

A SURVEY OF GUIDANCE IN THE  
SECONDARY SCHOOLS OF OREGON:  
A SUGGESTED COURSE

by

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CHAPTER I

INTRODUCTION

Vocational guidance classes, health classes, and such have long been a part of the curriculum of many secondary schools, but there are only a few records of organized guidance classes which include character education, vocational guidance, social contacts, the family, citizenship and other forms of guidance which are necessary for the well-adjusted individual.

In many of the Oregon high schools, an extensive guidance organization within the school is impossible. The teaching staff is not adequate for such a procedure. If, however, a course could be planned which would meet the needs of the small school as well as the large, many of our guidance problems might be solved without extensive organization.

Purposes of the Study

The purposes of the study of guidance in the public high schools of Oregon are, (1) to discover to what extent organized guidance is being provided for in the secondary schools of Oregon, (2) to learn the methods and procedures used for such guidance, (3) to form a

suitable course which would combine the best methods of the high schools of Oregon.

The idea was to discover what has already been done in this field, and from this knowledge, to prepare a course which might be used by any secondary school in Oregon. A guidance course for high schools must necessarily vary with the locality in which it is applied. The needs of the individuals and the size of the school are the major considerations. There are, however, certain divisions into which such work will always fall-- certain needs which are the same for pupils in any or all localities.

#### Organization of the Thesis

This thesis is divided into three chapters. Chapter I contains the introduction, with a statement of the problem, the purposes of the study, and the historical work.

Chapter II gives the methods and procedure by which answers to the questionnaire were secured, the organization of the thesis, lists the results of the questions, the answers of which were very necessary in helping the writer to form a guidance course for her own school, and a summary. A complete copy of the questionnaire used may be found in the Appendix.

Chapter III is a suggested course in guidance for secondary schools.

The writer hopes that this study will be helpful to teachers, deans, and administrators who are planning to establish a guidance or orientation course in their schools.

#### The Statement of the Problem

This survey considers several phases of the guidance situation in Oregon:

1. What persons are assigned the special responsibility of pupil adjustment and guidance in the secondary schools of Oregon?
2. What are the titles of these persons?
3. How much time does each devote to the work?
4. What guidance courses are taught in the Oregon High Schools?
5. To what classes are the guidance courses given?
6. Is credit given for such courses?
7. Are they semester or year courses?
8. What texts or work books are used for these courses?
9. What incidental devices are used for guidance purposes?
10. What information is given on the cumulative record cards of the Oregon High Schools?

11. What standardized or special tests are used by the schools?

12. To which students are these tests given and when?

13. Do incoming students participate in a carefully worked out orientation course?

14. Are these courses conducted by homerooms, classes, or clubs?

15. What outline for topics is followed for such a course?

16. What types of guidance or names of guidance courses are used for the four classes?

17. Is credit given for these courses?

18. How many schools give guidance to all students?

## BACKGROUND OF THE PROBLEM

For many years the outstanding educators of our country have been stressing the need for more vocational, social, mental, ethical and moral guidance in our schools. Guidance is no longer confined to vocational counseling; it has taken on a broader meaning.

John Brewer, (6) in his book, Education as Guidance, includes, in addition to a discussion of educational and vocational guidance, chapters on guidance for home relationships, guidance for citizenship, guidance in right doing, guidance in thoughtfulness and cooperation, religious guidance, guidance in personal well-being, guidance for leisure and recreation, and guidance in wholesome and cultural action.

In their book, Guidance in Secondary Schools, Leonard V. Kocs and Grayson N. Kefauver (20:15) accept two main phases of the concept of guidance. They write:

These are (1) the distributive and (2) the adjustive phases. In discharging the former phase we aim to (1) distribute youth as effectively as possible to educational and vocational opportunities, that is, to subjects (or courses), curricula, extra-curricular activities (which may be thought of as expansions of the curriculum), schools, higher institutions, and vocations. In the second, we (2) help the individual to make the optimal adjustment to educational and vocational situations.

The expression 'educational and vocational' as applied to guidance requires some explanation. Guidance in relation to vocation is only one portion of the whole program, although a most important one. The word 'educational' is understood to comprehend preparation for vocation and to admit additional relationships, no less important than the vocational. Other aspects of life in which guidance must be provided in order to make it sufficiently inclusive are the recreational aspect, health, and the broad and composite aspect that may be designated as civic-social-moral.)

Most of our colleges have an orientation course for girls, though it is not often known by that name. If there is a need for this type of guidance in our colleges, there is also a need for it in our high schools.

In 1920 Jessie E. Gibson, (13:280) saw the need for some form of group guidance. She said:

In the fall of 1920 we faced the situation which most schools were facing. Our enrollment was increasing with great rapidity, the groups growing more heterogeneous every semester. Girls from every kind of environment were entering high school, some came from homes of culture and refinement with a long standing educational tradition, some came from homes where they were the first in the family line to wish for a higher education or to have the opportunity for it. Some girls came with excellent personal training, some did not even know the elements of personal care. Many were poorly prepared to take their share of responsibility in the extra-curricular program of the school or to participate in the school government, activities which the school firmly believed to have great educational value. At the same time, the adviser of girls found her connection with individual girls growing more and more remote, increasing responsibilities to the point where class work could

no longer be carried, and while she had constant contact with student leaders, and with the delinquents and troublemakers, she felt the great need of knowing the mass of the girls, for understanding their interest and problems, and gaining their confidence. With this idea in mind, discussion groups were started in the spring of 1921.

The first unit of a guidance course should be to orient the student to the school. McKown (26:412-413) says:

The new student enters a new world, one that he probably knows little or nothing about, and naturally he is tense with excitement. He knows little about the school or what is expected of him. He does not know the teachers, the rules and the regulations, the customs, the school traditions, what programs he is eligible to take, the social organizations to which he may belong, the school songs, yells, etc. In short he is ignorant, and his ignorance must be dissipated before he can become a real citizen of the school. Knowledge of laws, customs, and regulations is, of course, no guarantee of their observance, but it is the basis on which intelligent observance is built. Considering the entering class as a whole, with its members from many different homes, schools, and social and occupational backgrounds, it is evident that the making of this mass into a homogeneous group is no small task.

The new student becomes acquainted with the school, her activities and social obligations begin. She must solve the problem of keeping up with her school work in the face of the many other demands. In order to take on all these new duties and responsibilities, she must be able to do well the academic subjects with a minimum amount of effort - she must learn to apply the rules of

effective study and self-direction. Terman (II:V)

writing on this point says:

Of those who enter high school, less than a third remain to graduate, and of these probably less than half ever attend a college or university. Although it is well recognized that a good deal of this mortality is a natural result of inferior ability, investigations have shown that a large proportion of it is due to ineffective methods of study, inadequate self-direction, and lack of purpose.

If "ineffective methods of study, inadequate self-direction, and lack of purpose" are the main causes for two-thirds of our failures in high school, it would seem that a guidance course should also include how to study and personal pupil adjustment.

For the girl of several years ago to fit into the scheme of things was not such a difficult task. Her circle of friends was small; she had a narrow range of obligations and duties; her social, home and business life was not so complex, but as Blanchard (5:IX-X) says:

The changes in social customs and institutions which have come about as a result of the upheaval created by the World War have brought to woman new duties and grave responsibilities. It is for the wise and efficient carrying out of these that the adolescent girl must prepare herself, for no sudden inspiration can be trusted to guide her when they fall to her lot; she must have a firm, sure knowledge of herself and of her place within the cosmic order if she is to use aright the power which is being placed in her hand.

With the entrance of woman into world politics, a new psychic force becomes active within the life of the group, an emotional and idealistic energy which has vast

potentialities for the future of the race. In order to make this dynamic force a potent factor in the creation of a better society, it must be guided and controlled by a clear intelligence and an accurate knowledge of all that it can mean for human weal and woe.

She wants to be liked, but to be so involves so many things about which the girl knows nothing. Her problems seem less difficult when she is able to compare them with those of the other girls.

Not only must the student be adjusted to the school, to her studies and to society, but she must also be thinking of the future - thinking of her life plan. She needs aid and guidance to do this, for she needs a life plan which she is capable of carrying out. Many believe that there is a great need for life planning during the early adolescent period. Leta Stetter Hollingworth (16:165) says:

When a 'mental age' of about twelve years has been reached, the question spontaneously arises: 'What shall I do with the years that lie ahead of me?' This question is now formulated for the same reason that religious questions arise. The intellect is sufficiently developed to ask it. It is not known at what mental age children first become able to ask the question. An average person by the age of twelve years certainly has at least an approximate idea of the life-span. He now realizes that human life is not one year long nor a thousand years long. He knows he has a certain limited number of years, approximating the years of those whom he sees around him as old people, in which to live. He begins to ask himself what he will do in his lifetime.

In the majority of adolescents and of adults, this question forces itself upon the

mind from time to time, but receives no definite, positive and consistent answer. The majority do not in youth formulate a thoroughly planful disposition of the future, and proceed to build upon the plan. Adequate guidance for this is usually lacking in youth.

A guidance course which contains a unit of adjustment to the school, a unit on how to study, a unit for personal problems and a unit for making future plans would help the student to gain a proper understanding of herself and a worthy attitude toward educational, social, civic, recreational and vocational activities.

## CHAPTER II

## THE STUDY

## Methods of Procedure

For an investigation of the guidance methods used in the secondary schools of Oregon, the writer decided to include in the survey those schools which have enrollments of fifty students or more. In a school with a smaller enrollment, the problem of guidance is usually handled by the principal by means of individual counseling.

A questionnaire was sent to the principals of all high schools in Oregon having enrollments of fifty students or more. It called for information concerning the persons responsible for guidance, courses given which might come under the heading of guidance, devices other than class work, which were used, types of cumulative records cards, names and kinds of standardized tests given, the existence of home rooms, the place of club activities in guidance work, the amount of guidance given for each class, and topics or outlines used for any form of guidance courses.

Many principals of high schools having no guidance programs expressed an interest in the questionnaire. Many asked that an outline of the course be sent to them when it was completed.

Table I gives the statistics on the number of questionnaires sent and returned.

TABLE I  
Number of Questionnaires Sent Out and Returned

No. Questionnaires sent out	No. Questionnaires returned	Percentage of returns
175	116	66%

#### The Results of the Questionnaire

The question of responsibility is a very important one if proper orientation work is to be accomplished.

The writer was interested in finding how many schools have persons assigned to the special responsibility of pupil adjustment and guidance in their schools, the titles of these persons, and how much time each devotes to the work.

TABLE II

The Title and Time Devoted to Orientation  
by Those Responsible

Title	Frequency	Time devoted to work	Frequency
Girls' Adviser or Dean	23	1/2 of time	2
		1/4 of time	1
		2 hrs. a week	2
		1 per. a day	2
		4 per. a week	2
		2 per. a day	2
		Not stated	12
Boys' Adviser or Dean	6	1 per. a day	2
		4 per. a day	1
		2 hrs. a week	2
		Not stated	1
Principal	36	1/4 of each day	3
		1 per. a day	5
		1 hr. a week	1
		5 hrs. a week	1
		1 hr. a month	1
		Not stated	25
Vice-Principal	3	1/4 of each day	1
		Not stated	2
Counselors	3	1 per. a day	2
		30 min. a day	1
Smith-Hughes	1	Not stated	1
Superintendent	4	20 min. a day	1
		1/4 of time	1
		1 per. a week	1
		Not stated	1
Teachers	4	60 min. a day	1
		3 hrs. per week	1
		1 hr. per week	1
		Part of 1 class per. for 1 semester	1
Home Room Teachers	2	15 min. a day	1
		1 per. a day	1

TABLE II (cont.)

Title	Frequency	Time devoted to work	Frequency
Class Advisers	3	Not stated	3
Activity Director	1	Not stated	1
Teacher of testing and counseling	1	2 per. a day	1
School Nurse	1	All time	1
Not given	1	Not given	1

Of the 116 schools from which the questionnaires were returned, only 50, or 43%, said they had a person or persons responsible for regular guidance. One school had some one responsible for the work, but failed to give the title or time devoted to the work.

The following is a list and frequency of the texts and work books which were stated in the questionnaires as being used in the guidance courses of the Oregon high schools.

#### Occupations

Text	Frequency
1. Davis, Frank G. <u>Guidance for Youth</u> , Ginn and Company, San Francisco, 1928	1
2. Gallagher, R. P. <u>Courses and Careers</u> , Harper, New York, 1930	1
3. Kitson, H. D. <u>I Find My Vocation</u> , McGraw-Hill Company, New York, 1934	1

## Occupations (cont.)

Text	Frequency
4. Myers, G. E., Little, G. M., and Robinson, S. A. <u>Planning Your Future</u> , McGraw-Hill Company, New York, 1934	2
5. Proctor, W. M. <u>Vocations</u> , Houghton-Mifflin, New York, 1929	3
6. Smith, Lewis J., and Blough, Gideon L. <u>Planning a Career</u> , American Book Company, New York, 1920	1

## Health

Text	Frequency
1. Andress, J. Mace, Aldinger, A. K., Goldberg, I. H. <u>Health Essentials</u> , Ginn and Company, San Francisco, 1928	2
2. Morgan, John J. B. <u>Keeping a Sound Mind</u> , Macmillan Company, New York, 1927	1
3. Rathbone, Josephine L., Bacon, F. L., Keene, C. H. <u>Foundations of Health</u> , Houghton-Mifflin Company, San Francisco, 1932	9
4. Williams, J. E. <u>Healthful Living</u> , Macmillan Company, New York, 1927	28

## How to Study

Text	Frequency
1. McNelly, A. E. <u>How to Study</u> , Lyons and Carnahan, Chicago, 1932	1
2. Parr, Frank W. <u>Learning How to Study Efficiently</u> , The Co-Op Book Store, Corvallis, Oregon. 1935	1
3. Salisbury, Rachel <u>Better Work Habits</u> , Scott, Foresman and Company, Chicago, 1932	7

The second question was used in order to learn what guidance courses are taught in the Oregon high schools, to what classes these courses are given, and the length, and credit given for the courses.

TABLE III

## Guidance Courses Given in the Oregon High Schools

Course	:Frequency:	Year Given				: Credit	:Frequency:	Length of Course		
		: 1	: 2	: 3	: 4			: Sem	: Year	: Not Stated
Orientation	: 7	: 4	: 3	:	:	: 1 Credit	: 2	: 3	: 2	: 2
	:	:	:	:	:	:1/2 Credit:	: 1	:	:	:
	:	:	:	:	:	:1/4 Credit:	: 1	:	:	:
	:	:	:	:	:	:Not stated:	: 3	:	:	:
How to Study	: 13	:10	: 3	: 1	: 1	: 1 Credit	: 3	:	:	:
	:	:	:	:	:	:1/2 Credit:	: 2	: 5	: 3	: 5
	:	:	:	:	:	:Not stated:	: 8	:	:	:
Mental Hygiene	: 2	:	: 1	:	:	: 1 Credit	: 1	:	:	: 1
	:	:	:	:	:	:Not stated:	: 1	:	:	:
Personal Hygiene	: 9	: 4	: 5	: 3	: 3	: 1 Credit	: 2	:	:	:
	:	:	:	:	:	:1/2 Credit:	: 1	:	:	:
	:	:	:	:	:	:1/4 Credit:	: 1	: 4	: 2	: 3
	:	:	:	:	:	:Not stated:	: 5	:	:	:
Health	: 56	:20	:35	:12	:10	: 1 Credit	: 32	:	:	:
	:	:	:	:	:	:1/2 Credit:	: 10	:	:	:
	:	:	:	:	:	:1/4 Credit:	: 1	:	:	:
	:	:	:	:	:	:1/3 Credit:	: 4	:	:	:
	:	:	:	:	:	:Not stated:	: 9	: 13	: 31	: 12
Occupations	: 26	:15	:10	: 6	: 6	: 1 Credit	: 15	:	:	:
	:	:	:	:	:	:1/2 Credit:	: 11	: 15	: 7	: 4
Character Education	: 3	:	:	: 1	:	: 1 Credit	: 1	:	:	:
	:	:	:	:	:	:Not stated:	: 2	: 3	:	:

TABLE III (cont.)

Course	:Frequency:	Year Given				: Credit	:Frequency:	Length of Course		
		: 1	: 2	: 3	: 4			: Sem	: Year	: Not Stated
Exploratory Courses	: 4	: 2	: 2	:	:	: 2 Credits:	1	:	:	:
	:	:	:	:	:	:Not stated:	3	:	: 3	: 1
General Courses	: 13	:11	: 4	: 1	: 2	: 2 Credits:	2	: 1	: 5	: 7
	:	:	:	:	:	: 1 Credit :	:	:	:	:
	:	:	:	:	:	:1/2 Credit:	:	:	:	:
	:	:	:	:	:	:Not stated:	:	:	:	:
Use of Leisure	:	:	:	:	:	:	:	:	:	:
Hobbies	: 1	: 1	: 1	: 1	: 1	:Not stated:	1	:	: 1	:
Daily Living	: 1	:	:	:	:	:Not stated:	:	:	:	: 1
Religion	:	:	:	:	:	:Not stated:	:	:	:	:
Counseling	: 1	:	:	:	: 1	:Not stated:	:	: 1	:	:
First Aid	: 1	:	:	:	:	:Not stated:	:	:	:	: 1
Vocational Guidance	: 1	: 1	: 1	: 1	: 1	: 2 Credits:	1	:	: 1	:

Fifty six of the 116 schools or 48% teach health in their schools; 26 or 22% teach occupations; 13 or 11% give general courses; 9 or 7% have personal hygiene courses; 7 or 6% have orientation classes; 4 or 3% have exploratory courses; 3 or 2% teach character education; 2 or 1% teach mental hygiene; and hobbies, daily living, religion, counseling, first aid and vocational guidance are each taught by one school.)

