

A SURVEY OF THE PROBLEMS OF PACOLET HIGH
SCHOOL SENIORS WITH MATERIALS USED
BY THE LIBRARIAN FOR HELPING
THEM FIND SOME SOLUTIONS

A Thesis
Presented to
the Faculty of the School of Education
Appalachian State Teachers College

In Partial Fulfillment of the
Requirements for the Degree
Master of Arts in Education

by
Hazel Henrickson

William Leonard Hurst
Appalachian Collection

App Coll
Z
675
.53
H46
1958

A SURVEY OF THE PROBLEMS OF PACOLET HIGH
SCHOOL SENIORS WITH MATERIALS USED
BY THE LIBRARIAN FOR HELPING
THEM FIND SOME SOLUTIONS

by

Hazel Henrickson

Approved by:

Lla Taylor Justice

Chairman of Thesis Advisory Committee

Herbert W. Wey

Director of Graduate Study

Eunice Query

Major Professor

William Carse

Major Professor

W. F. Smith

Minor Professor

ABSTRACT

The study was conducted by the librarian and senior class sponsor of Pacolet High School located in Pacolet, South Carolina. Seniors were administered the SRA Youth Inventory and the Iowa Silent Reading Advanced Test at the beginning of the senior year. The study covered the three year period from 1956 through 1958.

It was the purpose of the study (1) to determine the problems of Pacolet High School seniors as revealed through the SRA Youth Inventory; (2) to compare the problems of boys and girls as a basis for guiding them in solving some of their problems; (3) to present materials the librarian has provided and recommended to seniors for gaining insight into their problems; and (4) to propose recommendations for improving the library services to contribute more to the guidance program.

Areas covered in the Inventory were My School, Looking Ahead, About Myself, Getting Along with Others, My Home and Family, Boy Meets Girl, Health and Things in General. The librarian, taking into consideration the reading abilities of the students, prepared lists of fiction and non-fiction books, pamphlets and filmstrips based on problems checked by students.

Each senior was interviewed by the librarian after she had studied his responses to items in the Inventory. During the course of the interview, the writer recommended to each

individual selected books which were related to the problems he had checked.

The Cumulative Reading Record developed by the National Council of Teachers of English was kept by each student. On the record books read were evaluated in code. A figure indicated how well he liked the book, and one, two or three letters indicated what he liked and disliked about it.

As a follow-up, the class of 1958 was re-administered the Inventory at the end of the year. Results were compared with findings of the first administration. Reading records were studied to determine to what extent students had read books in problem areas.

Findings of the survey revealed that in the order of their significance for Pacolet High School seniors the problem areas were: Looking Ahead, About Myself, My School, Getting Along with Others, Things in General, Boy Meets Girl, Health and My Home and Family.

A study of the reading records and a comparison of items checked in September with those checked in May revealed that most students who had read books related to their problems did not check the same items in May that they had checked in September.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM.	1
The Problem	1
Statement of the problem.	2
Importance of the study	2
Limitations of the study.	4
Methods of Research	4
Overview of Organization.	5
II. REVIEW OF THE LITERATURE	7
Literature on Problems of Adolescents	7
Literature on Novels Dealing with Adolescent Problems	13
Literature on Bibliotherapy	15
III. THE MATERIALS USED AND GROUPS STUDIED.	20
SRA Youth Inventory.	20
Iowa Silent Reading Advanced Test.	21
Groups Studied	22
IV. LIBRARY MATERIALS RELATED TO PROBLEM AREAS . . .	33
Books.	33
Pamphlets.	35
Filmstrips	35
Book Lists	36
Periodicals.	36

CHAPTER	PAGE
	11
Display Materials	36
Suggested Readings for Eight Problem Areas . .	38
Suggested Readings for Area I.	39
Suggested Readings for Area II	42
Suggested Readings for Area III.	44
Suggested Readings for Area IV	45
Suggested Readings for Area V	47
Suggested Readings for Area VI	48
Suggested Readings for Area VII.	49
Suggested Readings for Area VIII	50
Suggested Reading Lists.	51
Suggested Periodicals.	51
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	52
Summary.	52
Conclusions.	54
Recommendations.	55
Action Suggestions for Improving Library Services to Contribute More to the Guidance Program	56
BIBLIOGRAPHY.	57
APPENDIX.	59

LIST OF TABLES

TABLE	PAGE
I. Grade Equivalents on the Iowa Silent Reading Advanced Test	23
II. Comparison of Items Checked by Boys and Girls in Group I	26
III. Comparison of Items Checked by Boys and Girls in Group II.	28
IV. Comparison of Items Checked by Boys and Girls in Group III	30
V. Total Number of Problems Checked by Composite Group	32

CHAPTER I

THE PROBLEM

One of the major concerns of the librarian of Pacolet High School has been how to help seniors find solutions to their problems as revealed through the SRA Youth Inventory. Areas of the Inventory were My School, Looking Ahead, About Myself, Getting Along with Others, My Home and Family, Boy Meets Girl, Health and Things in General.

Seniors were encouraged to turn to many persons for help in seeking solutions to their problems. Teachers, administrators, parents, religious leaders and medical men were among adults from whom they sought guidance.

Beyond the area of personal contacts, students were urged to turn to other persons through their writings. The librarian, believing that books can have a powerful influence over young people, endeavored to provide materials related to the eight areas of the Inventory.

As librarian, the writer has considered guidance her chief interest and has used books and non-book materials as channels of approach to young people. She has endeavored to learn more about backgrounds, abilities, interests, achievements and aptitudes of Pacolet High School seniors in an effort to assist them in problem solving. She has attempted

to provide guidance which assisted students to secure information about themselves and their environments. Such guidance led them toward insight into their own problems, then permitted and encouraged them to make their own decisions.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the problems of seniors of Pacolet High School as revealed through the SRA Youth Inventory; (2) to compare the problems of boys and girls as a basis for guiding them in solving some of their problems; (3) to present materials the librarian has provided and recommended to seniors for gaining insight into their problems; and (4) to propose recommendations for improving library services to contribute more to the guidance program.

