his past experiences, his attitudes toward problems, and his established method of solving problems. Especially important is the individual's degree

¹⁷ Harry Grater, "Changes in Self and Other Attitudes in Leadership Training Groups," Personnel and Guidance Journal, XXXVII (March, 1959), p. 493.

¹⁸ Charlotte Baumgarten, "Problems Reported by Students in Grades 6-7-8-9-10 in the Owensboro City School System," (unpublished dissertation abstract for Specialist Degree, Education Department, Indiana University, 1968).

of self-respect and his ability to tolerate ambiguity. In addition, the individual needs to have the ability to examine issues on the basis of their individual merits.

Research findings suggest that the probability of an attitudinal or behavioral change occurring is increased when the individual "says" something that is contrary to his opinion or previous behavior. When each group member expresses a negative attitude or action, the individual will often change his opinion and conduct.¹⁹

It may be concluded from the literature reviewed that group guidance and counseling result in positive outcomes. It should be noted, however, that the use of different measuring devices or techniques makes comparisons exceedingly difficult.

¹⁹G. Roy Mayer, Terrence M. Rohen, A. Dan Whitley, "Group Counseling with Children: A Cognitive Behavioral Approach," Group Procedures: Purposes, Processes, and Outcomes, ed. Richard C. Diedrich and H. Allan Dye (Boston: Houghton Mifflin Company, 1972), pp. 280-281.

CHAPTER III

METHODS AND PROCEDURE

The purpose of the study was to determine any significant change in the attitude of a selected group of students toward school, self, and family resulting from participation in a classroom group guidance unit. A group guidance unit in career education was presented to a class of 53 eighth grade students for a period of ten weeks. The group guidance unit (Appendix I) was based upon the value of school, an understanding of self, and the role of the individual within the family.

In order to test the effectiveness of the group guidance unit in career education upon the individual student's attitudes toward school, self, and family, the following hypotheses were established:

1. A specific group guidance unit in career awareness presented to selected eighth grade students will result in a positive increase in attitude toward school.
2. A specific group guidance unit in career awareness presented to selected eighth grade students will result in a positive increase in attitude toward self.
3. A specific group guidance unit in career awareness

presented to selected eighth grade students will result in a positive increase in attitude toward the family.

In order to test the above hypotheses the following methods and procedures were established. Pre-tests were administered to the control group and to the instructional group of students. The instruments administered in the pre-test were: the basic questionnaire, "Getting to Know You" (Appendix II), the Mooney Problem Check List (Appendix III), and an interpersonal perception questionnaire (Appendix IV). Following the pre-testing the basic career education unit was taught to the experimental group of students. The control group received no instruction in this unit. At the conclusion of the unit of instruction, the same test instruments were administered to both control and experimental groups as a post-test. Differences in pre-test and post-test scores were statistically treated (t test) for significance.

The program was conducted at the Daviess County Middle School, Owensboro, Kentucky. At the outset of the study approximately 110 students in the eighth grade were selected for inclusion in the study. These students formed four regular English class units. The classes were divided into an experimental and a control group.

The career education unit was presented to the experimental group three days per week for approximately forty-seven minutes each day. During the first week each group was pre-tested. The directions were the same for each

group. At the end of the ten weeks the same instruments were administered again with identical directions.

The basic questionnaire, "Getting to Know You" (Appendix II), was developed by the researcher. Prior to administering it to the students involved in the project it was field tested with three separate classes. These students were requested to identify any potential problems with the basic device. Revisions were incorporated into the instrument. The validity of this instrument is assumed at face value.

The questionnaire consisted of forty-four statements and was designed to indicate student attitude toward school, self, and the family on a seven point scale. The scale ranged from never to always with the positive answer receiving the high value.

Each student's score indicated a more-or-less positive attitude about school, self, and family.

The second instrument was the Mooney Problem Check List, Junior High Form (Appendix III). This instrument was designed to provide a way for students to express their personal problems. The students read the problems and underlined those that concerned them.

The check list is designed to reflect the problems that a student senses and is willing to express. The validity of this instrument is determined by the degree of cooperation received from the students.

Neither the basic questionnaire nor the Mooney Problem Check List was presented as a test. The students were

informed that although there was a score received, it had no passing or failing significance. It was further explained that this was a score used in the measurement of attitude. The students were requested to sign their name so that a comparison of scores could be made between pre and post results. No student was required to take part in the study. Each student was assured that his responses would be treated as confidential information.

The final device used was an interpersonal perception questionnaire (Appendix IV) developed by the researcher. This consisted of a series of scales that could be used to describe how the student felt about himself, how he thought his friends felt about him, how he thought teachers felt about him, and how he thought his family felt about him. Each scale consisted of an adjective and its opposite. The validity of this instrument is also assumed at face value.

The control group and the experimental group were heterogeneously sorted. There were approximately equal numbers of males and females in each. The age span for each group was approximately the same.

The experimental group used the group guidance unit in discussing high school programs and requirements for graduation, career possibilities and opportunities, and self-awareness. The control group followed the traditional pattern of instruction in English and an intentionally limited amount of student interaction and opinion was permitted. The teacher presented the course material in the

control group and the students were expected to do the work and learn that which had been presented.

Aside from the three sessions each week in the guidance unit, no special effort was made to treat the experimental group differently than the control group. Each group was told about the purpose of the study. The control group was informed of its role, which it accepted with little comment. Being in the study did not disturb any regular routine. Since the experimental group met during regular class time, they were expected to follow basic classroom procedures, i.e., be on time for class, speak one at a time, use socially acceptable language, etc.

In the beginning there was a certain amount of difficulty in getting the students to think about or to discuss feelings. The guidance group seemed to regard the activity as just another class. They were inclined to waste time and not become involved in the discussion topic. There was an open feeling of "someone else needs to see what this is all about." When the tension eased, much time was spent in criticizing -- with great accuracy and truth -- teachers, parents, adults in general, the school and its administration, the community, and society in general. For some reason the students carefully avoided any discussion on the part they play in their academic problems or the reasoning behind peer actions. As the unit progressed, the students gained confidence and experience. They began to share personal feelings about themselves, their families, their classmates, and

members of the group. The students did not get into deep personal feelings, but they did talk openly and in some instances look for motives for certain behavior. At the end of the unit most of the students could laugh at themselves and accept the laughter of their classmates without becoming angry or embarrassed.

Many of the students began to see some interest in and perhaps value in the unit when some meaningful assignments were made. One of the early activities had volunteers interview wage earners and employers. The specified assignment was to explore the earning power of today's dropout, high school graduate, technical school graduate, and college graduate. The students were then assigned a more involved exercise that often became a family project. Each was to imagine himself or herself as currently being twenty-five. Each was to evaluate personal skills and interest to determine the type of vocation in which he or she would be employed. This step involved an investigation of what the occupation actually was, the training required, and the availability of positions.

Once the student gained this information he was to imagine the life style he desired. He was now to establish a realistic budget for a month. Many students at this point became aware of food prices, cost of housing, insurance, and other necessities of life. Several students made comments about the inability to live on a teacher's, policeman's, or

fireman's salary. Several students expressed a new understanding of family financial difficulties.

During the course of the unit achievement tests had to be administered. This provided an opportunity to discuss time. Students were asked to judge various lengths of time without assistance. Individuals were to judge various lengths of time ranging from thirty seconds to two minutes. There was no pattern of error but few were accurate to within ten seconds. It was observed, toward the end of the testing, that several students began to work more slowly on the timed tests. It is not known if this was a result of the group discussion or the subject matter of the tests.

As a climax to the study of time, students were encouraged to keep a log of activities indicating the amount of time spent in specified categories. The log was to cover a three day period of time. Several were amazed at the amount of time wasted. Several did not keep the log.

Role playing, skits, and situations involving value choices highlighted the unit. Only those who wished to volunteer took part in these activities. As the problems were established for the role playing, students often indicated a desire to act as a certain teacher, administrator, or parent. The adage, "From the mouths of babes comes truth," was often embarrassingly accurate. When some parents became aware of this activity, they offered suggestions of possible issues for discussion. The students involved in the role

playing often rendered judgments far more severe than the parents.

Care was taken to insure that the role playing situations would be of interest to the group. As these situations progressed, the nonparticipants would frequently want to insert ideas, opinions, or comments. This technique provided opportunities for various individuals to see another's viewpoint or to see problems in a new perspective.

Interest in grades and test scores became rather acute as the topic of school records was discussed. One student expressed the class attitude when he remarked, "Every year we take tests, but nobody tells us how we do!" This provided the incentive to discuss types of tests, why tests are given, how to interpret results, and how results are used.

As the school record was discussed many realized the relationship between school conduct and the future. The topic centered on the importance of recommendations: who wants them, who gives them, and what they contain. This caused attention to be focused on what is actually in the record of each student and why such items as attendance, honors, and activities are included. A heated mixture of opinions was expressed when the idea of citizenship reports to future employers was mentioned.

When the interpersonal questionnaire was discussed, the function of adjectives was stressed since there was an attempt made to correlate this unit with English. Various descriptive adjectives were listed on the board, and students were then

instructed to use them in sentences relating to their classmates.

As the students became positively conditioned to the experience of discussing ideas, class members often presented individual problems. It often seemed satisfying to know that they were not the only ones who had difficulty solving specific problems or resolving feelings.

Since some students were reluctant to seek help in meeting their needs from the school counselors and were still hesitant about total group discussion of personal problems, small group discussions were encouraged. In these "buzz" sessions the students were given the opportunity to discuss topics that could be based upon their own personal experiences. Each group was requested to present its combined opinion on the discussion topic. Had there been sufficient time, several interesting panel discussions could have been held.

In about the ninth week the interaction within the group made a change. There was less effort to out-talk one another and a stronger effort to listen.

In the final session the students were requested to evaluate the group experience. Most indicated that it was worthwhile and remarked that they felt freer in the group and felt closer to the group than in any other school situation.

CHAPTER IV

PRESENTATION OF DATA

The research design was approached on a pre-test -- treatment -- post-test basis with an included control group to provide a means of comparison of measured changes attributable to treatment procedure. The involved groups in the study were similar in regard to numbers, sexes, ages, and grade levels.

The pre-test and post-test instruments as described in chapter three were administered to each group. The experimental group received treatment between testings. The data was then collected for evaluation of measurable differences between the two testings.

The differences between the control group and the experimental group were compared statistically using the t test. The critical ratio of the difference between the two groups was calculated to determine if the change was significant. An identical procedure was used to determine if there was a significant change in each of the areas in question. The results of these comparisons are shown in the following tables. Tables 1-4 refer to the basic questionnaire. Table 5 refers to the Mooney Problem Check List.