Several schools have courses in which they have combined a number of guidance subjects. The writer was concerned in discovering those units.

TABLE IV

## Units Included in Special Courses

Unit	Frequency
Orientation	4
How to Study	7
Mental Hygiene	8
Personal Hygiene	7
Health	10
Occupations	10
Character Education	6
Exploratory Courses	5
Use of Leisure	7
Hobbies	9
Daily Living	2

TABLE IV (cont.)

Unit	Frequency
Religion	1
Counseling	1
First Aid	2

Ten schools included health and ten, occupations in their special courses. Hobbies is included in the program of 9 courses; mental hygiene in 8 ; use of leisure, personal hygiene, and how to study in 7; 4 schools included orientation in their courses; and only 1 school placed religion as such in its course.

The questionnaire revealed that the titles which are used for the guidance courses of the Oregon high schools are numerous.

TABLE V

## Titles of the Courses

Title	Frequency
Orientation	2
Sociology and Guidance	1
Guidance	1
Local Trades	1
Personal and Community Hygiene	1
Vocational Civics	1
Community Civics	1
Vocational Guidance	2

TABLE V (cont.)

Title	Frequency
Physical Education Discussions	4
Freshman Social Science	1
Occupations	1
Clubs	1
Social Ethics	1
Social Studies	1
Your School and You	1

There are 20 schools which have courses that include several or all of the subjects listed above. The title physical education discussion appeared 4 times; vocational guidance, 2 times; orientation, 2 times; the other titles appeared just once each.

The devices used are of major importance in teaching an orientation course. Table VI reveals the devices used and the frequency of use in the high schools.

TABLE VI

## Devices Used for Advisory Purposes

Device Used	Frequency	Percentage
Showing of films	30	27
Assembly talks	80	68
Assembly playlets	35	30
Radio	19	16
Guidance book shelf in library	49	43
Guidance posters	14	12
Guidance exhibits	9	7
Club activities	61	52
Drives	6	5
Student council	62	52
Vocational conferences	29	25
Guidance bulletin boards	11	9
Girls' League	5	4
Boys' Club	2	1
Individual Interview	6	5
Class activities	2	1
Vocational interest tests	1	.8
Bulletins	1	.8
Students' Handbook	1	.8
School paper	1	.8

Thirty schools or 27% of those answering the questionnaire use films as teaching devices; 80 schools or 68% use assembly talks; 35 or 30% use assembly playlets; 19 or 16% use the radio; 49 or 43% use guidance shelves in the library; 14 or 12% use guidance posters; 9 or 7% use guidance exhibits; 61 or 12% use club activities; 6 or 5% use drives; 62 or 52% use student councils; 29 or 25% use vocational conferences; 11 or 9% use guidance bulletin boards; 5 or 4% use the Girls' League; 2 or 1% use the Boys' Club; 6 or 5% use individual interviews; 2 or 1% use class activities; and vocational interest tests, bulletins, students' handbooks and school paper were each used by 1 or .8% of those answering the questionnaire.

Since the cumulative record card is so important in student adjustment problems, the question was considered important enough to justify its inclusion in the study. Of the 116 who participated in the study, 100 or 86% stated that they have cumulative record cards which are used for the purpose of aiding in adjustment.

A follow-up question on the cumulative record card was included in order to determine what information is kept on the card. Deductions as to adequacy may be made therefrom.

TABLE VII

## Information Kept on Cumulative Record Cards

Information Kept on the Card	Frequency	Percentage
Health	58	58
Intelligence	68	68
Standardized tests	55	55
Vocational interests	41	41
School marks	92	92
Avocational interests	29	29
Home conditions	20	20
Pupil ambitions	28	28
Reading interests	15	15
Play interests	17	17
Character rating	48	48
Citizenship	5	5
Excuses	1	1
After graduate record	1	1
Grade school rating	1	1
Activities record	5	5
Athletic record	2	2
Attendance	1	1
Teachers' estimate of pupil	1	1

Of those answering the questionnaire, 100 or 86% said they have a cumulative record card. Of the hundred schools which keep cumulative record cards, 58 or 58% keep the health record; 68 or 68% keep the intelligence score; 55 or 55% keep standardized test scores; 41 or 41% keep the vocational interests; 92 or 92% keep the grades; 29 or 29% keep the avocational interests; 20 or 20% keep a record of the home conditions of each student; 28 or 28% keep the students' ambitions; 15 or 15% keep the reading interests; 17 or 17% keep the play interests; 48 or 48% keep the character ratings; 5 or 5% keep the citizenship records; 5 or 5% keep the activities records; 2 or 2% keep the athletic records; and 1 or 1% keep the excuse, after graduate record, grade school rating, athletic record, attendance, and teachers' estimate of students.

If a school is to build up adequate records for guidance, it is necessary that batteries of well-chosen standardized tests be given to complete the records. The next phase of the study dealt with what tests are used in the schools, to whom they are given, and who administers the tests.

TABLE VIII

Tests Given in the Schools

Test	:Frequency:	Who gives	:Frequency:	Name of test:	:Frequency:	Year Given			
:	:	:the tests?:	:	:	:	: 1 :	: 2 :	: 3 :	: 4
Reading	: 14	:Teacher	: 4	: Iowa	: 4	:	:	:	:
		:Principal	: 5	: McCall	: 1	:	:	:	:
		:Supt.	: 1	: Thorndike	: 2	:	:	:	:
		:Counselor	: 1	: Chapman	: 1	:	:	:	:
		:Not stated:	: 3	: Monroe Rev.	: 1	: 6 :	: 2 :	: 2 :	: 1
		:	:	: Not stated	: 5	:	:	:	:
Intelligence	: 57	:Teacher	: 14	: Otis	: 30	:42 :	:11 :	:11 :	: 6
		:Principal	: 30	: Terman	: 10	:	:	:	:
		:Dean	: 2	: Stanford	: 2	:	:	:	:
		:Supt.	: 1	: National	: 1	:	:	:	:
		:Counselor	: 1	:	:	:	:	:	:
		:Not stated:	: 9	: Not stated	: 14	:	:	:	:
Interest	: 4	:Teacher	: 1	: Strong	: 2	: 1 :	: 1 :	: 1 :	:.1
		:Counselor	: 1	: Not stated	: 2	:	:	:	:
		:Principal	: 1	:	:	:	:	:	:
		:Not stated:	: 1	:	:	:	:	:	:
Achievement	: 3	:Teacher	: 1	: Sones-Harry	: 1	: 1 :	: 1 :	: 1 :	: 2
General Science	:	:Principal	: 1	: Popence	: 2	:	:	:	:
		:Supt.	: 1	:	:	:	:	:	:
Achievement	: 1	:Teacher	: 1	: Sones-Harry	: 1	:	:	:	:
Social Science	:	:	:	:	:	:	:	:	:

TABLE VIII (cont.)

Test	:Frequency:	:Who gives	:Frequency:	: Name of test:	:Frequency:	: Year Given			
						:the tests?	:	:	: 1
Achievement English	: 16	:Teacher	: 7	: Cross	: 3	:10	: 7	: 7	:10
	:	:Principal	: 5	: Sones-Harry	: 9	:	:	:	:
	:	:Supt.	: 1	: Kansas	: 1	:	:	:	:
	:	:Not stated:	: 3	: Stanford Ach:	: 1	:	:	:	:
	:	:	:	: Not stated	: 2	:	:	:	:
Achievement History	: 15	:Teacher	: 6	: Sones-Harry	: 10	: 8	: 6	: 5	: 7
	:	:Principal	: 5	: Kansas	: 1	:	:	:	:
	:	:Supt.	: 1	: Stanford	: 1	:	:	:	:
	:	:Not stated:	: 3	: Not stated	: 3	:	:	:	:
Achievement Mathematics	: 19	:Teacher	: 6	: Sones-Harry	: 9	:10	: 7	: 6	: 7
	:	:Principal	: 5	: Hart	: 1	:	:	:	:
	:	:Supt.	: 1	: Kansas	: 1	:	:	:	:
	:	:Counselor	: 1	: Stanford	: 1	:	:	:	:
	:	:Not stated:	: 6	: Hotz	: 1	:	:	:	:
	:	:	:	: Not stated	: 6	:	:	:	:
Achievement Natural Science	: 5	:Teacher	: 3	: Sones-Harry	: 2	:	: 1	:	: 1
	:	:Not stated:	: 2	: Popenoe	: 2	:	:	:	:
	:	:	:	: Not stated	: 1	:	:	:	:

Fourteen schools gave one or more reading tests. The teacher in 4 schools administered the tests; the principal in 5; the superintendent in 1; the counselor in 1. Three schools did not state who administered the tests. Four schools used the Iowa Reading Test; 1 the McCall; 2 the Thorndike; 1 the Chapman, and 1 the Monroe Revised.

Fifty-seven schools gave one or more intelligence tests. The teacher administered the test in 14 schools; the principal in 30; the dean in 2; the superintendent in 1; the counselor in 1. Nine schools did not state who administered the test. Fourteen schools used the Otis test; 10 the Terman; 2 the Stanford; 1 the National. Fourteen schools did not give the tests used.

Four schools gave one or more interest tests. The teacher in 1 administered the test; the counselor in 1; the principal in 1. One school did not state who administered the test. Two schools used the Strong Blank, and two schools did not state the test used.

One school gave the Sones-Harry Social Science Achievement Test and the teacher administered it.

Sixteen schools gave one or more English Achievement tests. The teachers administered the tests in 7 schools; the principals in 5; the superintendent in 1. Three schools did not state who administered the tests. Three schools used the Cross Test; 9 the Sones-Harry; 1 the

Kansas; 1 the Stanford Achievement, and 2 schools did not give the names of the tests used.

Fifteen schools gave one or more history achievement tests. The teacher administered the test in 6 schools; the principals in 5; the superintendent in 1, and 3 schools did not state who administered the tests. Ten schools use the Sones-Harry Test; 1 the Kansas; 1 the Stanford Achievement, and 3 schools did not state what tests were used.

Nineteen schools gave one or more mathematics achievement tests. The teacher administered the tests in 6 schools; the principals in 5; the superintendent in 1; the counselor in 1; and 6 schools did not state who administered the tests.

Five schools gave one or more natural science achievement tests. The teachers administered the tests in 3 schools, and 2 schools did not state who administered the tests. Two schools gave the Sones-Harry Test; 2 the Popenoe, and 1 school did not state what test was used.

Three schools gave general science achievement tests. Two schools used the Popenoe Test, and 1 school the Sones-Harry. The teacher administered the test in 1 school; the principal in 1 school, and the superintendent in 1 school.

The writer wished to determine to what extent the incoming students participated in a carefully worked out orientation course, how the courses were conducted and what topics were used for discussion.

TABLE IX

## Topics Used for Discussion in Orientation Courses

Topics	Frequency	Percentage
Opportunities of the school	23	69
Special opportunities for education out of school	13	39
Financing the high school	10	30
How to choose one's life-work	16	48
How to develop a better personality	22	66
Study of various occupations	16	48
Diet and health	17	51
How to beautify the school grounds	7	21
Rules of etiquette	21	63
Appropriate dress	19	57
Makers of the world's great ideals	9	27
Community hygiene	10	30
Why go to college	18	54
Budgeting and home management	11	33
Friendliness	1	.8
Developing a life philosophy	1	.8

TABLE IX (cont.)

Topics	Frequency	Percentage
Place of marriage in a life-plan	1	.8
Mental health	1	.8
Heredity and eugenics	1	.8
Avocations	1	.8
How to play	1	.8
Why go to high school	1	.8
Community relations	1	.8
Politics	1	.8
Nature Study	1	.8
School Service	1	.8

Of the topics listed, opportunities of the school was used by 23 or 69% of the schools; special opportunities for education out of schools was used by 13 or 39%; financing the high school was used by 10 or 30%; how to choose one's life-work was used by 16 or 48%; how to develop a better personality was used by 22 or 66%; study of various occupations was used by 16 or 48%; diet and health was used by 17 or 51%; how to beautify the school grounds was used by 21 or 63%; appropriate dress was used by 19 or 57%; makers of the world's great ideals was used by 9 or 27%; community hygiene was used by 10 or 30%; why go to college was used by 18 or 54%; budgeting and home management was used by 11 or 33%;

and other topics were used by one school each. Of those answering the questionnaire 33 or 27% said they have an orientation course for new students.

Six of the schools conduct these in home rooms, 16 by class groups, 10 by clubs, and 1 by the conference method.

Some schools have certain periods during which every student in school is participating in some form of guidance. The next question was included in order to find what schools have some form of guidance for every student and the type of guidance used.

TABLE X

## Types of Guidance Used for All Students

Type	:Frequency:	Daily	:Frequency:	Weekly:	Frequency
Home Room:	6	: 45 min. :	1	:	:
:		: 35 min. :	1	:	:
:		: 30 min. :	1	:	:
:		: 27 min. :	1	:	:
:		:Not stated	2	:	:
Class Meetings :	2	:	:	:30 min:	2

(Nine schools stated that they have a guidance period for all students.) (One school has a guidance period three or four times a year, but the type of guidance used was not stated.)

There has been some controversy as to when and to whom certain guidance courses should be given. The writer was interested in knowing what courses are offered to freshmen, sophomore, juniors and seniors, the credit and length of the courses; therefore, the questionnaire asked what courses were given to the four classes.

TABLE XI

## Types or Names of Guidance Courses Used for the Four Classes

Name of Course	:Frequency:	Credit	:Frequency:	Year Subj.:	Sem. Subj.:	Not stated
<u>Freshman</u>	:	:	:	:	:	:
Vocational Civics	: 3	: 1 Credit	: 3	: 3	:	: 4
Orientation	: 5	: 1/4 Credit:	: 3	:	: 1	: 4
Occupations	: 9	: Not stated:	:	:	:	:
Charm Course	: 1	: 1 Credit	: 9	: 1	: 8	:
Health	: 1	: 1 Credit	: 1	: 1	:	:
Guidance	: 1	: Not stated:	:	:	:	: 1
Conference	: 1	: No Credit	:	:	:	: 1
<u>Sophomore</u>	:	:	:	:	:	:
Occupations	: 1	: 1 Credit	:	:	: 1	:
Vocational	: 3	: 3 Credits:	:	:	: 3	:
Conference	: 2	: 1/2 Credit:	: 1	:	:	:
<u>Junior</u>	:	:	:	:	:	:
Vocational	: 2	: 2 Credits:	: 1	: 2	:	:
Conference	: 2	: 1/2 Credit:	:	:	:	: 1
	:	: No Credit:	:	:	:	: 1
<u>Senior</u>	:	:	:	:	:	:
Vocational	: 2	:	:	: 2	:	:
Counseling	: 1	: 0	:	:	: 1	:
Education	: 1	: 0	:	:	:	:
Conference	: 2	: 0	:	:	:	:
General Review	:	: 1 - 1/2:	:	:	:	:

Twenty-one schools gave guidance especially for freshmen. Nine schools offered occupations for freshmen; 3 vocational civics; 5 orientation; 1 a charm course; 1 health; 1 guidance; 1 used conferences for guiding freshmen.

Seven schools gave guidance especially for sophomores. Three schools offered vocational subjects for sophomores; 2 used conferences for guiding sophomores.

Four schools gave guidance especially for juniors. Two schools offered vocational subjects for juniors; 2 used conferences for guiding juniors.

Six schools gave special guidance for seniors. Two schools offered vocational subjects for seniors; 1 gave counseling; 1 educational advice; 2 used conferences; and 1 had a general review.

## SUMMARY

The results from the questionnaires show that the majority of the Oregon principals, teachers and superintendents are interested in guidance, that they are trying various guidance devices, but that they are pioneering in a new field.

This survey had for its purpose the discovery of trends and devices in guidance work. The results show that the principals in most of the schools are responsible for guidance. This is important because it is through the principal that the best guidance plans are developed.

Health, occupations and how to study were the titles used most frequently for the regular guidance courses. Many of the other courses mentioned might very well come under one of these three titles. Mental hygiene, personal hygiene, daily living and first aid would be included in a health course; orientation, vocational guidance, counseling, would be included in an occupational course; use of leisure, daily living, would be included in a how to study course.

Thirty-three schools said that they had orientation courses for new students. Opportunities of the school,

how to develop a better personality, rules of etiquette, and why go to college were the most frequently used topics for discussion in these orientation courses. These topics might well be divided into three groups. The first group is that of high school adjustment. This included such topics as opportunities of the school and financing the school.

The second main group had to do with the personal development of the girl. Nineteen different topics were to be found in this group. Such topics were used as how to develop a better personality, and 22 schools used this topic; rules of etiquette, used by 21; diet and health, used by 17; community hygiene, used by 10; appropriate dress used by 19. Because the personal development topics were used more, it would seem that the personal development unit should be more extensive.

The third main group was that of occupations or planning for the future. Opportunities for education out of school was used by 13 schools; how to choose one's life work, by 16; study of occupations, by 16; why go to college, by 18.

Some schools had courses in which they had combined several units. These special courses had 15 different titles. Again health and occupations appeared most frequently as units of these courses, and how to study, mental hygiene, personal hygiene, hobbies, and use of leisure

came next in importance.