Importance of the study. Adolescent problems represent a challenge to every librarian. Among the most valuable of the natural resources with which we must build our world are the young people. Like other resources, they should not be wasted; they should be developed carefully, rationally and constructively. In such development, reading can play an important role.¹

¹Frances Henne, Youth, Communication and Libraries, (Chicago: American Library Association, 1949), p. 30.

With maturity the individual finds that there are many problems in life which he has not been able to solve satisfactorily through his own efforts. He finds many questions are not answered adequately through textbooks at school. He finds himself in need of standards for guiding him in evaluating his behavior in everyday activities.²

Educators have found that the use of books in helping normal youth meet their problems appears promising. As they have acquired techniques for finding out the needs and concerns of youth through the use of checklists and questionnaires, and as they have examined mechanisms by which behavior can be modified, they have found literature and books rich in situations which parallel those in which young people find themselves.³

To suggest that reading is the answer to helping youth adjust to all the pressures of life is absurd. To indicate that reading may be one approach the skillful librarian may use appears reasonable. It was this viewpoint that motivated the writer to provide and promote the use of library materials related to the areas covered in the SRA Youth

²Florence D. Cleary, Blueprints for Better Reading, (New York: H. W. Wilson Company, 1957), p. 119.

³Karl C. Garrison, "Developmental Tasks and Problems of the Late Adolescent Period," Education, 76:235, December, 1955.

Inventory.

Limitations of the study. In using the checklist for identifying problems, it was impossible to measure the intensity of the student's concern.

Students with reading difficulties could not be helped to a great extent, because they were poorly equipped for gaining a deep understanding of the values in books. Many of them read only those books which were required by English teachers.

The librarian, who had many additional responsibilities, could not devote sufficient time to counseling students. Skillful discussion of books is a basic requirement for teaching attitudes and values.

The nine month period in which the writer worked closely with each group was not always sufficient for identification of problems and pursuit of satisfactory solutions.

Evaluation of the effects of reading is difficult since cause and effect relationships are almost impossible to isolate or assess.

II. METHODS OF RESEARCH

The SRA Youth Inventory was used for identification of problems. A copy may be found in the appendix. Cumulative records were studied. Scores on intelligence and achievement tests and Iowa Silent Reading Advanced Tests were carefully

considered. Profile sheets revealed results of interest inventories and aptitude tests. Data related to occupation and education of parents provided information about family backgrounds. Every source of information about each student was explored.

An interview with each student was scheduled as soon as the SRA Youth Inventory had been administered and checked. At that time, the writer recommended books to each individual. Books recommended were selected from lists related to the problem areas. The lists are included in chapter V.

The Cumulative Reading Record developed by the National Council of Teachers of English was kept by each student. On the record books read were evaluated in code. A figure indicated how well he liked the book, and one, two or three letters indicated what he liked and disliked about it. In addition, book cards were kept and studied. A copy of the Cumulative Reading Record is included in the Appendix.

As a follow-up, Group III was re-administered the Inventory at the end of the year. Results were compared with findings of the first administration. Reading records and book cards were studied to determine to what extent the student had read books in his or her problem areas. Several case studies are included in the appendix.

III. OVERVIEW OF ORGANIZATION

Chapter one included an introduction, statement of the problem, importance of the study, limitations of the study,

methods of research and an overview of the organization of the paper.

Chapter two was devoted to the review of the literature in the following fields: Problems of Adolescents, Novels Dealing with Adolescent Problems and Bibliotherapy.

Chapter three covered materials used and groups studied. Results of the SRA Youth Inventory and the Iowa Silent Reading Advanced Test were presented. Data were presented to show which problems were checked by most boys and girls and the number of problems checked in each area by students in all groups.

Chapter four contained lists of books, pamphlets, filmstrips, book lists, periodicals and display materials used with seniors.

Chapter five contained a summary, conclusions and recommendations for improving the existing library services to contribute more to the guidance program.

The Appendix contained a copy of the SRA Youth Inventory, the Cumulative Reading Record and several case studies.

CHAPTER II

REVIEW OF THE LITERATURE

Several different samplings of young peoples' problems reveal the responsibilities our youth want to take and the things that bother them. A poll taken by the Midcentury White House Conference on Children and Youth showed that they are concerned about many things.

I. LITERATURE ON PROBLEMS OF ADOLESCENTS

According to Purdue Opinion Panel for Young People, they wish they knew how to study more effectively, they want to know how much ability they actually have, they want people to like them better and they desire work experience. Boys are concerned about the possibility of another war, they are interested in making the world a better place, and express concern over race prejudice.¹

Augusta Jameson contends that insight into adolescent problems may be gained if those guiding the young people realize that youth are striving to achieve group acceptance, personal identity and future security. Adolescents are faced with a host of trifling and tremendous decisions that must be

¹E. M. Duvall, "Helping Them over the Hurdles," National Parent Teacher, 33:17, March, 1956.

made, not only on the say-so of others, but out of their own experiences. They are coming to terms with the opposite sex, and with all the frightening and fascinating possibilities that make up a man-woman world.²

Mary Gallman, a high school English teacher, organized a unit around adolescent problems. She used theme writing as an approach for helping her students think intelligently of their own problems. The one most frequently mentioned was insufficient time for performing required duties or for social activities. Personal habits, personal appearances, financial insecurity and discord between brothers and sisters were mentioned frequently. Problems related to school and its activities were prominent. How to study, oral and written expression and parallel reading were among those in the school category. Uncertainty about the future, choice of college, choice of career and need of work experience caused anxiety. Boy-girl relationships and making and keeping friends were not uncommon worries.³

A study conducted by Marvin C. Dubbe revealed the problems young people could not talk over with their parents.