The change in attitude, as indicated in the questionnaire, between the control and experimental groups were compared using a t test. The differences were in favor of the counseled group and approached the level of significance at the .05 level of confidence but did not reach it.

Table 1 presents the scores of the experimental and control groups on the attitudes toward school. The analysis shows that the experimental group did make a change in the predicted direction and approached the level of significance but did not reach it.

TABLE 1
ATTITUDE TOWARD SCHOOL

Group	N	M	SD	t
Experimental	53	120	10.401	1.916
Control	56	54	9.954	.718

Table 2 shows that in a comparison of attitudes toward self the experimental group made a substantial positive move. The group exhibited less anxiety concerning self following the guidance experiences, as compared to the control subjects who did not have the group experience.

TABLE 2
ATTITUDE TOWARD SELF

Group	N	M	SD	t
Experimental	53	95	6.888	1.876
Control	56	15	6.308	.315

The data in Table 3 indicates the change in the student's attitude toward the family. This change was in the direction of less strained and a more desirable understanding of the parent-child relationship. Although there is some difference between the two groups, the change is not enough to be significant.

TABLE 3
ATTITUDE TOWARD FAMILY

Group	N	M	SD	t
Experimental	53	74	11.035	1.159
Control	56	55	10.49	.189

The crucial test of the effectiveness of the guidance unit is the comparison of the total change at the end of the study as shown in Table 4. There was a change in the predicted direction, but this change was not large enough to be significant.

TABLE 4
TOTAL CHANGE

Group	N	M	SD	t
Experimental	53	62	22.765	.538
Control	56	75	20.312	.489

The findings of Table 5 add slight reinforcement to the data presented in Table 2. The number of problems indicated on the Mooney Problem Check List did not show a significant change during the experimental period for either group. The majority of the problems identified in the pre-test and post-test setting were the same. Most of the problems expressed were in agreement with the findings of Baumgarten's study of 1968 as reported in Chapter II. Self-concept rated first with home and school about equal for second. Boy-girl relations was the least identified problem.

TABLE 5
MOONEY PROBLEM CHECK LIST

Group	N	M	SD	t
Experimental	53	17	6.887	.336
Control	56	11	6.29	.231

The validity of some of the instruments used to measure the amount of change is not established. There was an indication of a trend in the change of attitude in the positive direction for the experimental group during the time the study lasted. There is no way to predict if this change will last. This positive change should have practical significance in terms of social consequences associated with the middle school student and the possibilities for additional group study. The hypotheses that the experiences in the group

situation would alter attitudes toward school, self, and family were not statistically upheld.

CHAPTER V

CONCLUSIONS AND SUMMARY

The original purpose of the study was to determine if significant change in attitudes of a selected group of students toward school, self, and family would result from participation in a classroom group guidance unit. The hypotheses used in the course of the study were:

1. A specific group guidance unit in career awareness will result in a positive attitude change toward school.
2. A specific group guidance unit in career awareness will result in a positive attitude change toward self.
3. A specific group guidance unit in career awareness will result in a positive attitude change toward the family.

The primary treatment used in the study was a detailed unit, using the group guidance and counseling approach, designed to correlate English with career awareness. A series of instruments were used to measure student attitude through pre- and post-testing. The validity of these instruments of measurement has not been proven.

The study has several obvious limitations. The n's are very small. One teacher was involved with the control group and another worked with the experimental group. The time devoted to the unit was restricted because of other

school requirements. Few steps could be taken to avoid contamination because as other teachers became aware of the project they were free to discuss it in their classroom. Despite these limitations the study does indicate that such a unit can produce positive results. The study also suggests the usefulness of a combination of techniques and methods not typically used in the academic classroom.

It was assumed that the two groups started out the same. Although the changes that did occur were modest, these changes happened. It was at the end of the unit when obvious changes were beginning to occur. The unit was planned for a ten week period of time and was presented at the end of the school year. It might be that a lack of change may be attributed to the short period of time. It takes middle school students time to adjust to a new situation or idea, such as a group guidance or counseling approach to class, and to begin to use it constructively.

As the students began to understand their capabilities, they began to respect, like, and value themselves. As these positive feelings increased, they were able to respect, accept, and value others. These new attributes are significant as the youthful developmental tasks are faced.

A unit of this type might well be used at the beginning of the school year. In the November 1970 issue of Changing Times Magazine,¹ the point is made that the school curriculum

¹"How Good Are Your Schools?" Changing Times Magazine, November, 1970, p. 8.

at all levels must be varied enough in both subject matter and intensity to appeal to students of all types. Such a unit presented at the beginning of a school year might create renewed interest in a reluctant student.

The June 1970 issue of Changing Times Magazine² indicated that the youth who needs the most guidance in school actually receives the least. The magazine charges that the greatest bulk of individualized counseling is devoted to the student from professional or management families and is related to college. If such a charge is correct, then many leave school each year without any help in career planning or problem solving. Group activity units can offer a solution for such a problem.

The primary objective of the group activities was to benefit or assist the students. However, such activities may help teachers and parents broaden their understandings of behavior, its causes, and the conditions conducive to the development of effective behavior. Such a unit might encourage a teacher to create an educational environment in which students will feel free to learn and test different behaviors. Such a unit might allow a real group spirit or esprit de corps to develop within the classroom.

Several items on the basic questionnaire caused this teacher to give close examination to his teaching methods

²"What's Going On in Schools and Colleges?" Changing Times Magazine, June, 1970, pp. 29-30.

and classroom attitude. Item 2 questioned knowledge about assignment expectations. When several students in the experimental group gave questionable ratings to this item the teacher realized that there must be a problem. Item 7 measured the amount of encouragement the teacher gave the class. This again caused a period of self-evaluation and teaching evaluation. It was discovered that often individuals would receive a word or note of encouragement but the total class received only critical comments.

The section related to home and family provided many moments of consideration. The question was frequently raised as to how this teacher's children would answer certain items. What had been designed for a school and class activity did get transposed into a home examination and a family evaluation.

Perhaps there was a change in teacher attitude and behavior toward the experimental group which produced certain changes in the class attitude. Toward the end of the study the group seemed to identify with the teacher and his values. These kinds of changes would seem to be congruent with the students' having had the opportunity to establish a close working relationship with the teacher and a chance to ventilate and work through their resentments toward school and adults, as well as becoming less anxious with their peers and more able to express their feelings in words rather than actions.

It is evident that this type unit fits extremely well into the typical school program. The unit that has been described here can serve as a guide to encourage further study since additional research in the value of group guidance should take place.

APPENDICES

APPENDIX I

TEACHING UNIT

ACHIEVEMENT TEST

SOME FACTS ABOUT THE A

THEY CAN FIND THEM

RESPONSIBLE CITIZENSHIP

OBJECTIVES:

In this area emphasis shall be placed upon decisions and responsibilities to be considered by the students as they enter the adult world. Stress shall be placed upon the family, local group membership, local issues, state issues, and perhaps federal issues.

DISCUSSION DATA:

1. The family as a miniature society.

In times past the family was a unit around which all entertainment and activity centered. Families were large, relatives often lived together, on holidays the entire family came together, and no one wandered very far away. Today life has changed so that relatives are scattered, families seem less unified, and more people lead a complex life.

2. Decisions affecting the family.

Some of these are:

- a. Individual liberties -- Parents insist upon their control in matters that you feel competent to direct yourself.
- b. Parents thrust new duties upon you. Some of these duties you consider to be boring or bothersome tasks.
- c. Because of home conditions you never have a place where you can either be alone or entertain friends.
- d. Events happen at home that upset the routine:
 - (1) Sickness.
 - (2) Death.
 - (3) Older relatives move in.

3. Solutions for these problems:

- a. This is a hard adjustment for all. It is difficult for parents to realize that you can now make some of your own decisions, that in others you need their help, and that in still others the decision needs to be made for you. Try to see the problem from the viewpoint of your parents. It will help solve the difficulty.
 - b. An adult accepts his share of the responsibility for making the home a happy, livable place. The problem can be solved by doing the duties before you are told to do them.
 - c. If you accept your share of the responsibilities at home, it will be easier to reason with your parents that you "deserve" some time for fun with your friends at home.
 - d. A feeling of genuine respect and affection for others will often help overcome the frustration of broken routines.
4. Your part in home life.
- a. Assume your share of the responsibilities.
 - b. Be courteous and considerate to family members.
 - c. Help plan family get-togethers.
 - d. Talk to your parents, discuss your problems with them frankly, and work out a solution.
 - e. Be pleasant and helpful to guest, friends, relatives, and your immediate family.

SUGGESTED ACTIVITIES:

1. Discuss who has moved the most, who has moved the greatest distance, what is the difference between those who have not moved and those who have in regard to family spirit.
2. Perhaps some have "unusual" home situations that they can share with the class. There might be some who camp in the summer. How does this change family life?

WHAT DOES COURTESY MEAN?

OBJECTIVES:

Once students gain the point of view of the other person, courtesy will be an inherent factor in their personality.

DISCUSSION DATA:

1. Consideration for the other person is the meaning of courtesy. If one doesn't know the rules of etiquette for some situation, he should act in the most considerate way possible.
2. Good manners make our relations with other people agreeable and pleasant.
3. In order to truly be a lady or a gentleman, it is necessary to consider the other person's point of view. To consider his point of view, you must try to put yourself in his place. In order to do this you must be interested in people and watch them closely.
4. Here are some questions that may test your courtesy.
 - a. Have you ever considered the possibility that the person you believe is snobbish may be just very lonely?
 - b. Do you know that other people don't like for you to become too personal any more than you like to have them question you about personal matters?
 - c. Do you realize that there are times when you should do some things for elders just because they are older?
 - d. Do you realize that your consideration of others will lead to consideration for you?

SUGGESTED ACTIVITIES:

1. "What is the meaning of courtesy?" forms an excellent topic for discussion. Allow the class to discuss motives for being considerate. Is this courtesy?
2. A courtesy campaign may be conducted. Posters might be made.
3. Discuss courtesy as it applies to situations in school.

HOW DO I SHOW COURTESY AT HOME?

OBJECTIVE:

Happy families are those in which all members are considerate of each other and try to understand each other. Students need to learn the principles of good manners for happy home living.