Of the many devices used for advisory purposes, assembly talks were used most frequently, with student council and club activities coming next. The writer believes that many schools use some of the devices listed, but did not list them, because they have not associated them with guidance.

One hundred of the 116 schools answering the questionnaire have some form of a cumulative record card. It is used by most schools for recording grades, intelligence test scores, health records and character ratings. Only 1 school included the grade school rating on its card.

Intelligence tests were given by 49% of the schools answering the questionnaire. The Otis Test was the most frequently used intelligence test.

More guidance courses are given to the freshmen than to any other class, and fewer guidance courses to the juniors.

## CHAPTER III

## A Suggested Guidance Course. Time: 36 weeks.

The writer has set up a plan for a guidance course which might be used in any high school regardless of its size. She has used the following units in her own school, and has found the course quite successful. It is a year's course recommended for first year high school girls, though by some alternations, it might be used for any or all classes. No grades were given for the class; however, the students were allowed a half unit credit. No outside assignments or preparations were required, and the girls were allowed more than ordinary freedom.

An ideal room for such a course would be one in which the chairs are arranged in a circle. The teacher becomes one of the group, directs the discussion when it is necessary, but she does not lecture. Every girl is encouraged to talk, but she must be led to see that the well-mannered girl does not speak when some one else is speaking.

Each girl is asked to write any question or problem, which she might have, on a slip of paper to be placed in a box. The teacher read the question, but she did not answer it. The girls discussed the questions.

Unit I	History of the School . . . . .	1 week
Unit II	How to Study . . . . .	10 weeks
Unit III	How to be Likable . . . . .	20 weeks
Unit IV	Looking Ahead . . . . .	5 weeks

General purpose of the Course: To help the student to acquire a proper understanding of herself and a worthy attitude toward educational, social, civic, recreational, and vocational activities.

General Aims: Help the student:

1. To become acquainted with her school.
2. To learn how to study.
3. To understand herself.
4. To analyze her feelings.
5. To sympathize with the feelings of others.
6. To recognize what society expects of her.
7. To realize her responsibility for her own conduct.
8. To appreciate the power within herself to decide and control her plan of life.
9. To choose a plan.
10. To build up a sense of responsibility that she, as a citizen of a public school should assume, both in relation to the school and herself.
11. To broaden her view in regard to the work-a-day world.

## UNIT I

History of the School Time: 1 week.

During the first week, the new high school girl wants to know many things which she cannot learn in a formal class. She may be saved future embarrassment if she knows the rules of the school. She wants to make friends with the other girls and her teachers; she feels a personal pride in the school if she knows its history, its traditions, its financing, and its opportunities and advantages.

Aims:

1. To give new students an opportunity to learn the rules and regulations accepted in \_\_\_\_\_ School, as necessary for efficient work and good citizenship.
2. To help the students to get acquainted with each other and the teachers.
3. To acquaint the students with the various clubs and activities in the \_\_\_\_\_ School.
4. To formulate in the minds of the students, the value of an education.

Lesson I. GET ACQUAINTED

Purpose: To get acquainted with each other and the adviser and to learn the rules, traditions, and regulations accepted in \_\_\_\_\_ School.

- Aims:
1. To create a feeling of friendliness and at "homeness" among the members of the group.
  2. To develop good citizenship by reading and discussing rules and regulations of the school.

References: McKown, H. C. Home Room Guidance, Chap. 8, McGraw-Hill Company, New York, 1934

Procedure:

Spend the first half of the period in getting acquainted. Use some live get-acquainted game until the students feel at ease with each other.

Discuss the need for rules and laws. From this, guide the discussion to the rules of the:

- (a) Study halls
- (b) Halls and corridors
- (c) Auditorium
- (d) Library
- (e) Class rooms
- (f) Reentering school after absence
- (g) Entering class when tardy
- (h) Going to school library
- (i) Leaving the building when ill
- (j) Lost articles
- (k) By-laws of Associated Students

After the discussion, give an objective test made up of questions similar to those on pp. 221-222 or p. 223 in Home Room Guidance.

## Lesson II. PURPOSE OF HIGH SCHOOL

Purpose: To discuss the value of high school training.

Aim: To formulate in the minds of the students the purpose of attending high school.

Reference: VanDuzer, A. L. Everyday Living for Girls, chap. 8. J. L. Lippincott Company, Chicago, 1936

Procedure: Have the students write five reasons for going to high school. Write the different reasons on the board and discuss them. Use the questions on p. 259 of Everyday Living for Girls for further discussion.

## Lesson III. HISTORY AND TRADITIONS OF THE SCHOOL

Purpose: To develop an interest and pride in school surroundings.

Aim: To learn the history and traditions of the school.

Reference: McKown, H. C. Home Room Guidance, Chap. 8. McGraw-Hill Company, New York, 1934

Procedure: Type questions on the following topics on separate pieces of paper:

1. History and traditions of the school
2. Faculty members of the high school and the subject taught
3. The high school building, size and arrangements of the building, offices, study halls, assembly halls, etc.

4. Care of the building, by whom, expense and problems
5. Fire prevention (laws)
6. Importance of clean, sanitary buildings
7. Problems of the janitor
8. How to beautify the grounds
9. How to beautify the classrooms
10. Care of the school property

Give two questions to each girl. Play the game on "Our School", p. 222 in Home Room Guidance.

#### Lesson IV. FINANCING AND ADMINISTARTING THE SCHOOL

Purpose: To explain the administration of the high school.

Aim: To acquaint the students with financing and administration of the high school; to impress upon them the fact that the community, state, and nation are investing money in their education and so have a right to expect returns on the investment.

Procedure: Have Superintendent or member of the Board speak to students on:

1. Financing the high school
  - a. To whom are you indebted for your education?
  - b. What part does the district share?
  - c. What part does the county share?
  - d. What part does the state share?
  - e. What part does the nation share?

- f. What are the interesting laws pertaining to our high school finances?
  - g. What is the cost of public school education per pupil in \_\_\_\_\_?
2. Laws relating to the administration of our schools.
3. How are the following elected?
- a. Board of education
  - b. Clerk
  - c. Superintendent
  - d. Principal

#### Lesson V. SPECIAL OPPORTUNITIES OF THE SCHOOL

Purpose: To acquaint the students with the special opportunities and advantages offered by the school.

Aim: To help the students to realize that there are many special opportunities for education outside the regular classroom.

Procedure: Have the outstanding representatives from each activity and organization speak for only a few minutes about his activity or organization. Encourage the class members to ask any questions they wish of these students.

## UNIT II

How to Study. Time: 10 weeks.

The methods of teaching used in the high schools are often so different from those of the grade school that the new students are confused. They become discouraged and do not do their best.

In high school they are expected to do more independent work without knowing how. They are given longer assignments without knowing how to study them. Activities are thrust upon them and their class work suffers.

Aims: To teach the students

1. Proper physical conditions of study
2. Proper school and home conditions of study
3. To concentrate
4. To budget her time
5. Proper attitudes of study
6. Proper habits of study
7. How to prepare assignments
8. How to find and use reference material
9. To improve her reading
10. Better methods of study

## Lesson I. SELF CHECKING

Purpose: To help the student to see her need for learning how to study.

Aim: To lead the student to check her own study habits with an idea of improving them.

References: McNelly, A. E. How to Study, pp. 7-8,  
Lyons and Carnahan, Chicago, 1932

Salisbury, Rachel Better Work Habits,  
pp. 1-4, Scott, Foresman and Company, Chicago, 1932

Procedure: Discuss questions similar to those on pp. 7-8 in How to Study by McNelly.

### Lesson II. HEALTH FOR STUDY

Purpose: To help the student to realize that good health is essential for effective study and learning.

Aim: To lead the student to practice good health habits as an asset to learning.

References: Fenton, Norman Self-Direction and Adjustment, pp. 6-27, World Book Company, Chicago, 1927

Whipple, Guy M. How to Study Effectively, pp. 11-13, Public School Pub. Co., Bloomington, Ill., 1927

McNelly, A. E. How to Study, pp. 1-2,  
Lyons and Carnahan, Chicago, 1932.

Procedure: Lead the students to discuss such questions as are listed on pp. 1-2 in How to Study by McNelly.

### Lesson III. HOME CONDITIONS FOR STUDY

Purpose: To help the student to learn the favorable conditions of study in the home.

Aim: To lead the student to increase the favorable conditions of study in her home.

References: Fenton, Norman Self-Direction and Adjustment, pp. 6-27, World Book Co., Chicago, 1932

McNelly, A. E. How to Study, pp. 3-6,  
Lyons and Carnahan, Chicago, 1932

Whipple, Guy How to Study Effectively,  
pp. 13-15, Public School Pub. Company, Bloomington,  
Ill., 1927.

Procedure: With the aid of the students make a list on the board of conditions conducive to study in her own home. Have the students compare their own lists with that on the board. Have each determine how the unfavorable conditions of her home might be bettered. Refer to pp. 5-6 in How to Study by McNelly.

#### Lesson IV. SCHOOL CONDITIONS FOR STUDY

Purpose: To help the student to learn the favorable conditions of study in her school.

Aim: To lead the student to increase the favorable conditions of study at school.

References: Fenton, Norman Self-Direction and Adjustment, pp. 4-6, World Book Company, Chicago, 1932

McNelly, A. E. How to Study, p. 7,  
Lyons and Carnahan, Chicago, 1932

**Procedure:** Discuss with the students the conditions in the school which are not conducive for study. How many of these are the faults of the students? How may these bad study conditions be remedied? Is home study necessary? How do extra-curricular activities interfere with study? How do they benefit? Refer to p. 7 in How to Study by McNelly.

#### Lesson V. CONCENTRATION

**Purpose:** To supply the students some of the factors of concentration that will aid her in learning.

**Aim:** To help the student to learn to concentrate.

**References:** Fenton, Norman Self-Direction and Adjustment, pp. 28-32, World Book Co., Chicago, 1927

McNelly, A. E. How to Study, p. 9-12, Lyons and Carnahan, Chicago, 1932

Sandwick, Richard L. How to Study, pp. 23-27, D. C. Heath & Co., Chicago, 1915

Salisbury, Rachel Better Work Habits, p. 218, Scott, Foresman and Co., Chicago, 1932

Whipple, Guy M. How to Study Effectively, pp. 24-34, Scott, Foresman and Co., Chicago, 1932

**Procedure:** Have the students list those things which distract her while she is studying. Read to the class p. 9 in How to Study by McNelly. Discuss the questions on p. 19 in the same source.

## Lesson VI. BUDGET OF TIME

Purpose: To lead the student to a knowledge of how she spends her time.

Aim: To encourage her to budget her time and use it to the best advantage.

References: For Lessons VI and VII.

McNelly, A. E. How to Study, pp. 11-12,  
Lyons and Carnahan, Chicago, 1932

Fenton, Norman Self-Direction and Adjustment,  
p. 70, World Book Co., Chicago, 1927

Sandwick, Richard L. How to Study, pp. 23-27,  
D. C. Heath & Co., Chicago, 1915

Procedure: Have each student make his own time budget chart similar to the one on p. 12 of How to Study. From this chart ask each student to make a study time schedule.

## Lesson VII. BUDGET OF TIME

Procedure: Lesson VI cont.

Discuss questions on p. 11 of McNelly's How to Study. Ask the students to make another time chart and improve, on the one of the day before. Encourage the students to follow this improved chart.

### Lesson VIII. PROPER ATTITUDES OF STUDY

Purpose: To acquaint the students with the proper attitudes of study.

Aim: To encourage the students to develop these proper attitudes of study.

References: Fenton, Norman Self-Direction and Adjustment, pp. 73-77, World Book Co., Chicago, 1927.

McNelly, A. E. How to Study, p. 13-14,  
Lyons and Carnahan, Chicago, 1932

Salisbury, Rachel Better Work Habits,  
pp. 151-154, Scott, Foresman and Co., Chicago, 1932

Procedure: Place on the board a copy of the Self-Checking Attitudes of Study Chart on p. 14 of McNelly. Have each student check herself. Discuss questions on p. 13 of McNelly.

### Lesson IX. HABITS OF STUDY

Purpose: To acquaint the students with the proper habits of study.

Aim: To encourage the student to develop these proper attitudes of study.

References: Crawford, C. C. The Technique of Study, Chap. 15, Houghton, Mifflin Co., Boston, 1928

McNelly, A. E. How to Study, p. 15-18,  
Lyons and Carnahan, Chicago, 1932

Salisbury, Rachel Better Work Habits,  
Scott, Foresman & Co., Chicago, 1924

Lyman, R. L. The Mind at Work, pp. 93-102,  
Scott, Foresman & Co., Chicago, 1924

Procedure: Place on the board a copy of the Self-Checking Habits of Study on pp. 15-16 in McNelly. Discuss the questions on p. 15 of McNelly.

#### Lesson X. SKILLS NECESSARY FOR STUDY

Purpose: To show the student that many skills are necessary in order to prepare the assignment of any regular subject.

Aim: To encourage the students to learn the skills necessary for preparing an assignment.

References: Crawford, C. C. The Technique of Study,  
Chap. V, Houghton-Mifflin & Co., Chicago, 1932  
McNelly, A. E. How to Study, pp. 19-22,  
Lyons and Carnahan, Chicago, 1932

Procedure: Discuss questions on pp. 19-20 of McNelly.

#### Lesson XI. THE DICTIONARY

Purpose: To show the student that the use of the dictionary is essential.

Aim: To teach the student how to use the dictionary.

References: McNelly, A. E. How to Study, pp. 23-26,  
Lyons and Carnahan, Chicago, 1932

Procedure: Discuss questions on p. 23 of McNelly. Have a set of rules for the use of the dictionary. Allow the students to copy these for future use.

## Lesson XII. THE TEXTBOOK

Purpose: To lead the student to see that a textbook is a very important tool of study.

Aim: To teach the student how to use a textbook.

References: Crawford, C. C. The Technique of Study,

Chap. IV, Houghton-Mifflin Co., Boston, 1928

McNelly, A. E. How to Study, pp. 19-22,

Lyons and Carnahan, Chicago, 1932

Lyman, R. L. The Mind at Work, pp. 314-323,

Scott, Foresman and Co., Chicago, 1924

Procedure: Have the students select a textbook and write the answers to the questions on p. 28 of McNelly.

Discuss the questions on p. 27 of McNelly.

## Lesson XIII. A TOOL--THE LIBRARY

Purpose: To encourage the students to use the library.

Aim: To teach the students how to use the library.

Procedure: Visit the city library. Make arrangements for the librarian to speak to the group.

## Lesson XIV. THE LIBRARY

Lesson XIII (cont.)

Procedure: Explain the use of the school library to the students. Have the school librarian speak to the students.

## Lesson XV. REFERENCE BOOKS

Purpose: To encourage the students to use reference books.

Aim: To teach the students how to use reference books.

Reference: McNelly, A. E. How to Study, pp. 29-34,  
Lyons and Carnahan, Chicago, 1932

Procedure: Ask the students for a list of the reference books which they have found most useful in the school and city libraries. Teachers could add to this list. A suggested list is given on p. 31, McNelly.

## Lesson XVI. READING

Purpose: To encourage the student to read.

Aim: To show the students the purposes in reading.

References: Bird, Charles Effective Study Habits,  
Chap. IV, Century Co., New York, 1931

Lyman, R. L. The Mind at Work, Chap. IV,  
Scott, Foresman and Co., Chicago, 1924

Fenton, Norman Self-Direction and Adjust-  
ment, p. 47, World Book Co., Chicago, 1927

McNelly, A. E. How to Study, pp. 39-71,  
Lyons and Carnahan, Chicago, 1932

Procedure: Discuss the purposes in reading.

## Lesson XVII. GOOD READING HABITS

Purpose: To call the students' attention to the good habits of reading.

Aim: To encourage them to develop these habits.

Reference: McNelly, A. E. How to Study, p. 42,  
Lyons and Carnahan, Chicago, 1932

Procedure: Place the self-checking reading habits test  
on the board which is on p. 42 of McNelly. Discuss  
the questions in this test.

#### Lesson XVIII. READING

Purpose: To show the student that comprehension is as  
essential as rapid reading.

Aim: To increase the reading rate and comprehension of  
facts of the student.

Procedure: Give a comprehension test to the class.  
Discuss the test with the class.

#### Lesson XIX. READING

Lesson XVIII (cont.)

Give a rate and comprehension test to the students.

#### Lesson XX. READING

Lesson XVIII (cont.)

Give another rate and comprehension test to the  
students.

#### Lesson XXI. READING

Lesson XVIII (cont.)

Give a rereading test.

**Lesson XXII. READING****Lesson XVIII (cont.)****Give a rereading test.****Lesson XXIII. READING****Lesson XVIII (cont.)****Give a selective reading test.****Lesson XXIV. READING****Lesson XVIII (cont.)****Give a skimming test.****Lesson XXV. READING****Lesson XVIII (cont.)****Reading rates for different kinds of material.****Lesson XXVI. READING****Purpose: To review the fundamental purposes in reading.****Aim: To help the student to discover what factors decrease her speed of reading.****Procedure: Discuss with the students those factors which have increased or decreased their speed of reading.****Lesson XXVII. METHODS OF STUDY****Purpose: To acquaint the students with a few variations of the general methods of study.****Aim: To help the student to choose those methods which are best suited to different subjects.**

References: Kitson, Harry D. How to Use your Mind, pp. 82-198, J. B. Lippincott Co., Philadelphia, 1926  
 McNelly, A. E. How to Study, pp. 73-75, Lyons and Carnahan, Chicago, 1932  
 Whipple, Guy How to Study Effectively, pp. 35-55, Public School Pub. Co., Bloomington, Ill., 1927

Procedure: Discuss the methods of study on pp. 75-76 in McNelly. Discuss also the questions on p. 73.