² Augusta Jameson, "Why Do They Act Like That?" National Parent Teacher, 33:17, October, 1955.

³ Mary Gallman, "Pupils Have Their Problems, Too," Clearing House, 32:539, May, 1958.

Sex and petting were at the most difficult end of the scale. Misbehavior, health, failures and defeats, engagement, beliefs, smoking, drinking, clothes and fears were additional problems named by college freshmen when they were questioned about high school worries.⁴

Dr. C. A. Bucher wrote at length about the day and age in which adolescents live. He stated that characteristics of the age through which youngsters are passing influence their adjustment or lack of it. Tension, uncertainty, low morality, family and home conflicts, competition and materialism are characteristics of the times that must be closely examined if adolescent problems are to be solved. To aid in solving youth problems, it is important to know the adolescent during various stages of his development and the influences that are playing upon his personality.⁵

With the broad goal of understanding more about adolescent boys, the Boy Scouts of America, in 1954, sponsored a survey. Activities, interests, involvements, and concerns of adolescent boys were studied. Essentially, boys are striving to gain independence from the family, to achieve

⁴Marvin C. Dubbe, "What Young People Can't Talk over with their Parents," National Parent Teacher, 58:18, October, 1957.

⁵C. A. Bucher, "The Atomic Age Strikes Youth," Educational, 76:204-205, December, 1955.

satisfactory relations with age mates, and to establish economic independence.⁶

Well over half the boys reported current concern over problems of achieving, either in school or on a job. Right after high school seemed to be the point of most concern for them. They wondered about their suitability for college and their abilities in the vocational world. Family relationships, personal appearances, social skills and financial dependence were common worries.⁷

In a discussion of the problems of both boys and girls, Dr. K. C. Garrison brought out the fact that it is necessary for them to accept their aptitudes, abilities and limitations; to select and prepare for a vocation; to attain social and sexual maturity; to prepare for and accept their role as a citizens; and to attain a more stable philosophy of life.⁸

According to Dr. Garrison's findings, a common source of anxiety among adolescents centers around passing examinations, graduating from high school, entering college and preparing for a vocation. He stated one of the major difficulties encountered by youth in entering the labor market

⁶S. B. Withey, "What Boys See as Their Problems," Education, 76:210-213, December, 1955.

⁷Ibid., p. 211.

⁸Garrison, op. cit., p. 232.

to be lack of work experience. In the same study problems related to going steady and getting married were prevalent among high school seniors.

A large percentage in Dr. Garrison's sample had an intense interest in philosophical and religious values. They were interested in the purposes and goals of life and were concerned about standards of conduct. At the time of such concerns, developing a consistent philosophy of life becomes extremely important.⁹

In another research study conducted by John G. Darley and Cornelia T. Williams, almost two-thirds of a typical high school student body were interviewed by counselors from the University of Minnesota. The counselors found that vocational problems occurred most frequently and educational problems showed the second highest rate of occurrence. Social or personal adjustment problems were third in order of incidence. Financial problems came next; family adjustment difficulties were fifth; and health problems were least frequent.¹⁰

⁹Ibid., p. 235.

¹⁰Clifford P. Froelich and John G. Darley, Studying Students (Chicago: Science Research Associates, 1952), p. 364.

In the Teacher's Supplement to Points for Decision, a book based on helping youth solve their problems, highly personalized problems common to adolescents are listed as:¹¹

1. Understanding their physiological development.
2. Getting ready to enter a career, to marry and to establish a home.
3. Developing as fully as possible the desirable aspects of their personalities.
4. Being successful at their present job--school.
5. Understanding and achieving their appropriate sex roles.
6. Achieving satisfying social roles.
7. Moving from dependence on adult authority to self-dependence.
8. Achieving good mental health so they are well adjusted personally and socially.
9. Developing a wholesome philosophy of life, including the ability to make value judgments.

Consensus of opinion is that educators have an obligation to help young people while they are still in school to meet more successfully the problems they are to face in later years. Those persons charged with counseling youth in the classroom and library should be real human beings, full of warmth in their relationships, interested in others, and having a keen desire to help others. But helping others consists fundamentally in assisting them to help themselves, to steer their own courses and to make their own decisions.¹²

¹¹Harold J. Mahoney, Teacher's Supplement to Points for Decision, (New York: World Book Company, 1957), p. 2.

¹²Percival M. Symonds, "Implications for the Counselor," Education, 76:247, December, 1955.

II. LITERATURE ON NOVELS DEALING WITH ADOLESCENT PROBLEMS

Writers, noting the heightened attention given to adolescents and their problems by psychologists, educators and librarians, have turned to the personal concerns of the teen-ager as the focus of many of their novels.

In a timely article on teen-age literature, Margaret A. Edwards evaluated the work of such popular novelists as Emery, Stolz, Cavanna, Felsen, Daly, DuJardin, Craig, Summers, Tunis, Bowen and others. She frankly stated that defenders of their novels would not recommend them for the Great Books list but that they have their good points. They are wholesome, and those which focus on problems common to adolescents are well-told stories about credible adolescents working out their problems in credible situations.¹³

The stories illustrate for underprivileged girls how nice girls attract boys, how they converse, how they dress and how they fit into family circles. Boys discover, through reading, that their problems are not unusual but have been faced and solved by others. They may take courage and make quicker and better adjustments when they read that others have come through all right.

¹³Margaret A. Edwards, "Let the Lower Lights Be Burning," English Journal, 46:464, November, 1957.

Sports stories speak a man's language; many boys will read them and learn obvious truths. John Tunis realized this and undertook in his stories to bring home to boys the practical lessons of democracy.