DISCUSSION DATA:

Tact and consideration for others are necessary for every condition in life. Why not begin with the family! Even in the simplest household certain formalities should be observed. Here are some of them:

1. The little things.
 - a. Get up the first time mother calls. When you make your appearance, a pleasant greeting will be appreciated by all the family.
 - b. Be prompt for all meals and contribute your share to pleasant conversation.
 - c. Respect the property of others. If you must borrow from the members of your family, always ask permission and then return the article promptly and in good condition.
 - d. Do your share of the work cheerfully and promptly.
 - e. Put your things where they belong.
 - f. Clean up your mess (e.g., stray hairs in washbowl).
2. Family courtesy.
 - a. Respect the opinions of other members of the family. Show an interest in their ideas.
 - b. Be patient with brothers or sisters. Don't impose upon them or ridicule their efforts.
 - c. Always thank a member of your family for any favor as graciously as you would an outsider.
 - d. Don't create a disturbance.

WHY GO TO SCHOOL?

OBJECTIVE:

Students frequently ask, "Why do I have to go to school?" They can all point out a person with little formal education who has succeeded. They, the students, need to see that this is an exception and not the rule.

DISCUSSION DATA:

The value of high school.

1. A high school education provides a wider choice of vocations. Many employers will not consider an applicant unless he has completed high school. It is their feeling that the young person who has the ability to stay in school until graduation is more likely to have seriousness of purpose, mature habits, and other qualities that are important to an employer.
2. A high school education gives you more confidence in yourself. You feel proud to be on a ball team, in a special club, etc. You hold yourself with more poise and confidence because you have the ability to belong. Most young people between 14 and 17 are staying in school to work for the diploma.
3. A high school graduate can earn almost as much at 25 as those who left school after the 8th grade earn at 45. Of course, some of the difference in earning power between the two groups may be due to native ability. Nevertheless, there can be little doubt that the additional education has a part in increasing the earnings of the high school group.

A high school education is valuable because the training received may enable you to get a promotion more rapidly. It does not guarantee you a better job initially but the better your education the higher you may go in your field.

We are living in an age of automation when job requirements are constantly changing. The wise try for more schooling than the minimum required. The minimum can hold the job,

but while holding, the educational requirements will become higher. When you look for a job similar to the last one you had, you may not be successful because of insufficient training.

4. High school offers valuable experience in getting along with others. Students can find many ways to use their school organizations to solve problems.
5. In high school you develop the ability to think, make decisions, and reason. This education will help you feel more comfortable and secure in many of life's situations.
6. A high school education helps you find the kind of work you are most suited for and that you like. In high school you have an opportunity to try out many new subjects. Knowing something about the different subjects helps you decide whether you have the ability and desire to go on for further training. High school may be the means of finding the field of work for which you are best suited.

SUGGESTED ACTIVITIES:

1. Have a class discussion centered around the following questions. The basic information above should be included in the discussion.
 - a. How will high school provide a wider choice of vocations?
 - b. How will high school give you more self-confidence?
 - c. Will high school help you earn a better living?
 - d. Will high school help you get along with others?
 - e. Can high school help you find the kind of work you like?
2. Have a class discussion on current employment problems. This can easily be related to situation #3 above. Have each student think of one person he knows who is unemployed. This should be limited to persons over 21. What is the education, training, health, and ability of this person?
3. A few students might interview several "average" wage earners. What is their advice about school? Other students might see managers of businesses. Ask these people about the high school graduate vs. the drop out.

WHY DO I HAVE TO TAKE THIS SUBJECT?

OBJECTIVES:

Many students are not aware of school laws as established by the legislature. They often think that the teachers and principals of the school decide what the rules and regulations will be. These students and many of their parents have never heard of the Southern Association or minimum requirements.

DISCUSSION DATA:

State government and local school systems have set specific requirements for high school graduation. Almost every high school requires a total of 18 or more units to graduate. These must include a definite number in English, mathematics, science, social studies, and physical education and health.

1. English - Schools require everyone to take English every year because we use it in everything we do - write letters, talk to friends, enter in class or neighborhood discussions, read the newspaper, etc. Poor English is a handicap.
2. Mathematics - Most high schools require at least one year of mathematics and algebra. Practically all persons need mathematics in their daily lives, whether it is for budgeting income, making a bank deposit, investing money, or figuring the amount of material needed to make a skirt or a cabinet. An understanding of mathematics is helpful in many ways and necessary in many occupations.
3. Science - Everyone needs a usable fund of knowledge regarding such things as air, water, weather, nutrition, heat, light, electricity, body functions, and the like.
4. Social Studies - This area helps a person understand the government and thus become a better citizen, vote more intelligently, and solve some of the every day problems of labor, housing, unemployment, and self government. A study and knowledge of history also helps people to get more enjoyment from travel, plays, reading, movies, radio, and television.
5. Physical Education and Health - These subjects are designed to teach you how to protect your health and to develop

the body. They may have vocational interest or value for some. In many instances this is where future interest in leisure time activities begins.

SUGGESTED ACTIVITIES:

1. Discuss why state, county, and city school systems set certain requirements for high school graduation.
2. Discuss the local requirements for graduation.
3. Plan the basic expenses you might expect for next month if you were married. Be complete and reasonable.
4. Think of some occupation that you might like to enter. How will the basic subject requirements be of help to you in this vocation?

WHY IS MY SCHOOL RECORD IMPORTANT?

OBJECTIVE:

Few students realize that from the first day they enter school they begin to make a permanent record for themselves. They need to realize that this record may lead to honor and success - or it may be a hindrance and a source of embarrassment. The student makes the record and the school just keeps it on paper.

DISCUSSION DATA:

The particular business you are now engaged in is education, and the extent to which you have attended to this business will be shown by the kind of school record you will have at the end of your high school career. You cannot wait until the last day or last semester of high school to start making a record. It is being written, little by little, each day.

1. A permanent record is kept by the school on each student. When or if you transfer or move, this record is forwarded to the new school.

The record indicates:

- a. Scholarship.
- b. Health.
- c. Character.
- d. Personality.
- e. Service.
- f. Extracurricular activities.
- g. Honors.
- h. Employment experiences.
- i. Test results.
- j. Other (attendance, etc.).

2. A good record makes for a happy life at school. Knowing that you are successful in school gives you amore pleasant outlook on life in general.
3. Your school record determines the privileges you will enjoy. If you are more concerned about having fun than you are about having a good school record, remember that your good times often depend upon what you have done to deserve them.
4. Your record affects your future job. High school graduates seeking employment for the first time usually have no employment record or recommendation. They must refer to the school for a statement concerning work habits, the training received, and the basic skills the person has developed.

SUGGESTED ACTIVITIES:

1. Have a counselor or principal comment to the class about recommendations given to possible employers.
2. Have a class discussion on the following:
 - a. Should the student be marked on citizenship?
 - b. Should participation in extracurricular activities be a requirement?
 - c. Should employers be influenced by school records?
 - d. Should grades be abolished? Do students work for grades?
 - e. Should every student be kept in school until graduation?
3. Pretend you are a businessman (grocer, auto repair, finance office, department store). What part of the school record would interest you?

WHAT IS THE MEANING AND PURPOSE OF STUDY?

OBJECTIVES:

Most students think that learning comes automatically from reading or listening. The fact that learning is a science, based on well-defined principles and procedures, never occurs to them.

DISCUSSION DATA:

1. The learning process.

We study for one reason, to learn. Many people "study" to cover an assignment, to read a certain number of pages, or to put in a certain amount of time. All of these aims are unimportant in themselves. Being able to do something new or getting an understanding of something is the real aim of study, not just the turning over a certain number of pages.

Learning doesn't just happen. It is hard work and takes effort. Learning is getting new ways of doing things or satisfying desires. It means acquiring both knowledge and understanding. It is not merely the transmission of facts from book to person, person to person, and then person to examination paper. This is an "educated idiot."

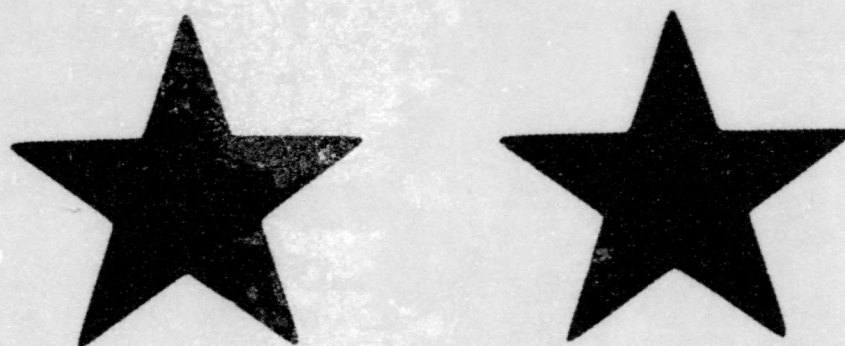
2. Why study?

- a. Study leads to fulfillment of ideals and ambitions.
- b. It helps you grow up.
- c. It enriches your life.
- d. It develops basic habits necessary for success.
- e. It prepares you for your future career.

3. Am I proud of my study habits?

- a. Do you know what the assignment is?
- b. Do you look for the main points of the lesson?

CORRECTION



***PRECEDING IMAGE HAS BEEN
REFILMED
TO ASSURE LEGIBILITY OR TO
CORRECT A POSSIBLE ERROR***

2. A good record makes for a happy life at school. Knowing that you are successful in school gives you amore pleasant outlook on life in general.
3. Your school record determines the privileges you will enjoy. If you are more concerned about having fun than you are about having a good school record, remember that your good times often depend upon what you have done to deserve them.
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 - d. Should grades be abolished? Do students work for grades?
 - e. Should every student be kept in school until graduation?
3. Pretend you are a businessman (grocer, auto repair, finance office, department store). What part of the school record would interest you?

WHAT DOES MY REPORT CARD MEAN?

OBJECTIVE:

Many students have a fear of the report card. They do not recognize this as a progress report but more as a "get-me-in-trouble" report.

DISCUSSION DATA:

The report card is a message to the student and parent. It is a way of indicating progress being made in school. No report card is perfect. Whenever one person is asked to rate another, there is likely to be disagreement.

It is important to understand the way a teacher marks. This knowledge is a must if the report card is to have meaning. In addition to academic grading, what additional marks are on the report card? What are these based upon?

What can you do if you are not satisfied with the scholarship marks? Most schools have tests results which indicate to some extent your ability. The counselor will be glad to discuss these with you if you ask.

SUGGESTED ACTIVITIES:

1. Do you make the work up you miss?
2. Do you do your daily work?
3. Do you take part in class activities?
4. Is your written work neatly done and in on time?
5. Do you prepare in advance for examinations?

WHAT IS THE MEANING AND PURPOSE OF STUDY?

OBJECTIVES:

Most students think that learning comes automatically from reading or listening. The fact that learning is a science, based on well-defined principles and procedures, never occurs to them.