#### Lesson XXVIII. PURPOSE OF STUDY

Purpose: To acquaint the students with some of the purposes for which they read in order to acquire information.

Aim: To teach the student to select the best method of study for each purpose.

Reference: McNelly, A. E. How to Study, pp. 77-78, Lyons and Carnahan, Chicago, 1932

Procedure: Discuss the purposes of reading which are given on pp. 77-78 of McNelly's How to Study, in order to acquire information. Have the students select from the Methods of Study on pp. 75-76 the method which they believe is best suited to accomplish each purpose.

## Lesson XXIX. MEMORIZING

Purpose: To acquaint the student with some of the factors which will affect her ability to remember.

Aim: To teach the student how to memorize more easily.

References: Crawford, C. C. The Technique of Study,

Chap. VI, Houghton, Mifflin Co., Boston, 1928

Fenton, Norman Self-Direction and Adjustment,  
pp. 37-47, World Book Co., Chicago, 1927

McNelly, A. E. How to Study, pp. 79-85,  
Lyons and Carnahan, Chicago, 1932

Salisbury, Rachel Better Work Habits,  
Scott, Foresman and Co., Chicago, 1932

Whipple, Guy How to Study Effectively,  
pp. 72-79, Public School Pub. Co., Bloomington, Ill.,  
1927

Procedure: Have the students list their own methods of memorizing. How do they vary with different subjects? Discuss the questions on p. 79.

## Lesson XXX. MEMORIZING

Lesson XXIX (cont.)

Procedure: Discuss the principal factors in remembering on p. 80.

## Lesson XXXI. MEMORIZING

Lesson XXX (cont.)

Procedure: Have the students try the memorizing exercise on pp. 81-82.

## Lesson XXXII. MEMORIZING

Lesson XXIX (cont.)

Procedure: Have the students do the memorizing exercise on p. 83.

## Lesson XXXIII. OUTLINING

Purpose: To teach the students the general rules of outlining.

Aim: To encourage the student to develop the ability to see relationship and connection between ideas.

Reference: McNelly, A. E. How to Study, p. 86,  
Lyons and Carnahan, Chicago, 1932

Procedure: Allow the students to copy from the board rules for outlining. Discuss the question on p. 86 of How to Study by McNelly.

## Lesson XXXIV. OUTLINING

Purpose: To help the student to outline.

Aim: To develop skill in selecting topics of equal rank and to distinguish between main and subordinate ideas.

Procedure: Have the students make a list of subjects which might be placed under these main heads. Ask the students to do the exercise on p. 87 which has been placed on the board.

Lesson XXXV. OUTLINING

Lesson XXXIV (cont.)

Procedure: Do the outlining exercise on pp. 89-90.

Lesson XXXVI. OUTLINING

Lesson XXXIV (cont.)

Procedure: Do the practice exercises on pp. 91-92.

Lesson XXXVII. OUTLINING

Lesson XXXIV (cont.)

Procedure: Do the practice exercises on pp. 93-94.

Lesson XXXVIII. OUTLINING

Lesson XXXIV (cont.)

Procedure: Do the practice exercise on pp. 95-96.

Lesson XXXIX. OUTLINING

Lesson XXXIV (cont.)

Procedure: Do the practice exercise on pp. 97-99.

Lesson XL. OUTLINING

Lesson XXXIV (cont.)

Procedure: Do the practice exercise on pp. 101-103.

**Lesson XLI. NOTE TAKING**

Purpose: To teach the student that note taking is an important technique in methods of study.

Aim: To teach the student how to take notes.

References: McNelly, A. E. How to Study, p. 107-113,  
Lyons and Carnahan, Chicago, 1932

Procedure: Discuss with the students the topics on pp. 105-106.

**Lesson XLII. NOTE TAKING**

Lesson XLII (cont.)

Procedure: Discuss with the students the principles of taking notes pp. 107-108.

Take the exercise on p. 109.

**Lesson XLIII. NOTE TAKING**

Lesson XLII (cont.)

Procedure: Do the exercise on pp. 111-113.

**Lesson XLIV. KEY WORDS**

Purpose: To show the student the importance of key words.

Aim: To help the student to select key words as an aid to fixing facts in the mind.

Reference: McNelly, A. E. How to Study, p. 115-121,  
Lyons and Carnahan, Chicago, 1932

Procedure: Discuss the topics on p. 115. Choose some of the exercises on pp. 117-121 for class work.

**Lesson XLV. PARAGRAPH COMPREHENSION**

Purpose: To show the student the importance of studying by paragraphs.

Aim: To teach the student to get the central thought from each paragraph.

Reference: McNelly, A. E. How to Study, p. 197-113, Lyons and Carnahan, Chicago, 1932

Procedure: Have the students take some of the paragraph exercises on pp. 125-128.

**Lesson XLVI. PARAGRAPH COMPREHENSION**

Lesson XLV (cont.)

Procedure: Have the students take some of the paragraph exercises on pp. 129-133.

**Lesson XLVII. REVIEW OF METHODS OF STUDY**

Purpose: To review the methods of study.

Aim: To fix in the minds of the students the use of these methods of study.

Reference: McNelly, A. E. How to Study, p. 125-136, Lyons and Carnahan, Chicago, 1932

Procedure: Discuss the study methods as they are outlined on pp. 135-136. Have the students do the exercises on pp. 137-139.

**Lesson XLVIII. REVIEW OF METHODS OF STUDY**

Lesson XLVII (cont.)

Procedure: Choose exercises on pp. 141-163 for the students to do.

**Lesson XLIX. REVIEW FOR TESTS**

Purpose: To show the student the importance of review.

Aim: To give the student suggestions for reviewing all subjects.

Reference: McNelly, A. E. How to Study, p. 173,  
Lyons and Carnahan, Chicago, 1932

Procedure: Discuss the questions on p. 173.

**Lesson L. TESTS**

Purpose: To help the student to see the use and importance of tests.

Aim: To give the student procedures which will aid in successfully answering questions.

Reference: McNelly, A. E. How to Study, pp. 175-176,  
Lyons and Carnahan, Chicago, 1932

Procedure: Discuss topics on pp. 175-176.

## UNIT III

How to Be Likable. Time: 20 weeks.

Perhaps the greatest conflicts within the mind of the high school girl are caused because she feels she is different. Her clothes are not just right; she does not know how to improve her personal appearance; she does not know how to do the right thing at the right time; she does not recognize the powers within herself. She wants to improve herself, but she does not know how.

It is the purpose of this unit, How To Be Likable, to:

1. Minimize the conflicts.
2. Help each girl to better understand herself.
3. Cause her to sympathize with the feelings of the other girls.
4. Encourage each girl to definitely start and continue a personal campaign of self-improvement.

Aims: To develop a group of girls who:

1. Know and follow the rules of health.
2. Can be at ease in the society of others.
3. Know how and try to improve their personal appearances.
4. Try to be good citizens.
5. Can play.
6. Can work.
7. Make the most of their abilities.

## Lesson I. SELF-INVENTORY

Purpose: To make the student aware of her own good qualities and weaknesses.

Aims: To arouse in the student so great a desire for self-improvement that she will start a plan of action.

References: Bennett, M. W. Building Your Life, pp. 246-247, McGraw-Hill Co., New York, 1935

Haddock, Laura, Steps Upward in Personality, pp. 59-67, Professional & Technical Press, New York, 1931

Laird, Donald A. Why We Don't Like People, A. L. Glaser Co., 1933

VanDuzer, A. L. Every Day Living for Girls, pp. 353-363, J. B. Lippincott Co., Chicago, 1936

Procedure: Give the students the self-inventory test on pp. 246-247, from Building Your Life. Allow each student to score her own paper. Urge her to make a chart with her likable qualities on one side and the opposite qualities on the other. Suggest that each girl gets her friends or parents to also rate her.

## Lesson II. A LIFE PLAN

Purpose: To show the students some of the prerequisites for intelligent self-direction.

Aim: To get the student to make a plan for her own life.

Reference: Bennett, M. E. Building Your Life, p. 145,  
McGraw-Hill Co., New York, 1935

Procedure: Discuss the numerous life problems which are met by the majority of people. Ask the students to write any problems they would care to discuss on a slip of paper unsigned. Discuss even the most trivial questions; it may be of great importance to some girl. Ask each girl to write out her life plan. It may be modeled after the personal inventory on p. 145 of Building Your Life.

### Lesson III. AIDS TO SUCCESS

Purpose: To discuss some of the things which make for success.

Aim: To get the student to apply these things to her own life.

References: McKown, Harry C. Home Room Guidance,  
pp. 328-329, McGraw-Hill Co., New York, 1934.

Haddock, Laura, Steps Upward in Personality,  
pp. 22-26, Professional & Technical Press,  
New York, 1931

Procedure: Discuss success. Use the paragraph topics from Steps Upward in Personality, pp. 22-26 as a basis. Ask the students to give specific examples from school life in which certain good character traits are necessary. Use the success measurement scale on p. 328 of Home Room Guidance.

#### Lesson IV. CAUSES FOR FAILURE

Purpose: To discuss some of the causes for failure.

Aim: To get the student to recognize her own short-comings.

References: Haddock, Laura, Steps Upward in Personality, pp. 17-19, Professional & Technical Press, New York, 1931

McKown, Harry C. Home Room Guidance, p. 329, McGraw-Hill Co., New York, 1934

Procedure: Discuss failure. Use the paragraph topics from Steps Upward in Personality. Have each student make a rating sheet for every other student in the class, based on the one on p. 329, of Home Room Guidance. The teacher will total the results and make a personal rating sheet for each girl. The other teachers in the school might be asked to rate each student. Each girl would have her rating from her classmates as well as the teachers.

#### Lesson V. THE RELATION OF

#### PHYSICAL HEALTH TO SUCCESS IN BEING LIKABLE

Purpose: To discuss physical health in its relation to successful living.

Aim: To lead the student to see that good physical health is one of the most important factors for successful living.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 115-119, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss questions on p. 116 of Every Day Living for Girls. Place on the board all the outward signs of physical health as they are suggested by the girls. Suggest that each girl take a personal inventory of her own personal health.

#### Lesson VI. THE RELATION OF MENTAL HEALTH TO SUCCESS

Purpose: To discuss mental health in its relation to successful living.

Aim: To lead the student to see that good mental health is one of the most important factors for successful living.

References: Bennett, M. E. Building Your Life, pp. 86-136, McGraw-Hill Co., New York, 1935

Wheatley, William A. and Mallory, Royce R. Building Character and Personality, Chap. XI, Ginn and Co., San Francisco, 1936

VanDuzer, A. L. Every Day Living for Girls, pp. 119-122, J. B. Lippincott Co., Chicago, 1936

Procedure: Using the questions on p. 180-181 of Building Character and Personality, as a basis, the teacher discusses the question of how our feelings affect our actions, and why we act as we do. Ask the girls to name one action of their friends which annoy them. Try to trace the cause of these actions.

### Lesson VII. COMMUNICABLE DISEASES

Purpose: To acquaint the girls with a knowledge of the communicable diseases.

Aim: To teach the spread of the diseases.

Procedure: Ask the school nurse or a doctor to talk to the class on communicable disease. Arrange that the girls may ask any questions they wish of the speaker.

### Lesson VIII. MODERN WAYS OF SECURING HEALTH

Purpose: To inform the girls as to what is being done to improve health conditions.

Aim: To get the girls to try to cure or improve any health defects they may have.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 126-128, J. B. Lippincott Co., Chicago, 1936

Procedure: Make arrangements with the doctors for a complete physical examination including eyes, nose, throat, and teeth to be given to the students free. Discuss with the girls the importance of physical examinations. Encourage them to ask questions. If possible have the school nurse or doctor present to answer these questions.

### Lesson IX. HARMLESS WAYS

#### OF CARING FOR MINOR AILMENTS

Purpose: To acquaint the students with some of the home remedies.

Aim: To teach the students how to use these remedies.

References: VanDuzer, A. L. Every Day Living for Girls, pp. 129-131, J. B. Lippincott Co., Chicago, 1936  
West, Charlotte, Ageless Youth, pp. 39-45 and 71-73, Thomas Y. Crowell, New York, 1935

Procedure: Discuss the use of soda, salt, iodine, liquid green soap, laxatives, boric acid and many other home remedies.

#### Lesson X. FIRST AID

Purpose: To acquaint the students with First Aid information.

Aim: To teach the students to give First Aid.

Procedure: Ask a Girl or Boy Scout adviser, or a Girl or Boy Scout to demonstrate First Aid before the class.

#### Lesson XI. CARE OF THE TEETH

Purpose: To show the importance of good teeth.

Aim: To encourage the girls to take good care of their teeth.

Procedure: Ask a dentist who is a good speaker to talk to the class on the care of the teeth. Arrange with the speaker for the class to ask him any questions they wish.

#### Lesson XII. EYES

Purpose: To show the importance of taking good care of the eyes.

Aim: To lead the girls to have their eye defects cured.

Procedure: Ask an oculist who is a good speaker to speak to the class on the care of the eyes. Arrange with the speaker for the class to ask him any questions they wish.

#### Lesson XIII. HAIR

Purpose: To show that well-kept hair is one of a girl's greatest assets.

Aim: To teach the girls how to care for their hair.

References: Smith, Adelaid, Rockwood, Reuben,  
Modern Beauty Culture, pp. 62-68 and 132-145,  
Prentice-Hall Inc., New York, 1935

West, Charlotte, Ageless Youth, p. 140-168,  
Thomas Y. Crowell, New York, 1929

Procedure: Tell the girls how to wash their hair step by step, methods of washing which harm the hair, the type of water to use, what to do for dry hair, oily hair, dandruff, etc. Encourage them to ask questions. If possible demonstrate the proper ways to wash, brush, massage and dry the hair.

#### Lesson XIV. HAIR

Lesson XIII (cont.)

Procedure: Turn the class into a laboratory for dressing hair. Experiment on the hair of those who wish it.

Ask the girls to criticize the styles of hair dress.  
Discuss appropriate hair dress for various shaped  
faces.

#### Lesson XV. THE SKIN

Purpose: To show the importance of taking care of the skin.

Aim: To teach the girls how to care for their skins.

References: Phillips, M. C. Skin Deep, The Vanguard  
Press, New York, 1934

Smith, Adelaide and Rockwood, Reuben, Modern  
Beauty Culture, pp. 37-45 and 100, Prentice-Hall Inc.,  
New York, 1935

West, Charlotte, Ageless Youth, pp. 45-47  
and 112-139, and 388-408, Thomas Y. Crowell, New  
York, 1929

Procedure: Discuss the care of the skin. Demonstrate the  
proper way to cleanse the skin, the care of dry and  
oily skin and the "beauty aids" which harm the skin.

#### Lesson XVI. MAKE-UP

Purpose: To show the proper use of make up.

Aim: To teach the girls how to put on make up.

Reference: Lady Esther, Make Up Revolutionized,  
2912 Ridge Avenue, Evanston, Illinois

Procedure: Have the girls bring to class their make up  
materials. Allow each girl to choose her type from  
the Lady Esther booklet and practice the proper make  
up for her type.

### Lesson XVII. THE NAILS

Purpose: To encourage the girls to take proper care of their nails.

Aim: To teach the girls how to care for their nails.

Reference: West, Charlotte, Ageless Youth, pp. 280-305, Thomas Y. Crowell, New York, 1929

Procedure: Have the girls bring their manicuring sets to class - at least a file. Turn the class into a laboratory period. Go among the girls and give suggestions as to the care of the nails. Discuss the use of nail polish, etc.

### Lesson XVIII. IMPORTANT HEALTH HABITS

Purpose: To set the girl to thinking of her own health habits.

Aim: To get her to form good health habits.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 145-152, J. B. Lippincott and Co., Chicago, 1936

Procedure: Discuss diversions, food habits, fresh air, sun light, exercise, sleep, drinking water, bathing, etc.

### Lesson XIX. POSTURE

Purpose: To make the girl conscious of her posture.

Aim: To get her to improve her posture.

References: Lane, Janet, Your Carriage, Madam, John Wiley & Son, New York.

VanDuzer, A. L. Every Day Living for Girls,  
pp. 152-156, J. B. Lippincott Co., Chicago, 1936

West, Charlotte, Ageless Youth, pp. 306-324,  
Thomas Y. Crowell, New York, 1929

Procedure: Give the girls posture tests in class. Discuss ways of correcting bad posture.

#### Lesson XX. POSTURE

##### Lesson XIX (cont.)

Procedure: Ask the gymnasium teacher to demonstrate to the class exercises for improving posture. If possible use the gymnasium for this.

#### Lesson XXI. HEALTH PROTECTION

Purpose: To emphasize the need for public health laws.

Aim: To give the students the public health laws.

Reference: City Division of Health, Sanitary Code of your city.

Procedure: Discuss ventilation and lighting of public buildings, lavatory and toilet facilities, lockers and dressing rooms, drinking fountains and sanitation of public swimming pools.

#### Lesson XXII. FOOD FACTS

Purpose: To give the girl food facts which she should have.

Aim: To teach her the results of an unbalanced diet.