Frederic I. Carpenter examined the work of J. D. Salinger, Carson McCullers and Jessamyn West. His belief is that the novels which have achieved genuine maturity, and sometimes greatness, are those which have entered into the confusions of adolescents at first hand and have described them through the eyes of their characters. The central theme of books by these three authors is the individual's search for genuine values. The quality which runs through their stories is a common hatred of hypocrisy and a search for integrity.¹⁴

A dim view of teen-age novels has been taken by Frank G. Jennings who says that the stuff of adolescent literature, for the most part, is mealy-mouthed, gutless and pointless. He describes the novels as gum drop fiction which avoids both question and answer.¹⁵

Richard S. Alm contends that while some novelists present sugar puff stories of what adolescents should do and

¹⁴Frederic I. Carpenter, "The Adolescent in American Fiction," English Journal, 46:313, September, 1957.

¹⁵Frank G. Jennings, "Adolescent Literature--Pap or Protein?" English Journal, 45:530, December, 1956.

believe, not all novels written for teen-agers are, from a literary point of view, trivial. In Anne Emery the teen-aged reader has a novelist of considerable merit. Betty Cavanna and Mary Stolz are writers of importance. Undoubtedly the most widely talked about and the most highly praised of all contemporary novels for the adolescent is Maureen Daly's Seventeenth Summer.¹⁶

Most stories dealing with adolescent problems have greater appeal for girls than for boys, and more teen-age problem novels have been written for girls than for boys. However, John R. Tunis, Marjorie Rawlings, and James Street are among authors who have written for boys.¹⁷

III. LITERATURE ON BIBLIOTHERAPY

Bibliotherapy has been defined by Dr. T. V. Moore of the Catholic University of America as a kind of therapy that can be practiced by anyone with common sense and a warm personal interest in the welfare of youth.¹⁸

Librarians have an opportunity to contribute to

¹⁶Richard S. Alm, "The Glitter and the Gold," English Journal, 44:315-322, September, 1955.

¹⁷Ibid., p. 317.

¹⁸Richard L. Darling, "Mental Hygiene and Books," Wilson Library Bulletin, 32:294, December, 1957.

successful work in the field of bibliotherapy. However, knowing books is not enough. They must know people, too, and understand them and their problems.¹⁹

There is no claim that problems of youth can be solved by reading a book--or a hundred books. But there is need to give impetus to a new goal in education. Call it character education, moral and spiritual values, social sensitivity or awareness--a program which stresses the values and needs of people must rely upon the vast borrowed experiences within books.²⁰

As educators have evaluated the learning experiences provided youth under the guidance of the school, they have been drawn into examination of materials of instruction, and, in turn, into the exploration of reading for improving the adjustment of students. The kind of learning achieved depends upon the insight and skill of the one guiding the reading.²¹

A study by Nila B. Smith provided information concerning the effects of reading. Five hundred pupils in grades

¹⁹Henne, op. cit., p. 76.

²⁰Margaret M. Heaton and Helen B. Lewis, Reading Ladders for Human Relations, (Washington: American Council on Education, 1955), p. 5.

²¹Cleary, op. cit., p. 105.

four through twelve were asked if they remembered any book, story, or poem which had changed their thinking in any way. About sixty per cent reported changes in attitude as a result of reading and ten per cent reported changes in behavior.²²

Voluntary reading of 1,256 adolescents and young people was studied by Samuel Weingarten. Students were asked to state how reading had helped them in solving personal problems. From thirty to forty per cent reported that they had identified with book characters; that they had gained self-understanding; that they tried to develop personal qualities like those of a book character; and that specific books helped them change attitudes.²³

In 1950 David H. Russell and Caroline Shrodes made an exhaustive survey of the contributions of bibliotherapy to the language arts program. They defined bibliotherapy as a process of dynamic interaction between the personality of the reader and literature--interaction which may be utilized for personality assessment, adjustment and growth.²⁴

²² Nila B. Smith, "Personal and Social Values of Reading," Elementary English, 25:490-500, December, 1948.

²³ Samuel Weingarten, "Developmental Values in Voluntary Reading," School Review, 58:222-230, April, 1954.

²⁴ David H. Russell and Caroline Shrodes, "Contributions of Research in Bibliotherapy to the Language Arts Program," School Review, I, 48:335-342, September, 1950, and II, 48:411-420, October, 1950.

Russell and Shrodes found that a number of writers were cautious about the claims they made for bibliotherapy. In fact, Russell stated evidence of the positive effects of reading to be largely lacking. One of the biggest drawbacks is that the person who is to be helped by bibliotherapy must be a reader, and a good one, for only when a wide variety of suitable material can be used will there be much hope for helpful results.²⁵

There seems to be little disposition on the part of participants in these studies to assume that reading the right book at the right time will build values or bring about significant changes in behavior. Evaluation of the effects of reading is difficult since cause and effect relationships are almost impossible to isolate or assess.²⁶

Cleary suggests some assumptions that may be useful to the person seeking to improve his skill in reading guidance.²⁷

1. Young people must continue to read for the story, not the message. Learning will come through the appeal of situations, the way problems are solved by book characters.

²⁵Darling, op. cit., p. 294.

²⁶Cleary, op. cit., p. 121.

²⁷Cleary, op. cit., p. 122.

2. For teachers and librarians, success depends upon knowledge of appropriate books and understanding of the needs of young people.
3. One of the most important by-products of reading guidance is increased interest in and love of books.
4. Librarians will experience little success in teaching beliefs and values until close and rewarding relationships exist with students.
5. Findings give educators insight into the complexity of the task and some confidence that the approach is a rewarding one.

CHAPTER III

MATERIALS USED AND GROUPS STUDIED

Two instruments used in this study were the SRA Youth Inventory for identifying problems and the Iowa Silent Reading Advanced Test for indicating reading ability.