DISCUSSION DATA:

1. The learning process.

We study for one reason, to learn. Many people "study" to cover an assignment, to read a certain number of pages, or to put in a certain amount of time. All of these aims are unimportant in themselves. Being able to do something new or getting an understanding of something is the real aim of study, not just the turning over a certain number of pages.

Learning doesn't just happen. It is hard work and takes effort. Learning is getting new ways of doing things or satisfying desires. It means acquiring both knowledge and understanding. It is not merely the transmission of facts from book to person, person to person, and then person to examination paper. This is an "educated idiot."

2. Why study?

- a. Study leads to fulfillment of ideals and ambitions.
- b. It helps you grow up.
- c. It enriches your life.
- d. It develops basic habits necessary for success.
- e. It prepares you for your future career.

3. Am I proud of my study habits?

- a. Do you know what the assignment is?
- b. Do you look for the main points of the lesson?

- c. Do you use time wisely or waste time?
- d. Do you finish the assignment?

HOW CAN I MAKE THE BEST USE OF MY DAILY TIME?♥

OBJECTIVE:

Few students or adults realize that time needs to be watched just like money. If a person is not careful, many hours can be wasted in a single day.

DISCUSSION DATA:

After you make the best possible conditions for study, the next step is to develop a specific plan for study. It should be definite, but flexible enough so that you can follow it. Unsuccessful students make the mistake of allowing school work to pile up because they have neglected to make any definite plan for study. You will find that there is time for study and your other activities if you will follow a schedule.

There are many factors to be considered in making a time schedule for study. The following questions indicate some of the important points to be considered:

1. Shall I study just before or just after class?

Most agree that it is best to study just as soon after a class as possible. The assignment and points recently covered are still fresh in your mind. If you do this, you will probably remember the material better.

2. Shall I study at home?

Some study should be at home, although this is an individual problem. If you have enough time at school in which to do the work, then the amount to be done at home is reduced. Some home conditions make it difficult to study there. If this is your case, concentrate on your study at school so that your time is not wasted.

3. How much time do I need for study?

Students work at different rates. You should know if you work more slowly, at the same rate, or more rapidly than the average student in your grade. Many students should spend two or three times as much as others on the same assignment. Allow for these differences.

4. How much time should I spend in study at one sitting?

If you study for a short period, you may stop just when you get into the mood for some efficient study.

SUGGESTED ACTIVITY:

Show the class how to keep a time chart. Let all keep one for a week. Let the class respond to the findings.

HOW SHOULD I SPEND MY LEISURE TIME?

OBJECTIVES:

Teaching students the wise use of leisure time will help them improve their personalities and be happier and better adjusted.

DISCUSSION DATA:

1. What is leisure time?
 - a. Leisure time is the time we have in which we may do just as we please. It is essential that we learn activities which will enable us to enjoy this time to the fullest.
 - b. In a well-balanced program of leisure-time activities, there should be some time to take part in healthful outdoor activities, some time to enjoy being with family and friends, some time to study and improve oneself mentally, some time to give to a hobby, some time to do things for others.
2. The importance of wise use of leisure time.
 - a. Wise use of leisure time will help you improve your personality and be happier and better adjusted.
 - b. The way you use your leisure time determines to a certain degree the kind of adult you will become.
 - c. The type of things you enjoy doing in your spare time may give you a clue to the lifework you should choose.
3. How does one choose a leisure time activity?
 - a. What hobbies do I have now?
 - b. What hobbies would I like to look into?
 - c. How much money can I spend on leisure-time activities?
 - d. What activities does the community in which I live offer?

- e. What school subjects do I like?
- f. Do I enjoy collecting things and keeping them?
- g. Do I enjoy making things?

HOW CAN I IMPROVE MY ABILITY TO CONCENTRATE?

OBJECTIVE:

Poor study habits are frequently the result of an inability to concentrate. Students must first learn what interferes with concentration and then learn how to take a positive approach toward becoming interested in and attentive to their assignments.

DISCUSSION DATA:

Habits of study are to a great extent individual. Methods of study vary from subject to subject. Concentration is keeping your mind on your work.

1. There are outside forces that interfere with study. These outside forces may be poor or glaring light, temperature, physical discomfort of a seat, or noise.
2. Sometimes there are forces from within that interfere with concentration.

Some of these may be:

- a. Lack of interest.

Interest is one of the requirements for concentration. Everyone has to do some things in which he has little or no interest. If you look for and find interesting points in your job, you will find it easier to concentrate.

- b. Daydreaming.

Often we sit down to study, open the book, and then think of other things. If you have this difficulty, promise yourself time to think of these other things at the end of the period. You may find that you can concentrate on easy or varied work for a long period of time, while difficult material may be best studied in units of about thirty minutes with a brief rest period in between.

3. You can develop your ability to concentrate by:
 - a. Determining to become interested.
 - b. Telling yourself that what you are doing is really important.
 - c. Being sure you understand everything as you go along.
 - d. Doing something mentally, if not physically, with everything you learn.

SUGGESTED ACTIVITIES:

Have a group discussion on the following:

- a. How quiet should a room be for concentration?
- b. How valuable is the idea of timing yourself as a means of keeping your mind on your business?
- c. How can your study equipment be made to aid your concentration?
- d. How can you throw off strong emotions so that you can study?
- e. How can you keep from going to sleep on your work?
- f. To what extent is wandering attention due to mere laziness or lack of interest?
- g. Are study goals necessary? How can they be helpful?

HOW CAN I IMPROVE MY READING

OBJECTIVE:

Students often read an assignment once and expect to remember what they have read. They need to learn to read for both meaning and retention.

DISCUSSION DATA:

Your reading can be improved, if you try, in the following ways:

1. Read for meaning.

Have in mind some questions you want answered. If you see words you do not know, find out what they mean. The meaning of a few words often clears up an entire paragraph. Pay attention to maps, graphs, illustrations, etc.

Get a clear idea of each paragraph and its central thought. Stop at the end of each paragraph or other division and ask yourself questions about it. If you do not have the answers go over the paragraph or section again.

Read the material over rapidly first to get the general idea. Go back and read it again for specific meaning after the general idea is fixed in your mind.

2. Read for retention.

a. Overlearn.

It is usually agreed that about one half of the material learned is forgotten in a few hours. Reviews help us cut down the amount of material forgotten soon after it is learned.

b. Review frequently.

It is a good idea to go over yesterday's material before you start today's work. This will help overcome forgetting and will make review for tests easier. About once a week it is wise to thumb through the material covered in the past in your text and in your notes.

3. Read rapidly - skim.

Try to read as many words at a glance as you can. If you read only one word at a glance, you must move your eyes for each word. If you see two or three words at a glance, your eyes will move fewer times per line, and therefore your rate of reading will increase.

SUGGESTED ACTIVITIES:

1. Ask students for some important new terms used in different subjects. Do they know the meanings?
2. Discuss and interpret interesting pictures, maps, graphs, charts, etc.
3. Let students work in pairs. Place a mirror face up on one page of a book while the student reads the opposite page. The other student should observe the eye movement.

HOW CAN I IMPROVE MY ABILITY TO REMEMBER?

OBJECTIVE:

Some students study just enough so that they get the gist of an idea. Others go to the opposite extreme and study a topic until they will be able to recognize and recall any aspect of the topic under consideration, no matter how it is presented to them. Students in the first category can increase their ability to remember if the proper techniques are placed in use.

DISCUSSION DATA:

Nobody can argue about the importance of having a good memory. In studying, in business, in social relationships, and in everyday affairs of life, the person whose memory serves him faithfully has a tremendous advantage over the one who constantly makes excuses or forgets.

Here are some principles to follow in improving your memory:

1. Be sure you get a strong impression of the things you wish to remember, using as many of your senses as possible.
2. Study with the conscious intention of remembering.
3. Do something with what you have learned. Think about what you have studied, write notes on it, or explain it to somebody else.
4. Find means of associating what you learn with facts you already know. Try to place things to remember in groups.
5. Review what you wish to remember just as soon as you can after learning it.
6. Distribute repetitions of material over a period of time, rather than trying to learn it all at one sitting.
7. In word-for-word memorizing, learn the material as a whole rather than in separate parts.

8. Do not change immediately from subject to subject. Rest a short time after you finish each.
9. In changing from subject to subject, choose one that is as different as possible from the first.
10. Study your lesson more than enough for immediate recall. Overlearn each item before you pass to another.
11. Have confidence in your memory.

SUGGESTED ACTIVITIES:

1. Have the class study some lesson in the usual manner and then have them answer the following questions:
 - a. How did you study your lesson? Did you . . .
 - (1) read it silently?
 - (2) write it out?
 - (3) repeat it to yourself?
 - (4) repeat it out loud?
 - (5) represent any part of it by a diagram or sketch?
 - (6) have anyone else read it or repeat it to you?
 - (7) explain it to anyone?
 - (8) visualize as you read?
 - b. Show where and in what manner you associated new ideas to what you already knew.
 - c. Did you do your studying all at one time?
 - d. When you thought that you knew the subject, did you stop studying, or did you study it "more than enough?"

WHAT IS PERSONALITY?

OBJECTIVE:

People often say of someone, "He has a wonderful personality," or "She has no personality." They never stop to think just what they have said. What is personality and how is it formed?

DISCUSSION DATA:

There seems to be no general agreement as to the exact meaning of the word "personality." Perhaps it covers so much ground that it cannot be put into one short definition.

Personality is made up of physical traits, aptitudes, and ways of behavior.

1. The way you look is a part of your personality. This includes your height, features, build, color and texture of your hair, size of your hands and feet, your teeth, and perhaps other physical traits. An appealing personality does not depend upon the possession of any particular physical trait.
2. The way you dress reveals your personality. It is not necessary today to dress in the latest style or to wear expensive clothes to be considered attractive.
3. The way you talk is a part of your personality. We consider first the tone, quality, and voice volume. How many otherwise attractive people spoil the picture because of a loud voice or lazy speech habits?

A too-limited vocabulary and ignorance of proper grammatical usage are also dangerous barriers to an effective personality.

4. The way you walk, your stride and carriage, tells much about you.
5. The way you act emotionally reveals your personality. This includes your ability to keep at a sane emotional balance. People are intended to laugh, to cry, to be happy or sorrowful, to like some things and dislike

others, to experience sympathy, love, and reverence. That is the way we are made. To hide our emotions is to behave abnormally. But our emotions should not rule us.

The most helpful emotions, feelings, and moods in personality development are optimism, hopefulness, cheerfulness, happiness, sympathy and reverence. A sulky person makes few friends.