Reference: VanDuzer, A. L. Every Day Living for Girls,  
pp. 163-172, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss the 13 minerals which keep the body in good running order, the classifications of foods and the results of an unbalanced diet.

#### Lesson XXIII. A BALANCED DIET

Purpose: To show the necessity for a balanced meal.

Aim: To teach how to make well balanced menus.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 172-177, J. B. Lippincott Co., Chicago, 1936

Procedure: Ask each girl to make a week's menu. Discuss these menus.

#### Lesson XXIV. WEIGHT

Purpose: To show the dangers of diet to the under and over-weight.

Aim: To give suggestions on diet and exercise for the under or overweight.

References: VanDuzer, A. L. Every Day Living for Girls, pp. 177-190, J. B. Lippincott Co., Chicago, 1936

West, Charlotte, Ageless Youth, pp. 67-74 and 78-83, and 84-111, Thomas Y. Crowell, New York, 1929

Procedure: Discuss harmful reducing methods. Demonstrate exercises which are reducing. Discuss safe reducing diets.

**Lesson XXV. DIET****Lesson XXIV (cont.)**

Procedure: Ask the home economics teacher to speak to the students on "What Every Girl Should Know about Food Preparation."

**Lesson XXVI. PERSONAL APPEARANCE**

Purpose: To emphasize the importance of personal appearance.

Aim: To lead each student to improve her personal appearance.

Procedure: Divide the class into groups of 4 or 5 each. Tell each group to sit together. Each group is to select outstanding and attractive persons, (not in the class) and discuss the personal appearance of these people. They are to decide ways of improving the personal appearance. At the end of a given time each group is to select a representative to speak to the rest of the class on what her group has decided on ways improving the appearance.

**Lesson XXVII. HOW DRESS ORIGINATED**

Purpose: To show the difference between fashion and style.

Aim: To teach that it is better to be stylish than fashionable.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 11-16, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss the fashions of the past, how fashions develop and spread, and what is stylish as compared to good taste.

Lesson XXVIII. EFFECT OF GOOD POSTURE ON APPEARANCE

Purpose: To show that the style of one's clothes depends on one's posture.

Aim: To encourage the girls to improve their postures.

References: VanDuzer, A. L. Every Day Living for Girls, pp. 16-19, J. B. Lippincott Co., Chicago, 1936

Pierce, Beatrice, It's More Fun When You Know the Rules, Chapter IX, p. 115, Farrar & Rinehart, Inc., New York, 1935

Procedure: Have those girls who wish to walk slowly across the room. The rest of the class are the judges. They offer favorable or unfavorable comment about the posture of these girls. Form groups in the class who seemingly have the same defects in posture, for group correction and practice. Suggest exercises for each group and encourage them to practice at home or in the school gymnasium.

Lesson XXIX. IMPORTANT ELEMENTS OF DRESS DESIGN

Purpose: To show the effect of line in costume.

Aim: To help the girl to choose the lines which best suit her type.

**Procedure:** Bring to class enough fashion magazines for everyone in the class. Ask each girl to choose from her magazine a complete wardrobe which will be becoming to her. Go among the girls offering suggestions, etc.

### Lesson XXX. IMPORTANT ELEMENTS OF DRESS DESIGN

Lesson XXIX (cont.)

**Purpose:** To show the effect of color in costume.

**Aim:** To help the girl choose the colors which are best suited to her.

**Reference:** VanDuzer, A. L. Every Day Living for Girls, p. 39, J. B. Lippincott Co., Chicago, 1936

**Procedure:** Group the girls into types - petite, athletic, dramatic, business-like, etc. Have each girl make an individual chart like the one on p. 39 of Every Day Living for Girls. Encourage the girls to exchange opinions about each other.

### Lesson XXXI. ECONOMY IN BUYING CLOTHES

**Purpose:** To teach the girls, economy.

**Aim:** To give the girls pointers in buying a wardrobe.

**References:** Brockman, Mary, What Is She Like, Chapt. 5, Charles Scribner & Son, San Francisco, 1936

VanDuzer, A. L. Every Day Living for Girls, Chap. 3, pp. 43-64, J. B. Lippincott Co., Chicago, 1936

**Procedure:** Discuss all the factors that should be decided upon before buying a winter's outfit, in order to save time, money and energy. Have each girl plan a clothing budget for herself to extend over 3 years. Have her inventory the garments which she now has as a basis for her new purchases.

#### Lesson XXXII. CARE OF THE CLOTHES

**Purpose:** To discuss what care should be given clothes every day to make one appear well-groomed.

**Aim:** To encourage the girl to care for her clothes daily.

**Reference:** VanDuzer, A. L. Every Day Living for Girls, pp. 67-85, J. B. Lippincott Co., Chicago, 1936

**Procedure:** Discuss the care of coats and hats, dresses, shoes, stockings and undergarments and accessories.

#### Lesson XXXIII. CARE OF THE CLOTHES

Lesson XXXII (cont.)

**Procedure:** Discuss laundering the various fabrics, dry cleaning, and removing spots, repairing and darning, proper fastenings, tinting and dyeing and making over clothes.

#### Lesson XXXIV. GROOMING

**Purpose:** To show the importance of grooming.

**Aim:** To let the girls see the charm of good grooming.

Procedure: Ask some woman who is a living example of charm and good taste speak to the girls on "The Importance of Grooming."

#### Lesson XXXV. CHARM

Purpose: To study the Ten Commandments of Charm.

Aim: To encourage the girl to improve.

Procedure: Give each girl a copy of Ten Commandments of Charm. Read and discuss it together.

#### TEN COMMANDMENTS OF CHARM

1. Thou shalt love everything that is beautiful, including thyself; and thou must love everybody a little, some maybe very little; many moderately; a few greatly, and finally one man completely, for without the capacity to love, no girl can ever hope to have anything but the merest smattering of charm. And thou shalt be especially kind to those who are at the beginning of life and at its end. Babies and little children, the aged, the suffering, and the feeble shall all be a medium through which thou shalt express thy tenderness. For without tenderness, a woman is like a flower without perfume, a bird without song, a night without stars.
2. Thou shalt speak low but clearly and distinctly. There is no charm in loud voices, and nothing beautiful was ever shouted.

3. Thou shalt listen intelligently, for to listen, though hard, is one way of becoming irresistible. It is better to listen and learn from a clever man than to talk and try to teach a boy of no account. It is better to be considered charming by a superior than a "charmer" by one's inferiors.
4. Thou shalt dress well but to charm by dress thou must appear simple. It is better to look simple and be smart than to look smart and be simple. Know thyself: thy face and form. And above all, take thine care of extremities, thine hat, thine shoes, thine gloves, for it is by those, far more than by the coat or dress that thou art judged.
5. Thou shalt be perfectly groomed for a homely girl with glossy hair, clever soft make-up, white, well-cared-for hands and dazzling teeth is infinitely more charming than the prettiest girl with a crude make-up, dandruff on her shoulder, a run in her stocking, a hole in her glove. To charm, one must always be spotless and shining all ways.
6. Thou shalt not be awkward in gesture, posture, speech or manner - for awkwardness is the opposite of grace. Watch thyself: How thou sittest and standest, for if thou art all elbows and joints, all angles and points, thou canst not be charming. Bodies that move

beautifully, ~~more~~ not in jerks, but in rhythms.  
Grace of body charms the eye often more patently  
than a pretty face.

7. Thou shalt not be selfish and be called charming.

Any man or woman who would charm must possess tact.  
Tact is adroitness in speech and behavior. Clever  
people are all tactful; only the stupid and super-  
beautiful are persistently selfish. The ability to  
give and take charms both men and women alike - and  
a smart girl realizes that she needs both on the  
journey through life.

8. Thou shalt not paint thy face like a poster advertise-

ment. A little painted girl may be charming, but a  
much painted woman is often a painful sight. Deli-  
cacy is charming, because more natural than a tight  
small wave. And the knees of the clever girl are  
her own secret.

9. Thou shalt not use slang, for slang is an abomination

to a woman's lips. It is the trademark of those who  
do not or cannot think of gracious or suitable words  
with which to express their thoughts. It is the mark  
of the ignorant and lazy and above all, it makes poor  
conversation. Slang is odious and should be put, by  
the smart girl, once and for all in the ash can with  
all useless, worn out things.

10. Thou shalt not worry, fuss, fume, fret, or fidget, for all these are fatal to charm. Have confidence in thyself, in others, in life. Think - and then act. There is more charm in self-reliant girls these days than in clinging vines. Be your best self at all times.

Marceline D'Alroy in  
"Smart Set"

#### Lesson XXXVI. TECHNIQUES OF GROOMING

Purpose: To learn how to groom.

Aim: To urge the girls to use the techniques.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 94-108, J. B. Lippincott Co., Chicago, 1936

Procedure: Give a 50 question true-false test over the material on pp. 94-108 in Every Day Living for Girls; add many amusing questions.

#### Lesson XXXVII. HOW WELL ARE YOU GROOMED

Purpose: To help the girls to judge whether they are well groomed.

Aim: To cause the girl to be more careful about her appearance.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 108-112, J. B. Lippincott Co., Chicago, 1936

Procedure: There are 69 questions on grooming on p. 108-112 of Every Day Living for Girls. Give these

questions to the girls. Number them from 1 to 69. Give five points for all questions which have the correct answers. Allow the girls to compare their scores.

Lesson XXXVIII. NECESSARY SOCIAL DEVELOPMENT

Purpose: To review the traits that make a person of value in the world.

Aim: To lead the girl to think of these traits in relation to herself.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 362-363, J. B. Lippincott Co., Chicago, 1936

Procedure: Give each girl a slip containing one of the questions from pp. 362-363 of Every Day Living for Girls. Give every one five minutes to prepare her discussion. Allow her all the freedom she wants in presenting her question. She may carry on a discussion with the other girls or she may tell what she thinks, or she may tell a story to illustrate some point. She should not be allowed to take too much time.

Lesson XXXIX. FAMILY RELATIONSHIPS

Purpose: To recognize the rights of others.

Aim: To encourage the girl in making her family relationships happy ones.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 364-374, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss the respect for the rights of others, doing one's share of the work, right attitude toward parents, brother and sister, co-operation in making a happy home.

#### Lesson XL. PRIDE IN THE HOME

Purpose: To create the feeling that whether a tent or a palace the home is important.

Aim: To help the girl feel a responsibility for her home.

Procedure: Discuss the following or similar questions:

1. Are mothers and daughters always in accord? Why?
2. How may their difficulties be adjusted?
3. What difficulties arise between fathers and daughters? Give your solution for each problem.
4. Make a list of things that can be done to establish good relationships with brothers and sisters.
5. Whose responsibility is the hospitality of the home?
6. Who is responsible for making evenings at home happy? How can it be done?
7. Which contributes more to a home - good taste or money?

### Lesson XLI. PERSONAL RELATIONSHIPS

Purpose: To discuss girl friends.

Aim: To learn what makes a good friend.

Reference: VanDuzer, R. L. Every Day Living for Girls, pp. 375-382, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss the qualities which make a good friend on pp. 376-378, in Every Day Living for Girls.

### Lesson XLII. FRIENDSHIP

Lesson XLI (cont.)

Procedure: Discuss how friends are made and how one may keep friends.

### Lesson XLIII. FRIENDSHIP WITH BOYS

Lesson XLI (cont.)

Procedure: Ask the girls to write on slips of paper any question they wish to ask about girl and boy friendships. Be prepared to answer such questions as:

1. At what age would one start to go out with boys?
2. How may one become the charming girl that boys like?
3. How may a girl get acquainted with a boy whom she would like for a friend?
4. When a girl is annoyed by a boy's attention, what could she say, without hurting his feelings, to make him go away?
5. How should a girl act when a boy compliments her?

6. Is it permissible for a girl to telephone a boy?
7. Is the girl who will not drink or smoke a "poor sport?"
8. What can a girl do to help a boy hold high standards of behavior?
9. If a girl allows a boy to "pet," will he keep it a secret?
10. Is conduct that requires secrecy ever wise?
11. May a girl ask a boy to come to see her?
12. When a boy meets a girl at a party and he apparently likes her, but does not follow up the acquaintance, would it be proper for her to call him?
13. Should a boy and girl ever go to an entertainment "Dutch Treat?"
14. Is education wasted on a girl who marries?
15. Is it possible to have both a career and marriage?
16. Is marriage also a career?
17. At what age is it desirable for a woman to marry for a man?

#### Lesson XLIV. THE KIND OF A GIRL BOYS LIKE

Purpose: To help the girl to see that beauty and wealth are not necessary in order to be popular with boys.

Aim: To lead the girls to see that health, vivacity, good dispositions, and high spirits are necessary.

Procedure: Spend the period discussing the kind of a boy girls like. Keep a list of the "likes" and "dislikes" which the girls have made. Arrange that the boys of the boys' guidance class will make a similar list for the girls.

Lesson XLV. THE KIND OF A GIRL BOYS LIKE

Lesson XLIV (cont.)

Procedure: Copy on the board the list which the boys made for the girls the day before. Discuss the importance of these "likes" and "dislikes" with the girls.

Lesson XLVI. NECESSITY FOR PROPER MANNERS AND CONVENTIONS

Purpose: To show the necessity for proper conduct.

Aim: To show that our conventions and traditions were built on a past need.

Reference: Eichler, Lillian, The New Book of Etiquette, Chap. I and II, Garden City Publishing Co., Garden City, New York, 1924

Procedure: Tell the class of the development of social customs. Allow them to ask questions about the old customs.

Lesson XLVII. HOW MANY DO YOU KNOW

Purpose: To help the students to know how many rules of etiquette they do not know.

Aim: To teach some of the rules.

Reference: Eichler, Lillian, The New Book of Etiquette,  
Garden City Publishing Co., New York, 1924

Procedure: Make 50 true-false questions from The New Book of Etiquette. Give and score this test in class.

#### Lesson XLVIII. TABLE MANNERS

Purpose: To make the students conscious of their table manners.

Aim: To teach the proper table manners.

Procedure: Have a table completely set in the front of the room. Have four girls who are willing, take their places at the table. Have two girls serve the meal. Pretend the whole thing is slow motion picture. Call attention to the correct usage as the girls go through the gestures of eating. Call attention to the proper way to set a table.

#### Lesson XLIX. PARTY MANNERS

Purpose: To make the students conscious of their party manners.

Aim: To teach the proper party manners.

Procedure: Discuss the informal party, the dance, formal parties.

## Lesson L. PARTY MANNERS

Lesson XLVIII (cont.)

Procedure: Arrange for a party. Plan games, etc. Ask the girls to ask questions at any time during the party. Arrange for a hostess, refreshments, etc.

## Lesson LI. PARTY MANNERS

Lesson L (cont.)

Procedure: Arrange with the home economics department for a tea. Encourage conversation, etc.

## Lesson LII. INTRODUCTIONS

Purpose: To cause the girls to be at ease when introducing is necessary.

Aim: To show the girls how to make introductions.

Procedure: Create different situations in which introductions are necessary. Ask the girls who wish to practice before the class.

## Lesson LIII. ESCORTS

Purpose: To make the girl at ease with her escort.

Aim: To teach the girl how to treat her escort.

Procedure: Discuss such questions as:

1. If a boy has invited you to a party at his home, should you accept without receiving an invitation from his mother?
2. Is it all right to refuse an invitation if one has no special reason except not caring to go?

3. Should a girl thank a boy for escorting her home, or is it taken for granted that it is his pleasure?
4. Is it correct to ask a boy whom you have met in a group party to call, if he has escorted you home, or would it seem too forward?
5. Should a girl ask a boy to a party?

#### Lesson LIV. DANCES

Purpose: To help the girl to be at ease at a dance.

Aim: To teach the students dance etiquette.

Procedure: Discuss such questions as:

1. What should the girl say, if anything, to the boy after he thanks her for a dance?
2. When a boy takes a girl to a dance, is it necessary for her to have the first dance with him? The last dance?
3. If you go to a dance and you do not know how to dance, what could you tell a boy who asked you to dance?
4. When a boy asks a girl to dance, what would be the proper thing for her to say in accepting?
5. Should a girl, if she is escorted to a dance, accept an invitation to dance from some one else with whom she is not very well acquainted?
6. Is it correct to go into the dressing room to repair your make-up when at a dance?

7. Is it rude to refuse a dance with a boy?
8. Is it proper for a girl to go to a public dance unescorted?
9. Is it ever proper for a girl to invite a boy to a party or a dance if the boy has never asked her for a date or shown her much attention?

#### Lesson LV. CAR RIDING

Purpose: To help the girl to be at ease with her boy friend.

Aim: To teach the students car etiquette.

Procedure: Discuss such questions as:

1. When you are going driving with a boy, is it polite to powder your nose as he watches you?
2. When entering a two-door sedan, on which side of the boy should the girl sit: left or right?
3. In leaving a machine, would it be rude for the girl to open the door and not wait until the boy opens it for her?
4. How should you refuse if a boy of an undesirable sort asks you to go for a ride?
5. If a machine is crowded, is it all right to sit on a boy's lap.
6. Is it correct to go for a ride with a young man after a party?
7. Should a girl leave a party and go for a ride alone with a boy?

## Lesson LVI. PUBLIC MANNERS

Purpose: To lead the girls to see the importance of good public manners.

Aim: To teach proper public manners.

Procedure: Ask the girls to write questions on slips of paper and hand them in. Discuss these questions, also street, street car, store, church, theatre or movie manners.