Groups studied were three sections of Pacolet High School seniors, graduating in 1956, 1957 and 1958. There were 117 students in the composite group.

I. SRA YOUTH INVENTORY

The SRA Youth Inventory was published by Science Research Associates in 1949. It was constructed under the auspices of the Purdue Opinion Panel with the cooperation of more than 100 high schools and over 15,000 teen-agers throughout the United States. H. H. Remmers of Purdue University and Benjamin Shimberg of the United States Public Health Service prepared Form A, which was used in this study.

Questions were developed by asking hundreds of students to state in their own words what things bothered them most. The needs and problems they wrote about were divided into eight major areas and were called (1) My School, (2) Looking Ahead, (3) About Myself, (4) Getting Along with Others, (5) My Home and Family, (6) Boy Meets Girl, (7) Health and (8) Things in General.

In the nationwide study conducted by the Purdue Opinion Panel, students considered school problems most important. They were concerned about their interests and abilities, desired help in career and college planning and wanted work experience. They wanted to get more help in learning how to make job applications.

While My School and Looking Ahead were most crucial areas, there was evidence that many needed to achieve healthier personal adjustments. Problems checked under My Home and Family indicated a need for improving understanding among parents and teen-agers of one another's problems. Dating and preparation for marriage bothered many. Major worries about health centered around gaining or losing weight, eating properly and improving figures. Items checked in the last area, Things in General, revealed the importance of offering high school students guidance in developing satisfactory philosophies of life.

II. IOWA SILENT READING ADVANCED TEST

The Iowa Silent Reading Advanced Test was developed by H. A. Greene, A. N. Jorgensen and V. H. Kelly. It was copyrighted in 1943 by the World Book Company.

The reading test was designed to measure the proficiency of high school students in doing silent reading of the work-study type.

Classroom problems and many life situations require the

skillful use of books. Problem solving through reading involves the abilities to use libraries and books as sources of information and pleasure.

Results of the Iowa Silent Reading Advanced Test were used to acquaint the librarian with reading abilities of students. Knowledge of grade equivalents guided her in providing materials and books, both fiction and non-fiction, for help in problem solving.

III. GROUPS STUDIED

Pacolet High School, which students used in this study attended, is located in Pacolet, South Carolina, a town with a population of 1,100. The student body is composed of 400 students in grades seven through twelve.

Group I was graduated in 1956. The class numbered forty, with the boys and girls equally divided. Group II, the class of 1957, was made up of twenty boys and twenty-two girls. Group III, the smaller of the three, was composed of twenty-two girls, and thirteen boys. In the composite group there were 117 students--fifty-six boys and sixty-two girls.

To each group the librarian also served as homeroom teacher and senior class sponsor. She administered the SRA Youth Inventory to each group about the second month of the school year. It was re-administered to Group III in May of 1958.

Analysis of the results of the Iowa Silent Reading Advanced Test revealed that of the 117 students in the composite group, forty-nine were average or above in reading ability, fifty-three were below average and fifteen were seriously retarded.

TABLE I

GRADE EQUIVALENTS ON THE IOWA SILENT
READING ADVANCED TEST

	GROUP I	GROUP II	GROUP III	TOTAL
G. E. 13-11	10	22	17	49
G. E. 10-8	20	17	16	53
G. E. 7-6	10	3	2	15
TOTAL	40	42	35	117

Statistics presented in Tables II on page 26, III on page 28, IV on page 30 and V on page 32 were based on problems checked by at least fifty per cent of the girls or boys in each group. For every item checked by fifty per cent of either sex, corresponding percentages of the opposite sex were included for the sake of comparison.

Each year there was a decrease in the number of items checked by fifty per cent of either sex. Twenty-nine items were checked by Group I, twenty-two by Group II and eighteen items by Group III.

The following items were checked by at least fifty per cent of both boys and girls in all three groups:

I wish I knew how to study better.
 I have difficulty expressing myself in writing.
 I have difficulty expressing myself in words.
 How much ability do I actually have?
 For what work am I best suited?
 I get stage fright when I speak before a group.

Because of limited space, numbers have been used in Tables II, III and IV to indicate the following areas of the Inventory:

1. My School
2. Looking Ahead
3. About Myself
4. Getting Along with Others
5. My Home and Family
6. Boy Meets Girl
7. Things in General

Data in Table II on page 26 show that vocational and career problems in the area of Looking Ahead occur most

TABLE II
COMPARISON OF ITEMS CHECKED BY BOYS AND GIRLS IN GROUP I

ITEM	AREA	PER CENT	
		BOYS	GIRLS
I wish I knew how to study better.	1	80	60
I have difficulty keeping my mind on my studies.	1	80	65
I have difficulty expressing myself in writing.	1	70	70
I have difficulty expressing myself in words.	1	65	65
I wish I could be more calm when I recite in class.	1	60	70
I worry about tests.	1	60	45
I wish I knew more about using the library.	1	40	60
For what work am I best suited?	2	70	60
What training do different vocations require?	2	65	40
I'd like to know more about college life.	2	60	45
Will I succeed in the work I do when I finish high school?	2	60	75
How much ability do I actually have?	2	55	60
Do I have the ability to do college work?	2	55	50
What shall I do after high school?	2	50	45
What jobs are open to high school graduates?	2	50	45
What career shall I pursue?	2	50	60
I need to learn to be a good listener.	3	75	55
I often do things I later regret.	3	65	45
I feel I'm not as smart as other people.	3	60	25
I get stage fright when I speak before a group	4	85	60
I want people to like me better.	4	65	70
How can I prepare myself for marriage and family life?	6	40	55
What things cause trouble in marriage?	6	35	60
What are good manners on a date?	6	25	50
I want to learn to eat foods that will do me most good.	7	55	20
I want to improve my body build (or figure).	7	55	50
I need to develop a satisfactory philosophy of life.	8	55	50
How can I learn to use my leisure time wisely?	8	55	50
How can I make the world a better place in which to live?	8	55	55

Data in Table III on page 28 reveal that indecision about immediate employment, curiosity about college life and uncertainty about real interests were expressed concerns of more boys than girls in Group II. They both sought information about their abilities and aptitudes.