6. The way you act intellectually also reveals your personality. Here we consider your ability to reason from facts to conclusions without allowing prejudice, traditions, or wishful thinking to influence you. Many persons make the mistake of thinking with their emotions instead of their brains.

Sometimes intelligence is confused with education. Education is what you know - the knowledge you have acquired - whereas intelligence is your capacity for acquiring more knowledge and education. A person may have much intelligence and very little education.

7. Your philosophy of life includes your personal code of ethics and morality, your ideas of the fundamental values in life, and, in the broader meaning of the term, your spiritual development.

SUGGESTED ACTIVITIES:

1. To get the discussion under way, let different students give their own definition of personality.
2. Ask each member of the class to think of five best friends, and then try to analyze why he likes them. Without mentioning names, several may tell why they like the people on their list.
3. Request each student to evaluate himself through the use of the following Self-Evaluation Scale. (See next page)

Give these instructions: Place a check mark in the position on each line that you think best describes you. To the left is low; to the right, high; the middle point is average. Be perfectly honest with yourself; don't be modest, on the one hand, or conceited, on the other.

After marking give these instructions: Now take a red pencil and connect each check mark with the one on the

SELF-EVALUATION SCALE

	Very Low	Low	Average	High	Very High
1. Appropriate and attractive clothes					
2. Good looks or beauty					
3. Physical and mental poise					
4. Physical vitality and health					
5. Personal neatness					
6. Intelligence					
7. Common sense					
8. Tact					
9. Honesty					
10. Self-confidence					
11. Promptness					
12. Use of English					
13. Emotional balance					
14. Ambition					
15. Resourcefulness					
16. Co-operativeness					
17. Courteousness					
18. Good humor					
19. Patience					
20. Originality					

next line below it. This gives you a personality profile. Notice how many times the profile goes right or left of average.

Now have another student rate you on the same scale. This may be done by the teacher placing names on scale and passing them out or by letting students exchange scales. Draw the profile in blue and compare the two.

WHAT AFFECTS PERSONALITY?

OBJECTIVE:

People rarely talk about being "self-made" any more, because it is realized that many influences play a part in making us the people we become. Just what these influences are, how they affect us one way or another, and what can be done to take full advantage of the resources available, are all matters worthy of consideration by the students.

DISCUSSION DATA:

1. Your environment has greatly affected your personality. Your environment is formed by your family, neighborhood, school, friends, church, and community - all your surroundings from birth until now.
 - a. Your home has left its mark upon you. Good, poor, or indifferent, you are what your home has taught you to be. Your home influences have been important building blocks for your health, your ability, your self-confidence, your independence, your manners, your attitudes, your prejudices, and your religion.
 - b. Your neighborhood has influenced you. There are certain regional differences that are reflected in what you are. For example, sections have peculiarities of language, attitudes, racial consciousness, certain religious forms, industrial development, and a host of other characteristics that influence the families in the region.
 - c. Your friends, like your family, are important to your personality development. You may feel now that what your friends think of you matters far more to you than what your parents think. Your respect for the opinions of your friends may help you to work hard to overcome some bad habits you may have developed at home, or, on the other hand, this may cause you to ignore the good training your parents have provided.

2. It is not possible to know which is more important in your personality growth your environment or the characteristics which you have inherited. Many things, such as disposition, are determined largely by the environment you live in, but these are also affected by physical inheritance. Heredity and environment cannot be separated, for they work together to produce personality.
 - a. Most of your physical characteristics were settled long before birth by your heredity. Environment cannot change the things that are settled by heredity. Sex is fixed, as well as hair color, skin pigmentation, eye color, the approximate height that you will reach, and the shape of eyes, nose, ears, and some other features.
 - b. Mental ability is also inherited. The raw material that makes it possible to learn is inherited from your parents. Heredity sets a limit beyond which a brain will not develop, but most of us will never make use of our fullest possible mental development. The environment has something to do with how much the mental ability of each person will be developed.
3. The sum total of your dreams and ambitions acts as your drive and as your compass in life, giving you a sense of direction and purpose. Conscious and unconscious beliefs make up some of these dreams and ambitions, in which your religion is also important. The whole is something called your philosophy of life. Your sense of purpose grows as you grow.

SUGGESTED ACTIVITIES:

1. To get a discussion going, ask questions such as these:
 - a. Do you think it is true that you have copied your manners from your family? Can your choice of friends influence your manners?
 - b. How does the community in which one lives affect personality development?
 - c. What personality traits are determined chiefly by our environment? What personality traits do we get from our heredity?
 - d. How do you think heredity and environment are related in the development of a person with special mental ability?

2. Have each member of the class write his autobiography. Include in it the more important life influences.
3. Have the students write about the person or persons they admire the most. Why the admiration?
4. Have students think about the place they have in parental affections and the place their parents have in their feelings.
5. Have students discuss whether the jealousies, rivalries, and competition displayed between brothers and sisters are real?

OUR VALUES

▼ OBJECTIVE:

The values which individuals hold play an important role in the kinds of decisions they make. Since much of a career choice involves various decisions, students should have an opportunity to study values and become more conscious of their own value patterns.

DISCUSSION DATA:

Values may be defined as the things of social living, such as ideals, beliefs, and customs which members of the group regard with some emotional feeling. These values may be positive or negative.

Place the following list on the chalk board for the class to examine and discuss. After the discussion period have the students write the items on their paper. Ask the following question: Which of these are most important to you? Number them 1-2-3- etc. Let "1" be of most value and "10" of least.

- having friends
- playing sports
- learning a lot
- knowing teachers
- being involved in school activities
- getting good grades
- being admired by teachers
- being admired by fellow students
- being the best dressed
- taking responsibility

Tabulate for additional discussion.

SUGGESTED ACTIVITIES:

1. Some students may take these home to have their parents rate or rank them. Tabulate and compare to student rating.
2. Think about what you might like to do for your life's work. Where do you want to live? What realistic "dreams" can you have in this line?

WHAT ARE VALUES?

OBJECTIVES:

Many find it difficult to see the differences between values, abilities, and interest. They sometimes find the negative value and positive value so close that it is hard to separate them.

In this unit a story will be told and the class will discuss motives and values.

DISCUSSION DATA:

1. Begin the class by asking three main questions:
 - a. What are my values?
 - b. From where do my values come?
 - c. Toward what kind of future will my values take me?
2. After discussing the above, raise the following questions:
 - a. Where will you be and what will you be doing 15 to 20 years from now?
 - b. How much money do you think you will be earning?
 - c. Will you be giving orders or will you be taking orders? Can all give orders?
3. Your interest and abilities are factors which determine the future. Listen to the following story about John Anderson. See if you can distinguish between his interest, abilities, and values. Make notes of the values you see.

John Anderson never really enjoyed school, although he was able to do well enough when he tried. He was much more interested in talking with his friends or meeting new friends. He was also interested in cars, either driving them or repairing them. Motors of all kinds fascinated him. When the time came to make a decision about his future career, he did not want to

go to college, even though his parents thought he should try it. He didn't really know what he wanted to do, so he took a job at a garage as an apprentice mechanic. It was easy for John to learn how to repair cars, and he enjoyed this for a while. Soon he became so good at this that he was the best repairman in the shop. The work became boring - no challenge anymore - and he knew he would have to find another kind of work.

Fortunately, John had the opportunity to try selling machinery to industries. He went through a training period and showed great promise in understanding the machinery and the ways in which it could be used. He also had a charming smile and a pleasant way with people. John enjoyed talking with customers, he enjoyed traveling around to various towns, he enjoyed the challenge of solving the problems encountered with the machines. John became a top salesman with the company and was content with his work.

The salary John earned was excellent and provided him with security and some luxuries. The prestige he acquired because of his knowledge and perception of his machinery was pleasant. The people with whom he worked really liked him and invited him to social affairs. His opinion of business and politics was respected. His presence at meetings was desired. In the meantime, John married and had a family of which he was proud. John felt that life was good.

What were John's interests?

What were John's abilities?

What were John's values?

How can you as an individual relate to the story?

SUGGESTED ACTIVITY:

Comment: Values may be positive or negative. Here is a list of values for you to rank. (See next page) Follow the instructions. Please be honest.

VALUES

Rank the values listed in order of importance to you. Do not put your name on the paper. Try to be honest. Rank by numbering the values stated from "1" to "12" - "1" is the most highly regarded, and "12" is the least regarded.

Having power over people.

Being respected by others.

Being well-liked by others.

Knowing a lot - being intelligent.

Being able to do many things well.

Knowing that you are safe and comfortable.

Being in good physical and mental health.

Being right.

Being religious.

Helping other people.

Being loyal to your nation.

Being courageous.

HOW DO VALUES INFLUENCE BEHAVIOR?

OBJECTIVE:

The student should by now know a definition of "value" and be able to name some values. This session is aimed at helping them judge "values" and apply them to practical situations.

Read the following description to the class. Pass out the questions following the reading. Have the class answer the questions and then use them as a guide for class discussion.

DISCUSSION DATA:

Penny is an attractive 8th grade girl with the ability to be a good student. She has a special talent for singing. When Penny was three years old her father died so she lives alone with her mother. Although Penny's mother works hard to support them, there never seems to be enough money. Penny cannot buy many new clothes or spend money on entertainment.

QUESTIONS TO PASS OUT:

What do you think Penny would do in the following situation? Mark "T" if you think the statement true or "F" if you feel it is false.

1. Penny studies hard almost every night.
2. When time is short, Penny washes her hair and clothes rather than studying.
3. Penny chose to miss choir practice to go to a movie.
4. When Penny felt the teacher was wrong, she talked back to her in front of the class.
5. Penny studies instead of going to school parties.
6. When the girls laughed at Penny's dress, she made fun of the freckles on another girl.
7. Penny wants to be class president.
8. Penny would do almost anything to be popular.
9. Penny enjoys "gossiping" about her friends.
10. Penny will quit school when she is 16.
11. Penny won't sing solos because other girls don't sing solos.

12. Penny saw Lois copy during a test and told the teacher.
13. Penny doesn't think her mother loves her, and she doesn't really care.
14. Sometimes Penny takes things from stores for which she cannot pay.
15. Penny changes an "F" on her report card to a "B".
16. Penny would slap any girl who made fun of her best friend.
17. Penny doesn't care whether teachers like her or not.

SUGGESTED ACTIVITY:

Have students present the following skit. (See next page)

SKIT

Scene - A classroom of a school building.

Characters - Joan, a high school girl
Mr. Lewis, band director
Mr. Grey, teacher
Elaine, another high school girl
Sharon, another high school girl
Bert, a high school boy
Bill, another high school boy

Time - Immediately after school; students are ready to go home or to after school activities.