## Lesson LVII. LETTERS

Purpose: To teach care in letter writing.

Aim: To help the girl to be a better letter writer.

References: Eichler, Lillian, The New Book of Etiquette, Chap. XII, Garden City Publishing Co., Garden City, New York, 1924

Procedure: Discuss:

1. The etiquette of stationery
2. Form of address
3. Closing a letter
4. Content of the letter
5. "Don'ts" for letter writers

## Lesson LVIII. INVITATIONS AND ACKNOWLEDGEMENTS

Purpose: To teach care in writing.

Aim: To teach the students the proper forms.

Reference: Michler, Lillian, The New Book of Etiquette,  
Chap. XIII and XIV, Garden City Publishing Co.,  
Garden City, New York, 1924

Procedure: Ask the girls to write invitations and acknowledgements in class.

### Lesson LIX. TRAVELLING

Purpose: To make the girl at ease when she is travelling.

Aim: To teach the proper rules for travel.

Reference: VanDuzer, A. L. Every Day Living for Girls,  
pp. 434-442, J. B. Lippincott Co., Chicago, 1936

Procedure: Be prepared to answer such questions as:

1. How should a young woman travelling alone conduct herself?
2. How does one register at a hotel?
3. Whom should one tip when travelling? How much?
4. Is it customary to carry a lunch on a train? In a day coach? In a Pullman?

### Lesson LX. SCHOOL ETIQUETTE

Purpose: To help the girl to be at ease at school.

Aim: To teach the girls the proper rules for right conduct at school.

Reference: McVey, William E. Minimum Essentials in Manners and Right Conduct for High Students,  
Culture Promotion Publications, Chicago.

Procedure: Give each student a copy of Minimum Essentials in Manners and Right Conduct. Ask him to read it the first half of the period. Spend the last of the period discussing any phase of the book the students wish.

#### Lesson LXI. USE OF LEISURE

Purpose: To lead the girls to define leisure.

Aim: To teach the wise use of leisure.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 447-456, J. B. Lippincott Co., Chicago, 1936

Procedure: Be prepared to discuss such questions as:

1. What is meant by leisure?
2. Is idleness leisure?
3. Is leisure time for rest?
4. Is leisure recreation?
5. Is it time for mental growth?
6. Is all your time outside of school hours leisure?
7. Does your mother have leisure time?
8. How much free time do you have at present?
9. How much will you have if you become a young business girl?
10. Why do we have a problem of leisure now?
11. Has the problem always existed?
12. Make a list of those activities which you enjoy most.

13. Make a list of those in which you are interested but in which you seldom take part.
14. List some things which you decidedly dislike.

#### Lesson LXII. OPPORTUNITIES FOR LEISURE

Purpose: To develop opportunities of leisure for the students.

Aim: To get the girls started in some leisure time activities which they would like.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 456-474, J. B. Lippincott Co., Chicago, 1936

Procedure: Have the girls list their outside activities.

Discuss such questions as:

1. What specific advantages come through membership in an organization?
2. Has your church helped you to discover any enjoyable leisure time activities?
3. Do you belong to a community center?
4. In what activities in this do you take part?
5. Where can you go in your community to spend an afternoon or evening without cost?
6. Plan how to spend a day out-of-doors which will involve no extra expense.
7. Do you play tennis, swim, skate, dance, etc.?
8. Would you if you had the chance?

**Lesson LXIII. OPPORTUNITIES FOR LEISURE****Lesson LXII (cont.)**

**Procedure:** Suggest grouping of activities. Allow the girls to join any group she wishes. Plan for competition among and within the groups.

**Suggestions for groups:**

1. Hiking
2. Camp cooking
3. Knitting - other forms of needle work
4. Tennis
5. Collectors (stamps, etc.)
6. Photography
7. Skating
8. Swimming
9. Baseball, volley ball, etc.
10. Bicycle group

**Lesson LXIV. HOBBIES****Lesson LXII (cont.)**

**Procedure:** (This must be arranged before class). Many students have collections of different types. Have a display of these collections. Allow the girls to inspect the collections, and each collector to explain her hobby. Some collections of the people in town might also be used.

## Lesson LXV. BOOKS

Purpose: To encourage students to read during their leisure time.

Aim: To allow the students to motivate each other in reading.

Procedure: Carry on an informal discussion about books. Lead each student to tell of the books she has enjoyed most. Suggest a few good books. Tell just enough about each one so that the students will be led to read them.

## Lesson LXVI. MOVIES

Purpose: To show the difference between good and bad movies.

Aim: To help the students to choose good movies.

Reference: McKown, Harry C. Home Room Guidance, pp. 13-14, and p. 420, McGraw-Hill Book Co., New York, 1934

Procedure: Discuss such questions as:

1. What kind of pictures do you like?
2. Do you like mystery, comedy, tragedy, romance, travelogue or western?
3. Why do you like the ones you do?
4. Take a vote on the three best pictures of the past year.
5. What is the best picture you have ever seen?

6. What is most important about a picture: the star, the director, the acting, the story, the photography, the enjoyment or the character building value?
7. What do you think of the titles of many of our pictures?
8. Why are they used?
9. How are our good pictures advertised?
10. How are the poor pictures advertised?
11. Is advertising misleading?
12. Should you copy the dress of the movie actors?

#### Lesson LXVII. HOME CITIZENSHIP

**Purpose:** To discuss home problems.

**Aim:** To show the girls that they have a responsibility to their home.

**Procedure:** Discuss the following or similar problems:

1. Mary knows that her younger (a year younger) sister, Jane, is doing things which she should not. Jane is the pet of the family, and Mary knows her parents will not believe anything she tells about Jane. Mary loves Jane and wants to protect her. What should she do?
2. Helen's parents do not approve of dancing. All of Helen's crowd dance. Helen has learned to

dance secretly. Should she go to the private dancing parties of her friends, making her parents believe they are not dances?

3. Ann's parents will not allow her to go out at all. She must stay at home even on weekends. Ann's bedroom window is low and she could slip away after her parents are in bed. What should she do?
4. All of Janet's friends have parties, but Janet's parents will not allow her to entertain. Should she go to the parties of her friends?

#### Lesson LXVIII. HOME CITIZENSHIP

##### Lesson LXVII (cont.)

Procedure: Have some understanding woman speak to the class on "Mother-Daughter Relationships."

#### Lesson LXIX. RESPONSIBILITIES IN THE HOME

Purpose: To show that girls do have responsibilities in the home.

Aim: To list the responsibilities.

Suggestions:

1. Take all the care of her room.
2. Help with the meals.
3. Help with the dishes.
4. Do her personal wash.
5. Mend her own clothes.

6. Clean the bath room.

7. Keep her things "picked up."

Discuss problems which arise in assuming home responsibilities.

#### Lesson LXXX. LIVING AWAY FROM HOME

Purpose: To show that there are certain conditions, influences and surroundings which influence the girl living away from home.

Aim: To discuss important considerations for the girl living away from home.

Procedure: Discuss:

1. Should one choose a place to live in a strange city without first consulting someone who has information about the living quarters.
2. Who might one consult in a strange place?
3. Are the advertisements of value?

#### Lesson LXXI. CHOOSING A ROOM

Lesson LXXX (cont.)

Procedure: Discuss questions similar to:

1. How important is the location?
2. Is the house well kept?
3. Would this be a place where you would be proud to invite your friends?
4. Is it convenient to school or your work?

5. Is the price right?
6. With whom must one share the bath?
7. Is the landlady satisfactory
8. What are the rules of the household?
9. Is the house on a dark street?
10. How many people live in the house?
11. How is the house heated?

#### Lesson LXXII. IMPROVING THE ROOM

Lesson LXX (cont.)

Procedure: Discuss:

1. How to arrange a room to the best advantage.
2. How to grow flowers in a room.
3. Arrangement of lighting.
4. Touches which add to the comfort of a room.

#### Lesson LXXIII. PERSONAL RELATIONS IN A PRIVATE HOME

Purpose: To show that one should not be too interested in other people's affairs.

Aim: To teach the girl to be reserved, fair, discreet, and considerate when boarding in a private home.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 325-372, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss such questions as:

1. What should your attitude be toward fellow boarders?
2. Toward your landlady?

3. Should you allow borrowing to become a habit?
4. Should you spend an evening with the rest of the family or the other roomers without an invitation?
5. Should you do your washing in the morning when others want to use the bathroom?
6. Should you leave personal letters, money or jewelry about your room?
7. Should you entertain young men in your room?
8. Should you be careful of the furniture in your room?
9. Should you allow the curtains to blow out the window?
10. Should you leave windows up when it is raining?

Lesson LXXIV. HOW TO HANG PICTURES AND CURTAINS

Purpose: To show that the manner in which curtains and pictures are hung greatly affect the appearance of the room.

Aim: To teach the girls how to hang pictures and curtains.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 333-337, J. B. Lippincott and Co., Chicago, 1936

Procedure: Demonstrate on the board how curtains and pictures should be hung.

## Lesson LXXV. LIVING AT HOME AND ELSEWHERE

Purpose: To show that if a girl is a worthy member of her own real home she should not have difficulty in adjusting herself in later life, if she lives away from home.

Aim: To show that the problems of the home are very much like those any where.

Reference: VanDuzer, A. L. Every Day Living for Girls, p. 350, J. B. Lippincott and Co., Chicago, 1936

Procedure: Discuss the questions on p. 350 of Every Day Living for Girls.

## Lesson LXXVI. STANDARDS OF LIVING

Purpose: To show that there are true and false standards of living.

Aim: To define the true and false standards.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 263-268, J. B. Lippincott and Co., Chicago, 1936

Procedure: Discuss the questions on pp. 267-268 in Every Day Living for Girls.

## Lesson LXXVII. THE IDEAL HOME

Purpose: To show the girl the value of the home.

Aim: To lead her to better appreciate her home.

Procedure: Give each girl a copy of "Ideal Home."  
Read it and discuss it together.

## I D E A L   H O M E

by Arnold Rosenthal

I am the unbuilt house.

Build me, therefore, into a home.

Build me with loving hands, with eager heart. And build me for eternity. For as you build, so shall I stand --over you, ever protecting, day after day, under the sun and rain, so in the long nights of snow and whirling wind.

Build me to last. For I shall be your haven and your children's haven and the haven of your children's children. Build me strong--and beautiful. Let me set back from the road, a figure of repose, reflecting character without presumption, dignity without restraint. Let me exercise the good taste and integrity united in you who dwell inside.

Clothe me in color that is in harmony with my surroundings, and let nature breathe its goodness wherever it may reach. The protection of trees, the affection of vines, and the warm smile of flowers--these I need in abundance.

And then let the friendly welcome of the latch-string trade its joyous way through the line and color of every room. Let me have sunshine and light and laughter.

Build me to live in. Make of me no museum of carefully guarded antiquities. Let my furniture be used: no furniture can be beautiful or good without being useful. And do not fill me up at once. There is time; there is always the future.

Arrange each room, rather, around a few pieces of fine furniture, adding gradually with the advance of years. And so, no piece of furniture need ever be dumped on the trash heap or relegated shamefully to the attic. Such furniture will grow old gracefully. It will become a prized possession to be handed down, like me, to future generations in the secure knowledge that it will prove a magnificent legacy.

I will influence you. I will stimulate you. I will help you to be successful. I will bring out the best that is in you. I will be your home. Your children will be born here, will grow up here, will live their happy days with me. I will be an inextricable part of your memories, swinging with you along the arc of time.

Build me now while the years are young--while we both can be happy and useful members of a fine community. Build me for your own good, for the good of your family, for the good of the nation.

## Lesson LXXVIII. SCHOOL CITIZENSHIP

Purpose: To create the right attitude toward school.

Aim: To encourage the girls to improve.

Reference: VanDuzer, ... L. Every Day Living for Girls, pp. 488-492, J. B. Lippincott and Co., Chicago, 1936

Procedure: Discuss the questions on pp. 491-492 in Every Day Living for Girls.

## Lesson LXXIX. SCHOOL LEADERS

Purpose: To decide what students in school are the leaders.

Aim: To discover the qualities which these leaders have which make them outstanding.

Procedure: Choose 10 girls and 10 boys in the school who are outstanding. List those qualities which make them stand out. See how many of these students have a number of the same qualities.

## Lesson LXXX. DRAMATIZED PROBLEMS

Purpose: To cause the students to see how crude some of their actions are.

Aim: To help the student to make decisions.

Reference: McKown, Harry C. Home Room Guidance, pp. 382-383, McGraw-Hill Co., New York, 1934

Procedure: Play the game "What Would You Do If?" given on pp. 382-383 of Home Room Guidance. Give two students a slip containing the problem. Ask them to dramatize the problem before the class.

#### Lesson LXXXI. DRAMATIZED PROBLEMS

##### Lesson LXXX (cont.)

Procedure: The students will enjoy going on for another day with the dramatized problems.

#### Lesson LXXXII. HOW TO VOTE FOR SCHOOL OFFICERS

Purpose: To teach the students what to look for in voting for student body officers.

Aim: To encourage the students to think before they vote.

Reference: McKown, Harry C. Home Room Guidance, pp. 313-315, McGraw-Hill Co., New York, 1934

Procedure: Discuss the qualities listed for a leader on pp. 313-315 of Home Room Guidance.

#### Lesson LXXXIII. CITIZENSHIP IN THE LIBRARY

Purpose: To teach the proper uses of books and the library.

Aim: To develop the right attitudes toward public property.

Reference: McKown, Harry C. Home Room Guidance, pp. 320-321, McGraw-Hill Co., New York, 1934

Procedure: Discuss the questions on pp. 320-321 in Home Room Guidance on "Our Library and School Citizenship."

## Lesson LXXXLV. THE ALIBI

Purpose: To show the over use of the alibi.

Aim: To get the students to face the truth.

Procedure: Ask the students to list all the alibis they have heard or made in the last 24 hours. Discuss these alibis.

## Lesson LXXXV. DRAMATIZED PROBLEMS

Lesson LXXX (cont.)

Reference: McKown, Harry C. Home Room Guidance, p. 324, McGraw-Hill Co., New York, 1934

Procedure: Divide the group in couples. Give each couple a problem and ask them to dramatize it before the group.

## Lesson LXXXVI. COMMUNITY CITIZENSHIP

Purpose: To teach regard for others.

Aim: To inform the students of the laws.

Procedure: Ask the city judge to speak to the students on "Community Citizenship."

## Lesson LXXXVII. JANE ADDAMS

Purpose: To show how women can be good citizens.

Aim: To review the life of Jane Addams.

Reference: Addams, Jane, Twenty Years at Hull House.

Procedure: Review, or have one of the girls review, this book for the class.

## Lesson LXXXVII. POINTS IN VOTING

Purpose: To arouse an interest in suffrage.

Aim: To learn the rules and regulations for voting.

Reference: VanDuzer, A. L. Every Day Living for Girls,  
p. 498, J. B. Lippincott and Co., Chicago, 1936

Procedure: Discuss the questions on p. 498 of Every Day Living for Girls.

## Lesson LXXXVIII. LAWS

Purpose: To teach respect for law.

Aim: To study some of the laws.

Reference: McKown, Harry C. Home Room Guidance, p. 280,  
McGraw-Hill Co., New York, 1934

Procedure: Discuss the questions on p. 280 of Home Room Guidance.

## Lesson LXXXIX. HONESTY

Purpose: To show that there are many ways of being dishonest which are not always recognized.

Aim: To list some of these ways.

Reference: McKown, Harry C. Home Room Guidance, pp. 275-276, McGraw-Hill Co., New York, 1934

Procedure: Ask one of the leaders in the group to direct the discussion for the day. Give her the list of questions from pp. 275-276 of Home Room Guidance.

Lesson XC. HOW DO YOU JUDGE PEOPLE IN THE COMMUNITY

Purpose: To show that people are judged by what they do.

Aim: To lead the girls to watch their actions.

Procedure: Make a list of problems. Ask the girls to make others and discuss them.

Sample problems:

An adult driver knocks down a pedestrian. It is dark, and he thinks there are no witnesses, so he makes his escape without investigating the injury of the victim.

The Jones family lives in a furnished apartment where light, gas, and hot water are furnished. On the principle that it is all paid for, they practice no economy.

Lesson XCI. ARE FOREIGNERS GOOD CITIZENS?

Purpose: To help the girls to realize the advantages of our own country.

Aim: To review the life of Mary Antin.

Reference: Antin, Mary, Promised Land.

Procedure: Review or have one of the girls review Promised Land for the group.

Lesson XCII. REWARDS OF GOOD CITIZENSHIP

Procedure: Ask the mayor to speak to the group on "Rewards of Good Citizenship."

### Lesson XCIII. PATRIOTISM AND CITIZENSHIP

Purpose: To show that one does not need to wave a flag in order to be patriotic or a good citizen.

Aim: To teach the true meaning of patriotism.

Reference: McKown, Harry C. Home Room Guidance, pp. 299-300, McGraw-Hill Co., New York, 1934

Procedure: Discuss the questions on pp. 299-300, in Home Room Guidance.

### Lesson XCIV. FAMOUS WOMEN CITIZENS

Purpose: To show woman's great contribution to the world.

Aim: To acquaint the girls with some famous women.