Second in magnitude were educational problems. Both girls and boys were unable to keep their minds on their studies and had difficulty expressing their ideas in words and in writing. Girls were more anxious to improve study habits than boys were.

More girls in Group II were interested in making new friends and being popular than boys were.

Both sexes experienced stage fright when speaking before groups. Boys lacked self-confidence to a greater extent than girls did and expressed a greater need for developing good listening habits.

Girls were more aware of problems related to dating and marriage.

More girls than boys were disturbed about weight but both sexes realized the need for eating nutritious foods.

Wise use of leisure time troubled girls more than boys as did the need for developing satisfactory philosophies of life.

TABLE III

COMPARISON OF ITEMS CHECKED BY BOYS AND GIRLS IN GROUP II

ITEM	AREA	PER BOYS	CENT GIRLS
I have difficulty keeping my mind on my studies.	1	60	60
I have difficulty expressing myself in writing.	1	50	50
I have difficulty expressing myself in words.	1	50	50
I wish I knew how to study better.	1	50	80
Will I succeed in the work I do when I finish high school?	2	54	15
How do I go about finding a job?	2	50	35
For what work am I best suited?	2	50	50
How much ability do I actually have?	2	50	50
Do I have the ability to do college work?	2	50	50
What are my real interests?	2	50	25
I wish I were more popular.	3	23	60
I want to make new friends.	3	23	60
I get stage fright when I speak before a group	4	54	55
I need to develop self confidence.	4	54	20
I need to learn to be a good listener.	4	50	20
What are good manners on a date?	6	40	50
How can I prepare myself for marriage and family life?	6	50	60
What things cause trouble in marriage?	6	38	50
I want to gain (or lose) weight.	7	23	70
I want to learn to eat foods that will do me most good.	7	50	50
How can I learn to use my leisure time wisely?	8	38	60
I need to develop a satisfactory philosophy of life.	8	38	50

Group III was the only group in the study to whom the Inventory was administered in September and in May of the senior year.

Table IV on page 30 presents data revealing not only the percentage of boys and girls checking items in September and in May but also the percentage of decrease in the number checking the same items in May that they had checked in September.

The crucial area was planning for the future. Boys and girls were equally anxious to know about training requirements for different vocations. Boys ranked higher than girls in checking items about career choices, abilities and interests. They were undecided about what to do after they finished high school and they wondered if they would succeed in the work they chose to do. Girls were primarily concerned about determining for what work they were best suited.

Study habits, class recitations and oral and written expression represented more serious problems for girls than for boys.

Girls feared making mistakes, often did things they later regretted and worried about little things to a greater degree than boys did.

Stage fright bothered more boys but girls had a greater desire to make new friends.

The need to develop a satisfactory philosophy of life was realized to a greater extent by boys than by girls.

TABLE IV
COMPARISON OF ITEMS CHECKED BY BOYS AND GIRLS IN GROUP III

ITEM	AREA	PER CENT SEPTEMBER		PER CENT MAY		PER CENT DECREASE	
		B	G	B	G	B	G
I wish I knew how to study better.	1	62	77	15	9	47	68
I have difficulty expressing myself in words.	1	50	77	30	50	20	27
I have difficulty expressing myself in writing.	1	50	58	23	9	27	49
I have difficulty keeping my mind on my studies.	1	31	77	15	36	16	41
I wish I could be more calm when I recite in class.	1	50	77	15	41	35	36
How much ability do I actually have?	2	69	58	15	27	54	31
What shall I do after high school?	2	62	36	23	14	39	22
What career shall I pursue?	2	54	50	15	9	39	41
Will I succeed in the work I do when I finish school?	2	54	32	15	14	39	18
For what work am I best suited?	2	50	68	23	32	27	36
What are my real interests?	2	50	27	30	9	20	18
What training do different vocations require?	2	50	50	23	9	27	41
I'm afraid of making mistakes.	3	31	58	15	23	16	35
I often do things I later regret.	3	15	50	8	14	7	36
I worry about little things.	3	23	50	8	14	15	36
I get stage fright when I speak before a group.	4	77	50	39	36	38	14
I want to make new friends.	4	23	50	8	14	15	36
I need to develop a satisfactory philosophy of life.	8	62	50	23	23	39	27

Table V on page 32 was prepared to give a picture of the total number of problems checked in each area by the composite group of fifty-six boys and sixty-one girls studied during the three year period.

This table was included to give a picture of the areas in which most problems were concentrated.

In the order of their significance for Pacolet High School students the problem areas are Looking Ahead, About Myself, My School, Getting Along with Others, Things in General, Boy Meets Girl, Health and Home and Family.

CHAPTER IV

LIBRARY MATERIALS RELATED TO PROBLEM AREAS

A variety of suitable materials is essential if the library is to function as a laboratory for helping students solve their problems. Yet, the librarian must exercise caution when recommending reading materials. Whatever she suggests must be appropriate for the individual's reading level and emotional maturity. She must understand the seriousness of his problem in order to help him.¹

I. BOOKS

Books have been described as compasses and telescopes and sextants and charts which others have prepared to help us navigate the dangerous seas of human life.² The writer recommended the books she felt could serve as such guides.

Few of the fiction books listed were considered classics but were chosen because they gave the readers pleasure and could contribute to the growth and understanding of those who read them.

¹Merle M. Ohlsen, Guidance--an Introduction.(New York: Harcourt Brace, 1955), p. 286.