Mr. Lewis - (walks into room calling) Joan, Joan! May I see you for a moment?

Joan - (in her coat, ready to leave) Yes, Mr. Lewis.

Mr. Lewis - Joan, I just got your note about leaving the band. You play the clarinet so well that I really count on you. Do you have to do this?

Mr. Grey - (walks over) Joan, may I see you before you leave? You ought to stay and finish your typing assignment.

Joan - Oh! I'm sorry about the band and the typing, but I was offered a job as a waitress at the "Inn", and I need to be there by three-thirty.

Elaine - It's a great job! She'll get salary and lots of tips.

Mr. Lewis - Well, Joan I know you'd like the money, but do you need it enough to give up all your school activities? You will miss a lot of fun and good experience.

Joan - I'm trying to earn money to buy my own clothes and save for business school after I graduate.

Mr. Grey - But, Joan, if you don't spend time on your school work, you won't be able to go to business

school anyway. You need to practice to do well in typing and shorthand. I'm afraid you can't afford all the time this job might take. When will you work?

Joan - If I want the job, I must promise to work every day after school until eight o'clock and all day on Sunday. I don't want to give up my activities, But the "Inn" is a nice place to work, And I'll make a lot of money.

(Bill, Bert, and Sharon join the group.)

Sharon - I'm leaving now. See you at the church for play rehearsal tonight, Joan.

Bill - I'll see you too. It'll be a great play with all of us in it.

Joan - Sorry, kids - I'm out! I'm taking a job so I can't get to rehearsals; and since I'll be working Sundays, I couldn't be in the play anyway.

Bill - You're kidding! You couldn't just drop out of the play and never come to church.

Bert - She could if she wants to - it's her life!

Elaine - Joan will make lots of money as a waitress and have fun too. Think of the clothes she'll buy! Wow!

Bill - Where is she going to wear them? To wait on tables? Joan, you don't have to work now. You'll miss too much!

Mr. Grey - Yes, Joan, you ought to concentrate on school work and other activities now. You've plenty of time to work at a better salary later.

Joan - Now I am confused! I do want to play in the band and do well in typing, but I would also like to earn some money.

Have students discuss what values are being expressed by the different characters. Have students discuss what they think Joan will do and why.

WHAT VALUES ARE IMPORTANT TO OTHERS?

OBJECTIVES:

1. To investigate how other people regard values.
2. To discover what values are important to employers.
3. To discover which values in your social group desire in their friends.

SUGGESTED ACTIVITY:

This session is built around a guest speaker who is familiar with the employment practices in this area. This person should be aware of the value system in the community and have the ability to communicate with 8th grade students.

A presentation of twenty minutes is suggested with a brief discussion period following.

VALUES AFFECTING BEHAVIOR

OBJECTIVE:

1. To simulate the emotions stimulated by ambivalence regarding values.
2. To aid in the students' understanding of the difficulty sometimes encountered in judging values and in deciding one's course of action.

SUGGESTED ACTIVITY:

In an effort to experience some of the feelings which young people have when they must make a decision about their own actions, volunteers will be needed for the parts in a little skit.

Characters: Father
Son (Randy) age 17
Scott Randy's friend
Kitty Scott's girl friend

Setting: Living room of Randy's home.

Time: Saturday afternoon.

Situation:

Randy asks for the use of the family car for Saturday night to go to the city, 25 miles away, so that the boys and their dates can go to the movies. Father refuses because the car needs new tires, and he says it might be dangerous to drive that far in traffic. Father then leaves the room. Randy, Scott, and Kitty discuss the situation. They know that Randy's parents are going away with friends early in the evening and will not be home until very late. Scott suggests that Randy's parents would never know if they used the car.

1. What do they decide to do?
2. What are the results?

WHAT ARE MY VALUES?

OBJECTIVE:

By the use of sequential activities, an attempt will be made to ascertain the values highly regarded and those less well regarded by the class.

PROCEDURE:

To give us experience in weighing values and in making decisions, we can play a sequential game. We'll read a story about a situation, consider the values involved, and then decide on one of two possible courses of action. A new situation resulting from this choice will then present another opportunity for choosing from two alternatives. This will be repeated, and then you will need to describe the final outcome.

SITUATION I

As Bob went hurrying along the hall to try-outs for the baseball team, he saw Dick at his locker. "Dick," he yelled, "aren't you trying out for baseball this year? The coach is expecting you to play again." "No," said Dick, "I have a job at the grocery store after school every day, and I can't work and play ball. I guess I'll forget about baseball this year." "Why don't you just come to try-outs? Coach is really expecting you, and you ought to explain to him that you have to work." "Well, maybe I'll go for a while. I'd like to play, but I like to earn money too. I don't know if I'm good enough to make the first team, and I'd rather spend my time working at the store than warming the bench," said Dick. Bob and Dick went to the try-outs together, and Dick could not resist playing. The coach asked him if he would like to play first base on the first team. Dick really did want to play, but he also wanted to earn enough money to buy a car when he was sixteen. What did Dick do? How did he decide?

- A. Dick decided to play on the team.
- B. Dick decided to keep his job.

SITUATION IIA

Dick decided to play on the baseball team. The coach was tough and demanded a lot from his players. They had to keep up with their studies, and they had to keep in training. There were rules about going to bed by ten except on weekends, eating good food, being at practice regularly, no smoking, no swearing, being a good sport, etc. The boys knew that the rules were made to help them and the team, but sometimes they got pretty tired of living up to them. On Sunday nights they were to be home and in bed at ten. One Sunday evening Dick was out with some friends, and they suggested going bowling. It sounded like fun, and Dick decided to go for a while but leave early. While they were bowling, Larry produced a pack of cigarettes. "Hey, guys, want a drag?" he asked. Most of the guys did, but Dick refused. "What's the matter, Dick, scared?" laughed Larry, and the other boys joined in the teasing. "Come on, have one." Dick hated being laughed at, but he felt that he shouldn't smoke. What did he do?

- A. He took a cigarette.
- B. He refused the cigarette and left to go home.

SITUATION IIB

Dick decided that he should keep his job because he had promised to work, and he felt that he should do as he had promised. He explained this to the coach, and though the coach did want him to play, he did understand. Dick worked hard at stocking the shelves and carrying groceries, and he was paid quite well. His savings account was growing. Sometimes he did wish that he were in school activities instead of working - maybe there would be an easier way of making money.

One day the man with whom he was stocking shelves asked him if he would like to make a little extra money. "How can I do that?" asked Dick. "It's easy," said his boss. "Just hide some cartons of razor blades, candy, or cosmetics by the door each day. They'll disappear, and money will be there the next day for you." "But that's not honest. That's the same as stealing," said Dick. "Listen, kid, the owner will never miss what little we take. He's making lots of money and paying us little. We've got a right to that extra. And I warn you-if you don't cooperate, he's going to find out that you've been stealing from him!" said the boss. "But, I haven't!" claimed Dick. The boss replied, "Who do you think he'll believe when I tell him who's been taking things? You or me? Be careful, kid. You'd better cooperate." What did Dick do?

- C. Dick began taking some things for the boss.
- D. Dick reported the boss to the owner.

SITUATION IIIA

Dick couldn't stand the teasing so he took the cigarette and lit it. He really didn't enjoy it, but at least the guys weren't laughing at him any more. The bowling continued, and the cigarette burned out. At this time Dick heard his name called and looked up to see the coach at a lane further down. He wondered if the coach saw him smoking. He looked at the clock and saw that it was just about ten o'clock, and he knew that he should be at home. The coach called him to come over and talk. Dick was trying to think what he'd say. Should he deny that he had been smoking? Had the coach actually seen him? Should he tell the truth? What should he say about being out so late? Would he be thrown off the team? Dick walked hesitantly over to the coach.

- A. What do you think the coach said?
- B. What do you think Dick said?
- C. Do you think he was thrown off the team?

SITUATION IIIB

Dick refused the cigarette and left to go home. At the door he met the coach just coming into the bowling alley, and he was glad he'd made the decision to leave. The coach offered him a ride home and told him on the way how well he'd been playing and how pleased he was to have him on the team. Dick did feel good to hear that and resolved never to get in a bad situation again.

When Dick got home his mother told him that Janet had called and wanted to know if he would be a candidate for school president. Dick was happy to be asked, but he didn't know if he should take the offer. While he played baseball, he needed all his free time for study, and his work might suffer if he took the time to campaign. Of course, he could lose the election, and that would be terrible after he took the time to try to win. On the other hand, it would be a great honor to be school president, and he'd like to be a leader. It might also help his chances of getting into college. When he ask his mother what she thought he should tell Janet, she said he would have to make up his own mind.

- D. What did Dick decide to do?
- E. What values were involved in his decision?

SITUATION IIIC

Dick was so mixed up that he didn't know what to do. He decided to stall for time by taking just a little bit to keep the boss satisfied. He felt terrible about taking the things, but he did get some of the money from them, and no one seemed to notice. Then one day the boss came to him and said, "Hey, kid, you're doing pretty good at helping us, but I know a way you can make a lot more money. I got a supply of 'pot' that I'll sell you at cost, and you can have all the profit when you sell to the guys at your school." Dick said, "Nothing doing! I'm no pusher. That's dangerous stuff." "Well, it's not that bad -- it's not as dangerous as alcohol -- it don't hurt those guys -- just gives them a little thrill. And kid, if you don't do this, the owner is going to find out that you've been stealing his merchandise. That wouldn't be nice would it?" Dick was really mad -- and sick! What had he gotten himself into? How could he get out of this? He did want out, but he was scared. He said, "Give me a little time to think about this." "You have until tomorrow -- that's all," threatened the boss.

- F. What did Dick do?
- G. How did he feel?
- H. What values were involved in the decision?

SITUATION IIID

Dick decided that if he went along with the boss he'd find nothing but trouble. That night he talked with his father about the situation. They called the owner of the store and went to talk with him. They found that the owner had noticed that merchandise was disappearing and was about to call in the police. When the police came they asked Dick to pretend to go along with the boss until they could prove what he was doing, but to do nothing dangerous to himself. Dick did this and the whole operation was uncovered within a week. The owner commended Dick for his courage and honesty. Dick was relieved to be finished with the problem.

That night when Dick got home the phone rang for him. It was Shirley, one of the most popular girls in school. She wanted Dick to go on a picnic the next Sunday. Dick wanted to go -- he knew it would be lots of fun -- but when he asked his parents, they wanted to know if he would miss church to go. "Yes," said Dick, "I guess I'd have to because the picnic is out at the lake. They're leaving early in the morning." "Well," his father said, "you'll have to decide, but I don't think you should miss church, and especially when you are to light the candles." Dick didn't know how to decide. He told Shirley that he would call her the next day to tell if he could go.