Clara Barton	Rosa Bonheur
Mary Lyon	Caroline H. Dall
Frances E. Willard	Helen Faucet
Louisa M. Alcott	J. Ellen Foster
Lady Astor	Elizabeth Fry
Amelia Barr	Harriett Beecher Stow
Julia Ward How	Alice Longworth
Harriet K. Hunt	Mrs. Clemence S. Lozier
Helen Hunt Jackson	Lucretia Mott
Helen Keller	Ann Preston
Clara Louise Kellogg	Adelaide Ristori
Jenny Lind	Elizabeth Cody Stanton
Mary Livemore	Lucy Stone

Procedure: Give the girls a part of the period to prepare a minute speech about each of these women. Have them give these speeches to the class.

Lesson XCV. OREGON WOMEN

Purpose: To show the contributions of Oregon Women to the state.

Aim: To learn about famous Oregon women.

Procedure: Ask a member of the local A. A. U. W. to speak to the girls on "Famous Oregon Women."

Lesson XCVI. TO REVIEW THE UNIT

Purpose: To help the girl to see her job as a whole in improving herself.

Aim: To revive her interest in improving herself.

Procedure: Give each girl a copy of the letter "From a Physician to His Daughter on Her Fifteenth Birthday." Discuss this letter with the girls.  
The letter follows:

LETTER FROM A PHYSICIAN

TO HIS DAUGHTER ON HER FIFTEENTH BIRTHDAY

Dear Kathleen:

You are now fifteen. You are passing from childhood to youth. You are now at life's threshold. It is well at such a time, therefore, to estimate one's present and plan for one's future.

You are strong physically, faithfully obey the laws of life in order that you may reap a harvest of health in all your later years. The feeble are a handicap to themselves and to the community.

You are in school. Be studious, for now your days are golden, apply yourself closely. Have system in your study. Teach your mind how to persist, and to penetrate. Learn all you can of everything. Education consists as much in acquiring a keen and powerful intellect as in the memory of facts.

Also learn all you can outside of school. Listen to instructive lectures. Tolerate only good music; read wholesome literature; know the news of the day. The individual without an education these days is at a disadvantage in life's conflict.

The normal person has but two hands - a right hand and a left hand; a few persons have a third hand. It is called a little behind hand. Therefore be punctual. Procrastination is the thief of time, of opportunity, of life itself. Our lives are short enough at the longest. The wise man does not wait until tomorrow, never procrastinate.

Avoid slang in your conversation. Slang is the chaff among the wheat of pure English.

Court neatness and order--about the person, about the dress, at your desk, in your room. The condition found in corners, drawers and closets often advertises the type of character.

Recreation is as necessary as hard work, a vacation is not always recreation. It is often dissipation. Recreation should relax the mind and body and rest. It should make more efficient, instead of less so, for more hard work.

Always laugh without silliness, and have fun without foolishness.

In all that you do, work with as much speed as may be consistent with thoroughness and accuracy. Speed may be cultivated until it becomes a habit.

Do not shun hard and humble work. The dishpan and the washtub are both ancient and honorable. They are the aristocrats for the kitchen. Despise them not. Be open. Be frank. Be honest. Be true, always to yourself and to others. He that covereth a matter up, runneth the risk of a rude awakening.

You are optimistic, you are not given to much wrong. This is a valuable asset in life's accounting. True optimism, however, is never blind to facts. Keep good company. Choose only helpful companions. Discriminate in your friendships; youth is profoundly influenced by its associates.

Read good books. Some fiction is worth while. Its action is good and its moral tone is elevating. Some magazine novels, though, are cheap. They represent impossible situations and false ideals. They excite, but do not instruct. They consume valuable time. They create a morbid appetite for thrills. They warp the emotional nature. Avoid them.

It has been remarked that you are now fifteen. This means that you are passing from girlhood into womanhood. This transition period is always accompanied by certain physical changes and emotional phenomena. Various feelings of unrest may come over one, tendencies to dissatisfaction, or questions of doubts. You are to guide these feelings. They are not to lead you astray. There may be an unconscious longing for companionship--the companionship of young men. This is normal and legitimate. It is the sex nature developing. But much wisdom is needed just here. Keep your equilibrium; maintain dignified, womanly reserve, through which no trifler may penetrate. Mingle with the opposite sex, but allow no undue advances. Do not allow yourself to become in any way obligated to any. Undue advantage may be taken of it later. Do not encourage any intimate friendship without long and thorough acquaintance. Knowledge before love, not love before knowledge.

Some girls have met disgrace. Think long before acting. Be self-controlled. Seek advice when necessary. So shall your choice for life be wise.

You should now begin to set some definite goal of accomplishment before you. Let it be for a day--a week--a month--a year--for life. Firmly resolve to reach it. Begin now to work for it. You should also now begin to prepare for some trade or profession by which you may later earn a livelihood. No young woman should enter life without the knowledge and ability to support herself; if necessity demands it.

And always remember that the moral life is superior to the physical or mental. Do not forget the religious teachings of earlier days. Believe in God and in the ultimate triumph of good in the world, is a pillar of success in any life, and the second commandment is like unto it--the love of one's fellow-men, both high and low, and the desire to do them good. Be true always to your best moral and religious convictions.

Read this birthday letter over once a month--and ponder.

Your father,

## Lesson XCVII. REVIEW

Procedure: Ask each girl to write a letter to a younger sister. From this unit select those things which you think would help your younger sister. Allow those girls who wish to read their letters.

## Lesson XCVIII. REVIEW

Lesson XCVII (cont.)

Procedure: Give each girl a copy of Suggestions for Mental Health. Read and discuss these suggestions with the girls.

A copy of the suggestions follow.

## SOME SUGGESTIONS FOR MENTAL HEALTH

The Goal: An examined, integrated, mature  
personality adjusted to life.

1. "Know thyself." Understand your problems and be ruthlessly honest with yourself.
2. Familiarize yourself with your inheritance; accept it and make the most of it.
3. Seek facts eagerly and fearlessly be they painful or pleasant. Let no delusion, tradition or prejudice be more precious than truth.
4. Learn to think clearly and to reason accurately, without rationalization or wishful thinking.

5. Face life squarely without dodging; refuse to be dismayed by difficulties; grapple with that which can be improved, and accept the inevitable without self-pity or resentment.
6. Accept your limitations without embarrassment and your skills without conceit.
7. Let emotion enrich and beautify your life but not dominate or determine your plans; emotions should be so disciplined that they serve one's selected goals.
8. Master feelings of insecurity and inferiority by the energetic development in yourself of qualities or skills which will carry prestige in your group.
9. Overcome fears by the discovery and assimilation of their cause.
10. Behave as an adult, overcoming tendencies toward childish attitudes and habits.
11. Avoid retreating within yourself and developing attitudes and procedures which wall you off from other folk; develop interests which establish ties with people. Practice adaptability.
12. Let understanding and sympathy for others take the place of censoriousness, blame and disdain.
13. Avoid day-dreaming--unless you can translate your day-dreams into poetry, music, painting, inventions or constructive behavior.

14. Develop independence; be self-reliant, free from the tyranny of any group with which you are associated.
15. Remember that you are a member of society and, while not enslaved by the group, must make some satisfactory social adjustment to the group.
16. Determine your actions by the actual situation, in the light of possible consequences for all concerned.
17. Make clear-cut, whole-hearted decisions, subject, however, to change in the light of new facts or additional knowledge.
18. Maintain a wholesome attitude toward sex, and achieve a sex-adjustment which in your situation is scientifically sound, socially valuable and reasonably satisfying.
19. Avoid excessive emotional dependence upon your parents.
20. Avoid excessive emotion demand upon your children.
21. Help to develop in your children self-reliance, independence and an ability to make their own decisions and face life with its problems in their own right.
22. Learn to consult specialists, not to escape solving your problems yourself, but to gain help in understanding and mastering your own difficulties.
23. Work with energy and zest, and play with freedom and exuberance.

24. Learn to relax in body and mind, achieving a rhythm of energy and rest.
25. Cultivate a sense of humor which will include a capacity to laugh at your own absurdities.
26. Develop a hobby; have a variety of interests that will enrich and vary your life.
27. Find a "pearl of great price"--some worthy goal, task or life purpose which will mean so much more to you than anything else that it will marshall your energy and enthusiasm and integrate your many desires.
28. Seek and practice religion which is in keeping with the principles of mental health, and which will give your life a meaning in relation to the whole of things and afford a secure adjustment to the cosmos.
29. Maintain periods of meditation and devotion for the development of peace, poise, power and noble purpose.
30. Practice the personality you wish to be.

## Lesson XCIX. REVIEW

Procedure: Ask each girl to tell how she thinks she is improving. If the girls wish they may tell of improvements they have noticed in the other girls of the class.

## Lesson C. TEST

Procedure: Give a 100 true-false questions on the course. This test may be one basis for judging the value of the course to the students. The students should understand that they are not being graded on the course. It is not even necessary for them to sign their names to their papers.

## UNIT IV.

Looking Ahead. Time: 5 weeks.

The interests of high school students change rapidly, and many are not ready to decide on an occupation.

It is not the purpose of this course to give special occupational information to each girl in the class, but it is the purpose of the course to direct her mind toward the future, to cause her to think in terms of some general field. Arrangements are made for individual conferences for those who have decided on a life's work, or for those who want to know where to find special information.

The unit aims to:

1. Develop in the student those general qualities necessary for work.
2. Help her plan for the future.
3. Teach her some of the techniques necessary for getting a job.
4. Teach her how to keep a budget.
5. Teach her how to keep a job.

## Lesson I. STUDENT INVENTORY

Purpose: To get information concerning the students' background and interests.

Aim: To arrange for personal interviews with all students.

Procedure: Give the following blank to each student to fill out.

## Part 1

Date \_\_\_\_\_

1. Name \_\_\_\_\_
2. Birth date \_\_\_\_\_
3. Telephone No. \_\_\_\_\_
4. Birth place \_\_\_\_\_
5. Nationality \_\_\_\_\_
6. Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Hebrew \_\_\_\_\_
7. Height \_\_\_\_ ft. \_\_\_\_ in. Weight \_\_\_\_\_
8. Health \_\_\_\_ good \_\_\_\_ fair \_\_\_\_ poor \_\_\_\_\_
9. Father living? \_\_\_\_\_
10. Mother living? \_\_\_\_\_
11. Age of Father? \_\_\_\_\_
12. Age of Mother? \_\_\_\_\_
13. Age of Brothers? \_\_\_\_\_
14. Age of Sisters? \_\_\_\_\_
15. Do you live with your parents? \_\_\_\_\_
16. Are your parents living together? \_\_\_\_\_
17. Do you have a stepmother? \_\_\_\_\_

18. Do you have a stepfather? \_\_\_\_\_
19. Which members of your family have attended College? \_\_\_\_\_

### Part II

20. To what organizations which are not connected with school do you belong? Boy Scouts \_\_\_\_\_ Girl Scouts \_\_\_\_\_ De Molay \_\_\_\_\_ Sunday School \_\_\_\_\_ Girl Reserves \_\_\_\_\_ Rainbow \_\_\_\_\_ Hi-Y \_\_\_\_\_ Christian Endeavor \_\_\_\_\_ Any others \_\_\_\_\_
21. To what school organizations do you belong? Dramatic Club \_\_\_\_\_ Glee Club \_\_\_\_\_ Orchestra \_\_\_\_\_ Band \_\_\_\_\_ G. A. A. \_\_\_\_\_ Science Club \_\_\_\_\_ School team \_\_\_\_\_ Quill and Scroll \_\_\_\_\_ Paper Staff \_\_\_\_\_ Others \_\_\_\_\_
22. In what sports do you participate? \_\_\_\_\_
23. In what sports would you like to participate? \_\_\_\_\_  
\_\_\_\_\_
24. If you have a hobby, what is it? \_\_\_\_\_
25. How do you usually spend your summer vacations? \_\_\_\_\_  
\_\_\_\_\_
26. Do you make friends easily? \_\_\_\_\_
27. Do you have many acquaintances? \_\_\_\_\_
28. Do you have many close friends? \_\_\_\_\_
29. Do you have any particular pals? \_\_\_\_\_

## Part III

30. Are you self-reliant? \_\_\_\_\_
31. Or do you need urging? \_\_\_\_\_
32. Are you punctual? \_\_\_\_\_
33. Are you tactful? \_\_\_\_\_
34. Are you easily discouraged? \_\_\_\_\_
35. Do you have a good memory? \_\_\_ for persons \_\_\_ for facts
36. Are you careful about your personal appearance? \_\_\_\_\_
37. Do you express yourself better in speech? \_\_\_ writing \_\_\_\_\_

## Part IV

38. What grade have you reached in school? \_\_\_\_\_
39. What major in addition to English? \_\_\_\_\_
40. Do you get along well with your instructors? \_\_\_\_\_
41. Is studying easy for you? \_\_\_\_\_ difficult? \_\_\_\_\_
42. In what quarter of your class do you rank in school?  
   1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_
43. What student activity do you like best? \_\_\_\_\_
44. What claims most of your school time outside of class  
 hours? Study \_\_\_\_\_ Student Activity \_\_\_\_\_ Job \_\_\_\_\_  
 Home work \_\_\_\_\_ Loafing \_\_\_\_\_
45. Have you discontinued school at any time? \_\_\_\_\_
46. Why? \_\_\_\_\_
47. Do your achievements in school suggest any occupation  
 for you to follow? \_\_\_\_\_

## Part V

48. Vocation of your Father \_\_\_\_\_
49. Vocation of your Mother \_\_\_\_\_
50. Occupations of other relatives which have interested you \_\_\_\_\_
51. What occupations does your Mother want you to follow?  
\_\_\_\_\_
52. What occupation does your Father want you to follow?  
\_\_\_\_\_
53. What occupation do your friends suggest? \_\_\_\_\_
54. What occupation do you think is almost ideal? \_\_\_\_\_
55. Why? \_\_\_\_\_

## Part VI

Indicate by a check (x) before the occupations listed below, those which you think you would like.

- |  |   |
|--|---|
| <input type="checkbox"/> Actress               | <input type="checkbox"/> Musician         |
| <input type="checkbox"/> Advertiser            | <input type="checkbox"/> Nurse            |
| <input type="checkbox"/> Architect             | <input type="checkbox"/> Oculist          |
| <input type="checkbox"/> Artist                | <input type="checkbox"/> Personnel Worker |
| <input type="checkbox"/> Artist model          | <input type="checkbox"/> Pharmacist       |
| <input type="checkbox"/> Aviatrix              | <input type="checkbox"/> Photographer     |
| <input type="checkbox"/> Bacteriologist        | <input type="checkbox"/> Physician        |
| <input type="checkbox"/> Banker                | <input type="checkbox"/> Politician       |
| <input type="checkbox"/> Beauty Specialist     | <input type="checkbox"/> Poultry Raiser   |
| <input type="checkbox"/> Bookkeeper            | <input type="checkbox"/> Painter          |
| <input type="checkbox"/> Buyer of Merchandise  | <input type="checkbox"/> Purchasing Agent |
| <input type="checkbox"/> Chemist               | <input type="checkbox"/> Saleswoman       |
| <input type="checkbox"/> Cook                  | <input type="checkbox"/> Scout Executive  |
| <input type="checkbox"/> Dairy woman           | <input type="checkbox"/> Sculptor         |
| <input type="checkbox"/> Dancer (Professional) | <input type="checkbox"/> Stenographer     |
| <input type="checkbox"/> Dietitian             | <input type="checkbox"/> Surgeon          |

- |   |   |
|---|---|
| <input type="checkbox"/> Dress Maker    | <input type="checkbox"/> Tailor             |
| <input type="checkbox"/> Florist        | <input type="checkbox"/> Teacher            |
| <input type="checkbox"/> Geologist      | <input type="checkbox"/> Telegraph Operator |
| <input type="checkbox"/> Home Maker     | <input type="checkbox"/> Telephone Operator |
| <input type="checkbox"/> Journalist     | <input type="checkbox"/> Writer             |
| <input type="checkbox"/> Lawyer         | <input type="checkbox"/> Y.W.C.A. Worker    |
| <input type="checkbox"/> Librarian      | <input type="checkbox"/> Milliner           |
| <input type="checkbox"/> Life Insurance | <input type="checkbox"/> Missionary         |
| <input type="checkbox"/> Maid           |   |

Add any other occupations in which you are interested.

Indicate by a check (x) the school subjects which you like and by a minus (-) the subjects which you dislike.

- |  |  |
|--|--|
| <input type="checkbox"/> Art                 | <input type="checkbox"/> Music (chorus)    |
| <input type="checkbox"/> Arithmetic          | <input type="checkbox"/> Chemistry         |
| <input type="checkbox"/> Algebra             | <input type="checkbox"/> Dramatics         |
| <input type="checkbox"/> U. S. History       | <input type="checkbox"/> Biology           |
| <input type="checkbox"/> Geometry            | <input type="checkbox"/> Physics           |
| <input type="checkbox"/> Trigonometry        | <input type="checkbox"/> Basketball        |
| <input type="checkbox"/> English Composition | <input type="checkbox"/> Swimming          |
| <input type="checkbox"/> Latin               | <input type="checkbox"/> Tennis            |
| <input type="checkbox"/> Civics              | <input type="checkbox"/> Debating          |
| <input type="checkbox"/> French              | <input type="checkbox"/> Public Speaking   |
| <input type="checkbox"/> Bookkeeping         | <input type="checkbox"/> Journalism        |
| <input type="checkbox"/> Shorthand           | <input type="checkbox"/> Health Problems   |
| <input type="checkbox"/> Typewriting         | <input type="checkbox"/> Social Problems   |
| <input type="checkbox"/> Business Principles | <input type="checkbox"/> Physical Training |
| <input type="checkbox"/> Mechanical Drawing  | <input type="checkbox"/> Nature Study      |
| <input type="checkbox"/> Band                | <input type="checkbox"/> History           |
| <input type="checkbox"/> Orchestra           |  |

Add any other subjects which are not listed.