²Jessie L. Bennett, "Books as Teachers and Guides," Wilson Library Bulletin, 32:480, March, 1958.

Non-fiction books were chosen because of their format and style as well as content. Mute evidence of their usefulness is the fact most of them had to be re-bound several months after they were purchased.

The librarian promoted the use of books listed on the following pages because of her belief that they could help build sound philosophies of life and offered some of the knowledge, tolerance and courage which could enable young people to face their problems with determination to solve them.

The use of books was promoted in many ways. They were publicized in displays in the library, in classrooms and in the lobby of the building. They were reviewed in the school newspaper. Student assistants prepared lists for circulation among members of psychology and home living classes. Panel discussions were held in homeroom guidance meetings. The librarian worked closely with senior members of the assembly committee, who conducted devotional chapel services once each month. She recommended books for discussion at club meetings. The library was always available for club meetings and many groups took advantage of meeting there. On such occasions, the library staff capitalized on the chance to advertise their wares.

A list of possible topics for oral reports to be given in psychology classes was prepared. The list was compiled on the basis of problems checked by the majority of members of the

class. Sources of information were recommended for each talk.

II. PAMPHLETS

Much vital information is available in pamphlet form. By far the richest source of information for use in a personal guidance program is the series of Life Adjustment Booklets.¹ They cover a wide range of subjects and are effective, easily read sources of help on everyday problems of concern to teenagers. They are written by well-known educators, psychologists, medical authorities and social scientists.

Pamphlets were displayed on racks and were circulated with the racks to classrooms. Of course individuals were encouraged to check them out for home use.

III. FILMSTRIPS

Because filmstrips focus attention and reinforce the written word, they lend themselves to effective use in the guidance program. Their use was promoted for homeroom guidance discussions, class work and club meetings. Lists were distributed to teachers, club presidents and homeroom presidents.

¹Martin Rossoff, The Library in High School Teaching (New York: H. W. Wilson Company, 1955), p. 51.

IV. BOOK LISTS

Many fine book lists have been compiled by authorities in the library field. The writer used such lists with students and teachers. Several copies of appropriate lists were purchased and circulated. Numerous lists compiled by the librarian and student assistants were displayed on classroom bulletin boards and were distributed to students and teachers.

V. PERIODICALS

Magazines were displayed attractively and were circulated freely to students and teachers. Back issues which were not kept for reference purposes were given to those persons who requested them. Both students and teachers were encouraged to make suggestions about subscriptions to magazines they desired added to the collection. Whenever possible, suggestions were followed.

VI. DISPLAY MATERIALS

Clippings, pictures, bulletin board backgrounds and letters were circulated throughout the school. Charts and posters were made available. The vertical file contained a folder of bulletin board ideas which was used extensively. Book jackets were easily accessible for use in classrooms as well as in the library.

Lists reproduced on the following pages were prepared by the librarian after studying results of the SRA Youth Inventory. Reading levels of students were considered in the selection of titles.

When the writer interviewed seniors about their problems, she gave each student copies of lists she felt would be helpful to him. She pointed out specific books to individuals and to some students recommended sections or chapters of books when time was limited.

After the May administration of the Inventory to Group III, their Cumulative Reading Records were studied and an effort was made to determine how many boys and girls read each book listed. The column at the right of each book list shows how many students read the books.

No attempt was made to determine how many students read the Life Adjustment Booklets. They were placed on open shelves and students had access to them without checking them out.

Four case studies taken from a cross section of students in Group III are included in the Appendix. They are included to illustrate which books were recommended to students.

SUGGESTED READINGS FOR ALL EIGHT PROBLEM AREAS

TITLES (NON-FICTION)	READ BY	
	BOYS	GIRLS
Cosgrove, Marjorie C. and Mary T. <u>About You.</u> Chicago: Science Research Associates, 1952.	10	17
Crawford, John E. and Luther E. Woodward. <u>Better Ways of Growing Up.</u> Philadelphia: Muhlenberg Press, 1948.	20	32
Crawford, John E. and Dorothea. <u>Milestones for Modern Teens.</u> New York: <u>Morrow, 1955.</u>	21	29
Fedder, Ruth. <u>A Girl Grows Up.</u> New York: McGraw-Hill, 1957.	0	30
Gregor, Arthur S. <u>Time Out for Youth.</u> New York: Macmillan, 1951.	19	30
Ladies Home Journal (Periodical). <u>Profile of Youth.</u> Philadelphia: Lippincott, 1951.	17	31
Landis, Judson T. and Mary G. <u>Building Your Life.</u> Englewood Cliffs: Prentice Hall, 1954.	27	54
Lawton, George. <u>How to Be Happy Though Young.</u> New York: Vanguard, 1949.	10	16
McKown, Harry C. <u>A Boy Grows Up.</u> New York: McGraw-Hill, 1949.	9	0
Mahoney, Harold J. and T. L. Engle. <u>Points for Decision.</u> New York: World Book Company, 1957.	10	18

TITLES (STORY COLLECTIONS)

Ferris, Helen. <u>Girls, Girls, Girls.</u> New York: Franklin Watts, 1956.	0	16
Hazeltine, Alice. <u>Selected Stories for Teen- Agers.</u> Nashville: Abingdon, 1952.	11	18