I. What did Dick do?

J. On what values did he base his decision?

SITUATION I

The school dance was just about over when Jerry came over to ask Debbie to dance. Debbie was really happy because she always had liked Jerry, but he had never paid any attention to her. After the music was over, Jerry asked Debbie if she would like to go for a hamburger after the dance. Debbie had planned on riding home with her girlfriend's father. She wasn't sure that her parents would approve of her going with Jerry for a hamburger; but she did want to go. She was afraid he would never ask her again if she refused. She also thought her girlfriend might get mad at her. What did Debbie do?

- A. Debbie accepted Jerry's invitation.
- B. Debbie went home with her girlfriend.

SITUATION IIA

Debbie and Jerry left the school and walked up the street toward the snack shop. They did not have much to talk about, and Debbie was worried about what her parents would say. Her girlfriend was a little bit angry, but she could make up with her later. They went in the snack shop, and there were older kids around who seemed to know Jerry. They all laughed and talked a lot, and it was noisy fun. Debbie felt "important" to be a part of this. After about an hour of this, Debbie thought she should go home. Jerry didn't want to leave. He said, "Look, if you're such a baby that you have to go this early, call your daddy to come for you." What did Debbie do?

- A. Debbie called her father and asked him to come for her.
- B. Debbie stayed with Jerry and the crowd.

SITUATION IIB

Debbie decided to go home with her friend, so she refused Jerry's invitation. When he said, "Okay, but that is the last time I'll ever ask you out," she was glad she had refused. He didn't seem as nice as she had thought. She and her friend, Judy, spent the night together and the next day went to town to do some shopping.

They met several girls from their room in school and walked through some stores together. While they were looking at some jewelry, Debbie saw Laura put some earrings in her purse. Debbie went over to her and said, "Laura, put them back! You'll be arrested for shoplifting." "Nobody but you saw me," said Laura. "I want them, and I'll keep them. If you tell anyone, I'll take care of you!"

- C. Debbie told the others about Laura's shoplifting.
- D. Debbie didn't do anything about Laura's shoplifting.

SITUATION IIIA

While Debbie was calling home, she could see Jerry making fun of her to the rest of the crowd. She could even hear them laughing at her. Her father answered the phone and was surprised to get the call because he thought she was with her girlfriend. He sounded angry when she told him where she was and asked him to come for her. When she almost cried, he began to understand and said he'd be there right away. She was embarrassed to walk out in front of the crowd, but she did and met her father outside. After she had explained what had happened, he said that he thought she had learned something that night. They would just forget the whole thing because he felt that she would not do such a thing again.

Debbie was really grateful to her parents for being so understanding. She knew that seeing Jerry and his friends in school would be hard, but she really didn't care what they thought of her. She decided she would have nothing to do with boys anymore because they were probably all terrible. She had just told this to her mother when the phone rang. It was Bill inviting her to a party at his house the next weekend. She thought she'd like to go, but she had just said, "No more boys!"

- A. She refused Bill's invitation.
- B. She decided to go to the party.

SITUATION IIIB

Debbie did stay with the crowd. After more time had passed and they had more cokes, Jerry told Debbie to put on her coat and go outside to wait for him. She asked, "Why?" He said, "Stupid, I'm going out the back door, so I won't have to pay the check. You just walk out the door and they won't notice." "But, that's not honest," said Debbie. Jerry replied, "no one will ever know. Look, either do what I say, or pay the check yourself." Debbie didn't have enough money with her to pay the check.

- A. Debbie took the check to the manager and tried to explain.
- B. Debbie went out the door as Jerry had told her to do.

SITUATION IIIC

Debbie just couldn't forget about the shoplifting even though she was afraid of what Laura might do. She talked it over with Judy quietly. Debbie and Judy went to Laura and told her that if she didn't put the earrings back, they would tell the other girls. Laura was mad, but she walked over and put the earrings back on the case. As they were leaving the store, the manager stopped them and said he'd like to talk with them in his office.

The girls were all frightened and waited anxiously to see what he would say. He told them that he had seen one of them shoplifting and would have called the police if she had not returned the merchandise. He said that nothing would be done, but he wanted her to know that she had been seen and had better never try that again. Laura was embarrassed and didn't have much to say on the way home.

Debbie was glad to get home. She felt as if she had made a lot of hard decisions in the past two days. Just then her father called her to come talk. He wanted to know if she would like to go to Florida for two weeks with him and her mother. It would be a nice vacation, but she would miss school and would have to drop out of her activities so that she'd have time to make up school work when she got back. She wanted to go on the trip, but she liked to keep up with the class and be in the activities.

- A. She decided to go to Florida.
- B. She decided to stay with her grandparents so that she could be in school.

SITUATION IIID

Debbie hated to think that one of her friends was shoplifting, but she didn't want to tattle so she kept quiet. As the girls were leaving the store, the manager stopped them and asked them to come to his office. Only Debbie and Laura knew why - the other girls were puzzled. When the manager had them in his office, he made them empty their pocketbooks, and of course he found the earrings that Laura had taken. He said, "Girls, I saw this girl take those earrings, and I thought that maybe all of you were shoplifting, so I stopped you. I believe you didn't realize that she took them, so I'll let the rest of you go." Laura said, "I didn't take them. Debbie took them and put them in my purse when I wasn't looking." Debbie was amazed. "Laura, you know I didn't take them. I tried to make you put them back, and you wouldn't." "I know that you didn't take them, Debbie," said the store manager, "but you should have reported the theft to me. That is what a good citizen would do. Laura, you will have to stay, but the rest may go."

The girls went out wondering what would happen to Laura. They had all decided to never try shoplifting, although they wondered how the manager knew.

"Debbie," they said, "Laura was terrible to try to get you in trouble. We'll never speak to her again." Debbie thought about that for a minute. She didn't want to speak to Laura, but she wondered if that would be right. Should she try to get the girls to forgive Laura? Would Laura ever be trustworthy?

- A. Debbie decided to avoid Laura in the future.
- B. Debbie decided to encourage the girls to be friendly with Laura.

APPENDIX II

QUESTIONNAIRE "GETTING TO KNOW YOU"

GETTING TO KNOW YOU

Name _____

Place a check in the column that best answers the statement as it applies to you.

	NEVER	NEVER ALMOST	SOMETIMES	HALF OF THE TIME	MOST OF THE TIME	ALWAYS	ALMOST ALWAYS
1. I like school.							
2. I know exactly what my assignment is.							
3. I have a place to study at home.							
4. I can keep my mind on my work.							
5. I keep my study tools in order. (Pencils, paper, books, etc.)							
6. I follow directions.							
7. My teacher encourages the class.							
8. I get my assignments on time.							
9. I like to learn about things.							
10. I enjoy finding out why things work the way they do.							
11. When the teacher calls upon me I attempt to answer the question.							
12. I enjoy talking about new ideas.							
13. I enjoy telling my family about school.							

APPENDIX III

MOONEY PROBLEM CHECK LIST

This instrument is available through the PSYCHOLOGICAL CORPORATION, 302 East 45th Street, New York, New York 10017.

1950
REVISION

MOONEY PROBLEM CHECK LIST



ROSS L. MOONEY

Bureau of Educational Research
Ohio State University

DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, find the number of the problem on the answer sheet and blacken the answer space **BELOW** the number. For example, if you are often bothered by headaches (problem number 1 in the list), you would find number 1 on the answer sheet and blacken the answer space **BELOW** the number, like this:

1 ■	2 □	3 □	4 □	5 □
---------------	---------------	---------------	---------------	---------------

When you have finished reading through the whole list and marking the problems which are troubling you, please turn over the answer sheet and answer the questions on the back.

Do not make any marks in this booklet. Put all your marks on the answer sheet.

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The Psychological Corporation
304 East 45th Street, New York 17, N. Y.

DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, blacken the answer space BELOW the number on the answer sheet.

1. Often have headaches
2. Don't get enough sleep
3. Have trouble with my teeth
4. Not as healthy as I should be
5. Not getting outdoors enough
6. Getting low grades in school
7. Afraid of tests
8. Being a grade behind in school
9. Don't like to study
10. Not interested in books
11. Being an only child
12. Not living with my parents
13. Worried about someone in the family
14. Parents working too hard
15. Never having any fun with mother or dad
16. Spending money foolishly
17. Having to ask parents for money
18. Having no regular allowance
19. Family worried about money
20. Having no car in the family
21. Not allowed to use the family car
22. Not allowed to run around with the kids I like
23. Too little chance to go to parties
24. Not enough time for play and fun
25. Too little chance to do what I want to do
26. Slow in making friends
27. Bashful
28. Being left out of things
29. Never chosen as a leader
30. Wishing people liked me better
31. Being nervous
32. Taking things too seriously
33. Getting too excited
34. Being afraid of making mistakes
35. Failing in so many things I try to do
36. Too short for my age
37. Too tall for my age
38. Having poor posture
39. Poor complexion or skin trouble
40. Not good-looking
41. Afraid of failing in school work
42. Trouble with arithmetic
43. Trouble with spelling or grammar
44. Slow in reading
45. Trouble with writing
46. Sickness at home
47. Death in the family
48. Mother or father not living
49. Parents separated or divorced
50. Parents not understanding me
51. Too few nice clothes
52. Wanting to earn some of my own money
53. Wanting to buy more of my own things
54. Not knowing how to buy things wisely
55. Too little spending money
56. Girls don't seem to like me
57. Boys don't seem to like me
58. Going out with the opposite sex
59. Dating
60. Not knowing how to make a date
61. Being teased
62. Being talked about
63. Feelings too easily hurt
64. Too easily led by other people
65. Picking the wrong kind of friends
66. Getting into trouble
67. Trying to stop a bad habit
68. Sometimes not being as honest as I should be
69. Giving in to temptations
70. Lacking self-control