## Lesson II. EDUCATION AND WORK

Purpose: To show the relation of education to the business world.

Aim: What high school subjects aid one in getting a job?

References: VanDuzer, A. L. Every Day Living for Girls, pp. 211-217, J. B. Lippincott, Chicago, 1936

Procedure: Be able to answer questions similar to the following:

1. What subjects taught in high school are considered cultural subjects?
2. Do these subjects help on a job? How?
3. How do these subjects benefit the individual?
4. What is meant by tool subjects?
5. How do they benefit the individual?
6. What subjects should one take if he is going to college? Not going to college?

## Lesson III. HOW TO CHOOSE A VOCATION

Purpose: To discuss some of the things to look for in a study of the vocational field.

Aim: To give the students questions which they should ask about a field in which they are interested.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 226-227, J. B. Lippincott, Chicago, 1936

Procedure: Discuss the questions listed on pp. 226-227, of Every Day Living for Girls.

**Lesson IV. HOW TO CHOOSE A VOCATION****Lesson III (cont.)**

**Reference:** McKown, Harry C. Home Room Guidance, pp. 260-262, McGraw-Hill Book Co., New York, 1934

**Procedure:** Discuss the questions on pp. 260-262 of Home Room Guidance.

**Lesson V. PERSONAL ANALYSIS CHART**

**Purpose:** To have each girl choose some work in which she might be interested.

**Aim:** For each girl to analyze herself in relation to some work.

**Reference:** VanDuzer, A. L. Every Day Living for Girls, pp.229-232, J. B. Lippincott, Chicago, 1936

**Procedure:** Have placed on the board before class the chart on pp. 229-232 from Every Day Living for Girls. Ask every girl to choose some occupation in which she is interested, and make a self analysis. Discuss the comments on the chart.

**Lesson VI. TRAITS NECESSARY FOR ANY JOB**

**Purpose:** To show that there are certain traits which are necessary for all types of work.

**Aim:** To make the girls acquainted with these traits.

**Procedure:** Ask an interesting speaker from the Business and Professional Women's Club to speak to the class on "Traits Necessary for Any Job."

**Lesson VII. SHOULD MARRIED WOMEN WORK**

Purpose: To cause the girl to think about a matter which might cause future trouble.

Aim: To show that this depends on the individual.

Procedure: Discuss:

1. Can a woman have both a career and marriage?
2. Should married women work?
3. Should employers refuse to hire married women?
4. Should a girl educate herself for marriage?
5. Is it necessary for a married woman to be educated? To have college training?
6. What occupations discriminate against women?

**Lesson VIII. POINTS TO CONSIDER IN GETTING A JOB**

Purpose: To acquaint the students with the various means of securing a job.

Aim: To show the girls how to use these means.

Procedure: Discuss:

1. How one learns of vacancies.
2. Getting a job through "pull."
3. Recommendations.
4. Letters of Introduction.
5. Letters of Application.
6. Interview.
7. Application blanks.

## Lesson IX. APPLICATION LETTERS

Purpose: To show the student the importance of an application letter.

Aim: To teach the students how to write an application letter.

Reference: Tanner, William M. Correct English, First Courses, pp. 301-303, Ginn and Co., San Francisco, 1928

Procedure: Have each girl write an application letter in class. Discuss the merits of these letters.

## Lesson X. INTERVIEW

Purpose: To show the students the importance of an interview.

Aim: To show the students how to make an interview.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 243-247, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss with the class the points under the personal interview on pp. 243-247 of Every Day Living for Girls. Demonstrate a personal interview by using members of the class.

## Lesson XI. WOMAN'S PLACE IN THE BUSINESS WORLD

Purpose: To show that woman has a definite place in the business world.

Aim: To interest the girls in a business woman's attitude toward the subject.

Procedure: Ask an interesting woman from the Business and Professional Women's Club to speak to the girls on "Woman's Place in the Business World."

#### Lesson XII. HOW TO HOLD YOUR JOB

Purpose: To show that it is one thing to get a job and another to keep it.

Aim: To give important factors on how to keep a job.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 248-253, J. B. Lippincott Co., Chicago, 1936

Procedure: Discuss the rules on pp. 248-250 in Every Day Living for Girls, also "A Business Creed for School and College Girls" on pp. 251-253 of the same book.

#### Lesson XIII. THE ETIQUETTE OF BUSINESS

Purpose: To show that the etiquette of business differs from that of the social world.

Aim: To give some of the rules of etiquette for business.

Reference: Maule, Frances, She Strives to Conquer, pp. 15-26, Funk and Wagnalls Co., New York, 1936

Procedure: Discuss the etiquette rules for business. Encourage the girls to ask questions.

#### Lesson XIV. THE JOB

Purpose: To encourage the right attitudes toward work.

Aim: To show that every job has its "ups" and "downs."

Procedure: Give every girl a copy of "The Job." Discuss  
the poem. It will arouse many questions.

### THE JOB

But, God, it won't come right; it won't come right!  
I've worked it over till my brain is numb.  
The first flash came so bright,  
Then more ideas after it--flash! flash! I tho't it some  
New constellation men would wonder at.  
Perhaps it's just a firework--flash! fizz! spat!  
Then darker darkness and scorched pasteboard and sour  
smoke.

But, God, the thought was great.  
The scheme, the dream--why, till the first charm broke  
The thing just built itself, while I, elate,  
Laughed and admired it. Then it stuck,  
Half done--the lesser half, worse luck!  
You see, it's dead as yet, a frame, a body--and the heart.  
The soul, the fiery, vital part  
To give it life is what I cannot get. I've tried--  
You know it--tried to catch live fire,  
And pawed cold ashes, Every spark has died.  
It won't come right! I'd drop the thing entire,  
Only--I can't! I love my job.

You, who ride the thunder,  
Do you know what it is to dream and drudge and throb?  
I wonder.  
Did it come to you with a rush, your dream, your plan?  
If so, I know how you began.  
Yes, with rapt face and sparkling eyes,  
Swinging the hot globe cut between the skies,  
Marking the new seas with their white beach lines,  
Sketching in sun and moon, the lightning and the rains,  
Sowing the hills with pines,  
Wreathing a rim of purple round the plains!  
I know you laughed then, while you caught and wrought  
The big, swift, rapturous outline of your tho't  
And then--  
Men!  
I see it now!  
Oh, God, forgive my pettish row.

I see your job. While ages crawl,  
 Your lips take laboring lines, your eyes a sadder light  
 For man, the fire and flower and center of it all--  
 Man won't come right!  
 After your patient centuries,  
 Fresh starts, recastings, tired Gethsemanes  
 And tense Golgothias, he, your central theme,  
 Is just a jangling echo of your dream.  
 Grand as the rest may be, he ruins it.  
 Why don't you quit?  
 Crumple it all and dream again! But no;  
 Flaw after flaw, you work it out, revise, refine--  
 Bondage, brutality and war and woe,  
 The sot, the fool, the tyrant and the mob--  
 Dear God, how you must love your job!  
 Help me as I love mine.

--Sadger Clark

#### Lesson XV. THE COST OF TRAINING--NOT IN DOLLARS OR CENTS

Purpose: To show that study and self-improvement are  
 necessary.

Aim: To encourage the girl to improve herself.

Procedure: Ask another business or professional woman to  
 speak to the group on "The Cost of Training."

#### Lesson XVI. BOOKS AND ARTICLES ON VOCATIONAL CHOICES

Purpose: To give the girls a list of good readings on  
 occupations.

Aim: To encourage the girls to look into various fields.

Reference: Maule, Frances, She Strives to Conquer,  
 pp. 293-298, Funk and Wagnalls Co., New York, 1936

Procedure: Send to the state and city libraries for  
 good books on occupations for women. Arrange an

occupations shelf in the school library. Discuss these books with the girls and encourage them to read along the occupational line.

#### Lesson XVII. GIRLS WHO DID

Purpose: To arouse interest in the work of other women.

Aim: To encourage the girls to study the lives of well-known women.

Reference: Ferris, Helen and Moore, Virginia, Girls Who Did, E. P. Dutton, New York, 1927.

Procedure: Review or have several girls review before the class the book, Girls Who Did.

#### Lesson XVIII. BUDGET

Purpose: To show the need for a working girl to budget her money.

Aim: To teach the girl how to plan a budget.

Reference: VanDuzer, A. L. Every Day Living for Girls, pp. 268-282, J. B. Lippincott, Chicago, 1936

Procedure: Follow the procedure as given on pp. 268-281 in Every Day Living for Girls.

#### Lesson XIX. BUDGET

Lesson XVIII (cont.)

Procedure: Discuss the questions on pp. 281-282 in Every Day Living for Girls.

**Lesson XX. OCCUPATIONS FOR THE MARRIED WOMAN**

**Purpose:** To show that some occupations are more easily followed by married women.

**Aim:** To inform the girls of these occupations.

**Procedure:** Ask a married woman from the local A. A. U. W. who is interested in women's work to speak to the girls on "Occupations for the Married Woman."

**Lesson XXI. BUSINESS TERMS AND PRACTICES EVERY GIRL SHOULD KNOW**

**Purpose:** To acquaint the girls with business terms and practices.

**Aim:** To give her practice in using these business terms and practices.

**Reference:** VanDuzer, A. L. Every Day Living for Girls, pp. 310-312, J. B. Lippincott, Chicago, 1936

**Procedure:** Follow the questions and activities on pp. 310-312 of Every Day Living for Girls.

**Lesson XXII. THE VOICE**

**Purpose:** To show that success in many occupations depends on the voice.

**Aim:** To give the girls methods for improving the voice, accent and diction.

**Reference:** Maule, Frances, She Strives to Conquer, pp. 97-108, Funk and Wagnalls Co., New York, 1936

**Procedure:** Discuss the chapter, "How Are Your Sound  
from She Strives to Conquer."

Lesson XXIII. CLASS SCHEDULE

**Purpose:** To acquaint the students with the class schedules  
for the following year.

**Aim:** To answer any questions which the students may ask  
concerning courses, etc.

**Procedure:** Place next year's schedule on the board. Dis-  
cuss courses, etc. Ask the students to discuss their  
next year's schedule with their parents so that it  
may be made out the next day.

Lesson XXIV. CLASS SCHEDULE

Lesson XXIII (cont.)

**Procedure:** Pass out schedule blanks and ask each student  
to fill out his complete schedule for the next year,  
including study periods and activities. Help the  
students to adjust any conflicts they might have.

Lesson XXV. TEST

**Purpose:** To help the teacher to decide the weaknesses of  
the course, etc.

**Aim:** To remind the student that she is trying to improve  
herself.

**Procedure:** If the teacher of this guidance course wants  
best results, she should ask some other teacher to  
give the test. Students do not sign names to papers.

## GUIDANCE TEST

( ) I. Has the guidance course been of any value to you?

II. Because of this guidance course do you believe that:

- ( ) 1. You know your teachers better
- ( ) 2. You know your school better
- ( ) 3. You know your classmates better
- ( ) 4. You are more courteous
- ( ) 5. You are more careful of your dress
- ( ) 6. You are more careful of your hair, nails, etc.
- ( ) 7. You are better liked by your friends
- ( ) 8. You speak more clearly and more correctly
- ( ) 9. You are more careful of your health
- ( ) 10. You have tried to improve your posture
- ( ) 11. You keep yourself and your clothes cleaner
- ( ) 12. You know better how to conduct yourself
- ( ) 13. You have learned to know your school better
- ( ) 14. You select your courses more wisely
- ( ) 15. You planned your school career more intelligently
- ( ) 16. You appreciate more the importance of education
- ( ) 17. You choose your extra-curricular activities more wisely
- ( ) 18. You know how to study more effectively
- ( ) 19. You are more successful in your school work
- ( ) 20. You feel your own responsibility more
- ( ) 21. You understand the purpose of marks better

- ( ) 22. You were encouraged to plan for further education
- ( ) 23. You know more about opportunities for additional education
- ( ) 24. You are more honest with yourself
- ( ) 25. You are more honest with others
- ( ) 26. You are more truthful
- ( ) 27. More obedient
- ( ) 28. More cooperative
- ( ) 29. More tolerant
- ( ) 30. More reliable
- ( ) 31. More loyal
- ( ) 32. More thoughtful
- ( ) 33. More courageous
- ( ) 34. More respectful
- ( ) 35. More kind
- ( ) 36. More appreciative
- ( ) 37. More friendly
- ( ) 38. More self-control
- ( ) 39. You have a better disposition
- ( ) 40. You are more careful of your good name and reputation
- ( ) 41. You are a better school citizen
- ( ) 42. You are more interested in improving your school
- ( ) 43. You know better how to select leaders
- ( ) 44. You are more careful in electing officers
- ( ) 45. You practice good sportsmanship better
- ( ) 46. You are more careful of your school's reputation

- ( ) 47. You are more careful of school property
- ( ) 48. You are more careful to follow rules and regulations
- ( ) 49. You like your school better
- ( ) 50. You know more about vocational requirements

III. Do you like guidance? \_\_\_\_\_

IV. Should you like to take guidance another term? \_\_\_\_\_

V. Do you like your guidance teacher? \_\_\_\_\_

VI. Do you like most of the material presented in guidance? \_\_\_\_\_

VII. Do you like the way most of the material has been presented? \_\_\_\_\_

VIII. Do you get to participate as much as you would like? \_\_\_\_\_

IX. Do you have an opportunity to discuss things in guidance? \_\_\_\_\_

X. What parts of guidance did you like best? \_\_\_\_\_

\_\_\_\_\_

XI. What parts of guidance did you like least? \_\_\_\_\_

\_\_\_\_\_

XII. Can you recall subjects discussed that were a waste of time? \_\_\_\_\_ What? \_\_\_\_\_

XIII. What suggestions do you have for improving the guidance program? \_\_\_\_\_

\_\_\_\_\_

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A SURVEY OF GUIDANCE COURSES IN THE OREGON HIGH SCHOOLS

1. Is there any person, or are there any persons who are assigned the special responsibility of pupil adjustment and guidance in your school? Yes        No.       

<u>Titles</u>	How much time does each devote to the work?
_____	_____
_____	_____
_____	_____

2. Please check any of the courses listed below which are taught in your high school.

	Yes:	No:	Year	Credit:	Sem.:	Year :	What texts
	:	:	:Given	:Given	:Subj.:	:Subj:	are used?
a. Orientation	:	:	:	:	:	:	:
b. How to study	:	:	:	:	:	:	:
c. Mental hygiene	:	:	:	:	:	:	:
d. Personal hygiene	:	:	:	:	:	:	:
e. Health	:	:	:	:	:	:	:
f. Occupations	:	:	:	:	:	:	:
g. Character Education	:	:	:	:	:	:	:
h. Exploratory courses	:	:	:	:	:	:	:
i. General courses	:	:	:	:	:	:	:
j. Use of leisure	:	:	:	:	:	:	:
k. Hobbies	:	:	:	:	:	:	:
l.	:	:	:	:	:	:	:
m.	:	:	:	:	:	:	:

(a) Do you have a special organized course which includes several or all of the above mentioned subjects in one course?

(b) What is the course called? \_\_\_\_\_

(c) Place a check at the left of each of the above courses which are included in your course. (May we have an outline of the course?)

3. Which of the following devices are utilized for advisory purposes? Please check.

- |                                   |       |                      |       |
|-----------------------------------|-------|----------------------|-------|
| a. Showing of films?              | _____ | i. Drives?           | _____ |
| b. Assembly talks?                | _____ | j. Student Council?  | _____ |
| c. Assembly playlets?             | _____ | k. Vocational        | _____ |
| d. Radio?                         | _____ | Conference?          | _____ |
| e. Guidance bookshelf in library? | _____ | l. Guidance bulletin | _____ |
| f. Guidance posters? +            | _____ | boards?              | _____ |
| g. Guidance exhibits?             | _____ | m. _____             | _____ |
| h. Club activities?               | _____ | n. _____             | _____ |

4. Does the school have a cumulative record card or folder for each student? Yes \_\_\_ No \_\_\_

5. Please check the items below about which information is kept on the cumulative record.

Health	_____	Home conditions	_____
Intelligence	_____	Pupil ambitions	_____
Standardized tests	_____	Reading interests	_____
Vocational interests	_____	Play interests	_____
School marks	_____	Character rating	_____
Avocational interests	_____		

6. Please check which of the following tests are used in your school.

	Yes	No	Who gives the test?	Name of tests	Year given (1, 2, 3, etc.)
Reading					
Intelligence					
Vocabulary					
Interest					
Concentration					
Achievement in					
History					
English					
Mathematics					
_____					
_____					
_____					

7. (a) Do incoming students participate in a carefully worked out orientation course? Yes \_\_\_ No \_\_\_

(b) Is this conducted by homerooms? \_\_\_ class groups? \_\_\_ Clubs? \_\_\_

(c) Check any of the following topics which you use:  
(Please add any other topics)

1. Opportunities of the school
2. Special opportunities for education out of school
3. Financing the high school
4. How to choose one's life work
5. How to develop a better personality
6. Study of various occupations
7. Diet and health
8. How to beautify the school grounds
9. Rules of etiquette
10. Appropriate dress