71. Not eating the right food
72. Often not hungry for my meals
73. Overweight
74. Underweight
75. Missing too much school because of illness
76. Not spending enough time in study
77. Too much school work to do at home
78. Can't keep my mind on my studies
79. Worried about grades
80. Not smart enough
81. Being treated like a small child at home
82. Parents favoring a brother or sister
83. Parents making too many decisions for me
84. Parents expecting too much of me
85. Wanting things my parents won't give me
86. Restless to get out of school and into a job
87. Not knowing how to look for a job
88. Needing to find a part-time job now
89. Having less money than my friends have
90. Having to work too hard for the money I get
91. Nothing interesting to do in my spare time
92. So often not allowed to go out at night
93. Not allowed to have dates
94. Wanting to know more about girls
95. Wanting to know more about boys
96. Wanting a more pleasing personality
97. Being made fun of
98. Being picked on
99. Being treated like an outsider
100. People finding fault with me
101. Not having as much fun as other kids have
102. Worrying
103. Having bad dreams
104. Lacking self-confidence
105. Sometimes wishing I'd never been born
106. Often have a sore throat
107. Catch a good many colds
108. Often get sick
109. Often have pains in my stomach
110. Afraid I may need an operation
111. Don't like school
112. School is too strict
113. So often feel restless in classes
114. Not getting along with a teacher
115. Teachers not practicing what they preach
116. Being criticized by my parents
117. Parents not liking my friends
118. Parents not trusting me
119. Parents old-fashioned in their ideas
120. Unable to discuss certain problems at home
121. Choosing best subjects to take next term
122. Deciding what to take in high school
123. Wanting advice on what to do after high school
124. Wanting to know more about college
125. Wanting to know more about trades
126. No place to entertain friends
127. Ill at ease at social affairs
128. Trouble in keeping a conversation going
129. Not sure of my social etiquette
130. Not sure about proper sex behavior
131. Awkward in meeting people
132. Wanting to be more like other people
133. Feeling nobody understands me
134. Missing someone very much
135. Feeling nobody likes me
136. Being careless
137. Daydreaming
138. Forgetting things
139. Being lazy
140. Not taking some things seriously enough

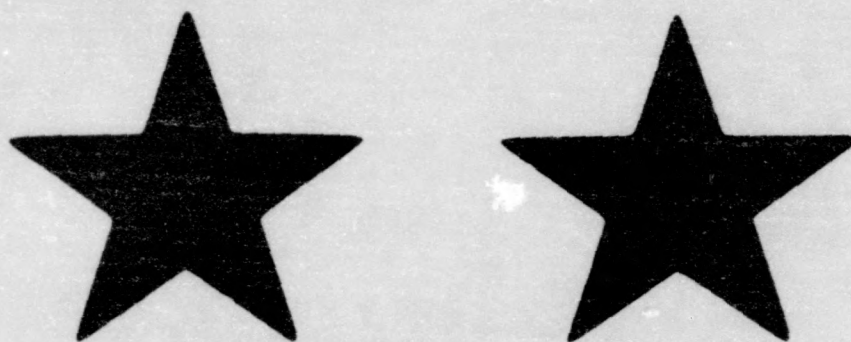
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|--------------------------------------------------|-----------------------------------------------------|
| 141. Can't hear well | 176. Nose or sinus trouble |
| 142. Can't talk plainly | 177. Trouble with my feet |
| 143. Trouble with my eyes | 178. Not being as strong as some other kids |
| 144. Smoking | 179. Too clumsy and awkward |
| 145. Getting tired easily | 180. Bothered by a physical handicap |
| 146. Textbooks hard to understand | 181. Dull classes |
| 147. Trouble with oral reports | 182. Too little freedom in classes |
| 148. Trouble with written reports | 183. Not enough discussion in classes |
| 149. Poor memory | 184. Not interested in certain subjects |
| 150. Afraid to speak up in class | 185. Made to take subjects I don't like |
| 151. Family quarrels | 186. Clash of opinions between me and my parents |
| 152. Not getting along with a brother or sister | 187. Talking back to my parents |
| 153. Not telling parents everything | 188. Mother |
| 154. Wanting more freedom at home | 189. Father |
| 155. Wanting to live in a different neighborhood | 190. Wanting to run away from home |
| 156. Needing a job during vacations | 191. Afraid of the future |
| 157. Needing to know my vocational abilities | 192. Not knowing what I really want |
| 158. Needing to decide on an occupation | 193. Concerned about military service |
| 159. Needing to know more about occupations | 194. Wondering if I'll ever get married |
| 160. Wondering if I've chosen the right vocation | 195. Wondering what becomes of people when they die |
| 161. Not knowing what to do on a date | 196. Learning how to dance |
| 162. Girl friend | 197. Keeping myself neat and looking nice |
| 163. Boy friend | 198. Thinking too much about the opposite sex |
| 164. Deciding whether I'm in love | 199. Wanting more information about sex matters |
| 165. Deciding whether to go steady | 200. Embarrassed by talk about sex |
| 166. Getting into arguments | 201. Being jealous |
| 167. Getting into fights | 202. Disliking someone |
| 168. Losing my temper | 203. Being disliked by someone |
| 169. Being stubborn | 204. Keeping away from kids I don't like |
| 170. Hurting people's feelings | 205. No one to tell my troubles to |
| 171. Feeling ashamed of something I've done | 206. Sometimes lying without meaning to |
| 172. Being punished for something I didn't do | 207. Can't forget some mistakes I've made |
| 173. Swearing, dirty stories | 208. Can't make up my mind about things |
| 174. Thinking about heaven and hell | 209. Afraid to try new things by myself |
| 175. Afraid God is going to punish me | 210. Finding it hard to talk about my troubles |
-

DIRECTIONS: When you have finished marking the problems which are troubling you, answer the questions on the back of the answer sheet.

APPENDIX IV

INTERPERSONAL PERCEPTION QUESTIONNAIRE

CORRECTION



***PRECEDING IMAGE HAS BEEN
REFILMED
TO ASSURE LEGIBILITY OR TO
CORRECT A POSSIBLE ERROR***

APPENDIX IV

INTERPERSONAL PERCEPTION QUESTIONNAIRE

INTERPERSONAL PERCEPTION QUESTIONNAIRE

Name _____

People differ in the way they think about themselves and others they know. On the following pages you will find a series of scales that might be used to describe yourself as you think of yourself and as others think of you. Each scale consists of an adjective and its opposite. You are to describe yourself according to the instructions at the top of each page by checking a space on each scale listed on that page.

Here is how you are to use the scales:

If you feel that you are very much like the adjective at one end of the scale, you should place your mark as follows:

short X : _____ : _____ : _____ : _____ : _____ : tall
or

short _____ : _____ : _____ : _____ : _____ : X : tall

If you feel that you are only slightly like the adjective at one end of the scale or the other, then you should put your mark as follows:

short _____ : _____ : X : _____ : _____ : _____ : tall
or

short _____ : _____ : _____ : X : _____ : _____ : tall

The end of the scale toward which you put your mark will depend, of course on what end of the scale better describes you.

If you have no questions, turn the page and begin.

I AM

GOOD _____ : _____ : _____ : _____ : _____ : _____ : BAD
STUPID _____ : _____ : _____ : _____ : _____ : _____ : SMART
USEFUL _____ : _____ : _____ : _____ : _____ : _____ : USELESS
DIRTY _____ : _____ : _____ : _____ : _____ : _____ : CLEAN
HONEST _____ : _____ : _____ : _____ : _____ : _____ : DISHONEST
ATTRACTIVE _____ : _____ : _____ : _____ : _____ : _____ : UNATTRACTIVE
WEAK _____ : _____ : _____ : _____ : _____ : _____ : STRONG
FAST _____ : _____ : _____ : _____ : _____ : _____ : SLOW
HARD WORKING _____ : _____ : _____ : _____ : _____ : _____ : LAZY
CLUMSY _____ : _____ : _____ : _____ : _____ : _____ : SMOOTH
NEAT _____ : _____ : _____ : _____ : _____ : _____ : SLOPPY
MEAN _____ : _____ : _____ : _____ : _____ : _____ : KIND

MY FRIENDS THINK I AM

GOOD _____ : _____ : _____ : _____ : _____ : _____ : BAD
STUPID _____ : _____ : _____ : _____ : _____ : _____ : SMART
USEFUL _____ : _____ : _____ : _____ : _____ : _____ : USELESS
DIRTY _____ : _____ : _____ : _____ : _____ : _____ : CLEAN
HONEST _____ : _____ : _____ : _____ : _____ : _____ : DISHONEST
ATTRACTIVE _____ : _____ : _____ : _____ : _____ : _____ : UNATTRACTIVE
WEAK _____ : _____ : _____ : _____ : _____ : _____ : STRONG
FAST _____ : _____ : _____ : _____ : _____ : _____ : SLOW
HARD WORKING _____ : _____ : _____ : _____ : _____ : _____ : LAZY
CLUMSY _____ : _____ : _____ : _____ : _____ : _____ : SMOOTH
NEAT _____ : _____ : _____ : _____ : _____ : _____ : SLOPPY
MEAN _____ : _____ : _____ : _____ : _____ : _____ : KIND

MY TEACHERS THINK I AM

GOOD _____ : _____ : _____ : _____ : _____ : _____ : BAD
STUPID _____ : _____ : _____ : _____ : _____ : _____ : SMART
USEFUL _____ : _____ : _____ : _____ : _____ : _____ : USELESS
DIRTY _____ : _____ : _____ : _____ : _____ : _____ : CLEAN
HONEST _____ : _____ : _____ : _____ : _____ : _____ : DISHONEST
ATTRACTIVE _____ : _____ : _____ : _____ : _____ : _____ : UNATTRACTIVE
WEAK _____ : _____ : _____ : _____ : _____ : _____ : STRONG
FAST _____ : _____ : _____ : _____ : _____ : _____ : SLOW
HARD WORKING _____ : _____ : _____ : _____ : _____ : _____ : LAZY
CLUMSY _____ : _____ : _____ : _____ : _____ : _____ : SMOOTH
NEAT _____ : _____ : _____ : _____ : _____ : _____ : SLOPPY
MEAN _____ : _____ : _____ : _____ : _____ : _____ : KIND

MY PARENTS THINK I AM

GOOD _____ : _____ : _____ : _____ : _____ : _____ : BAD
STUPID _____ : _____ : _____ : _____ : _____ : _____ : SMART
USEFUL _____ : _____ : _____ : _____ : _____ : _____ : USELESS
DIRTY _____ : _____ : _____ : _____ : _____ : _____ : CLEAN
HONEST _____ : _____ : _____ : _____ : _____ : _____ : DISHONEST
ATTRACTIVE _____ : _____ : _____ : _____ : _____ : _____ : UNATTRACTIVE
WEAK _____ : _____ : _____ : _____ : _____ : _____ : STRONG
FAST _____ : _____ : _____ : _____ : _____ : _____ : SLOW
HARD WORKING _____ : _____ : _____ : _____ : _____ : _____ : LAZY
CLUMSY _____ : _____ : _____ : _____ : _____ : _____ : SMOOTH
NEAT _____ : _____ : _____ : _____ : _____ : _____ : SLOPPY
MEAN _____ : _____ : _____ : _____ : _____ : _____ : KIND

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