Seventeen (Periodical). Seventeen Reader.
New York: Lippincott, 1951. 22 31

SUGGESTED READINGS FOR AREA I--MY SCHOOL

TITLES (FICTION)	READ BY	
	BOYS	GIRLS
Breck, Vivian. <u>Hoofbeats on the Trail</u> . New York: <u>Doubleday, 1950</u> .	4	13
Brier, Howard M. <u>Backboard Magic</u> . New York: <u>Random House, 1949</u> .	24	7
Brier, Howard M. <u>Shortstop Shadow</u> . New York: <u>Random House, 1950</u>	21	4
Davis, Clyde B. <u>The Newcomer</u> . Philadelphia: Lippincott, 1954.	29	10
DuJardin, Rosamond. <u>Class Ring</u> . Philadelphia: Lippincott, 1951.	0	27
Emery, Anne. <u>Senior Year</u> . Philadelphia: Lippincott, 1949.	0	31
Felsen, Henry G. <u>Bertie Comes Through</u> . New York: Dutton, 1947.	16	8
Harkins, Phillip. <u>Road Race</u> . New York: Crowell, 1953.	23	10
Hilton, James. <u>Good-By Mr. Chips</u> . New York: Little, 1934.	7	11
Lowrey, Janet. <u>Margaret</u> . New York: Harper, 1950.	0	28
Palmer, Nena. <u>That Stewart Girl</u> . New York: Morrow, 1953.	0	20
Summers, James. <u>Girl Trouble</u> . Philadelphia: Westminister, 1953.	18	29
Summers, James. <u>Off the Beam</u> . Philadelphia: Westminister, 1956.	20	12
Summers, James L. <u>Operation ABC</u> . Philadelphia: Westminister, 1955.	15	24

Summers, James L. <u>Prom Trouble</u> . Philadelphia: Westminister, 1954.	20	33
Tunis, John R. <u>All-American</u> . New York: Harcourt, 1942.	33	8
Tunis, John R. <u>Go, Team, Go!</u> New York: Morrow, 1954.	35	10
Tunis, John R. <u>Iron Duke</u> . New York: Harcourt, 1938.	40	13
Tunis, John R. <u>Son of the Valley</u> . New York: Morrow, 1949.	36	7

TITLES (NON-FICTION)

Bailard, Virginia. <u>So You Were Elected!</u> New York: McGraw-Hill, 1946.	16	27
Brown, Howard E. <u>This is the Way to Study</u> . Philadelphia: Lippincott, 1955.	8	17
Orchard, Norris E. <u>Study Successfully</u> . New York: McGraw-Hill, 1953.	29	41
Rossoff, Martin. <u>Using Your High School Library</u> . New York: Wilson, 1952.	23	36
Santa, Beaul and Lois Hardy. <u>How to Use the Library</u> . Palo Alto: Pacific Books, 1955.	10	14

LIFE ADJUSTMENT BOOKLETS

How to Take a Test
 Improve Your Learning Ability
 Making the Most of Your Intelligence
 Streamline Your Reading
 Study Your Way Through School
 What Good Is English?
 What Good Is High School?
 What Good Is Math?
 Why Stay in School?
 You and Your Mental Abilities

FILMSTRIPS FOR AREA I--MY SCHOOL

LEARNING TO STUDY

Getting Down to Work
Giving a Book Report
Reviewing
Study Headquarters
Taking Notes in Class
Using a Textbook
Writing a Research Paper

LIBRARY SERIES

The Book
Card Catalog
Dewey Decimal System
The Dictionary
The Encyclopedia

LIBRARY TOOLS SERIES

Aids in Writing and Reading
Almanacs and Yearbooks
Books for Biography
Gazetteers and Atlases
One-Volume Encyclopedia
Reader's Guide to Periodical Literature

SUGGESTED READINGS FOR AREA II--LOOKING AHEAD

TITLES (FICTION)	READ BY	
	BOYS	GIRLS
Becker, Esther. <u>Secretaries Who Succeed.</u> New York: Harper, 1947.	0	27
Becker, Esther. <u>Success and Satisfaction in Your Office Job.</u> New York: Harper, 1954.	2	19
Brownstein, Samuel C. <u>You Can Win A Scholarship.</u> New York: Barron, 1956.	9	16
Biegleisen, Jacob. <u>Careers in Commercial Art.</u> New York: Dutton, 1952.	4	6
Brewer, John M. <u>Occupations Today.</u> Boston: Ginn, 1949.	21	43
Career Information Service. New York Life Insurance Company. <u>Guide to Career Information.</u> New York: Harper, 1957.	6	12
Davey, Mildred A. <u>Everyday Occupations.</u> Boston: Heath, 1950.	24	46
Detjen, Mary E. <u>Your Plans for the Future.</u> New York: McGraw, 1947.	21	41
Deming, Dorothy. <u>Careers for Nurses.</u> New York: McGraw-Hill, 1947.	0	20
Edlund, Sidney and Mary. <u>Pick Your Job and Land It.</u> Englewood Cliffs: Prentice-Hall, 1954.	12	18
Emerson, Suzanne G. <u>Off to College.</u> Phila- delphia: Winston, 1949.	16	24
Epstein, Beryl. <u>Young Faces in Fashion.</u> Philadelphia: Lippincott, 1956.	0	17
Ferrari, Erna P. <u>Careers for You.</u> Nashville: Abingdon, 1953.	24	36
Floherly, John J. <u>Get That Story.</u> Philadelphia: Lippincott, 1952.	8	14

Floherly, John J. <u>Aviation from the Ground Up.</u> Philadelphia: Lippincott, 1956.	6	0
Forrester, Gertrude. <u>Occupational Literature.</u> New York: Wilson, 1954.	40	51
Frankel, Alice H. <u>Handbook of Job Facts.</u> Chicago: Science Research Associates. 1948.	50	58
Greenleaf, Walter J. <u>Occupations and Careers.</u> New York: McGraw-Hill, 1955.	21	37
Horchow, Reuben. <u>Careers for Young Americans in the Army and After.</u> Public Affairs, 1950.	40	0
Landis, Paul H. <u>So This Is College.</u> New York: McGraw-Hill, 1954.	16	22
Larrison, Ruth H. <u>How to Get and Hold the Job You Want.</u> New York: Longmans, 1950.	23	31
Leeming, Joseph. <u>Jobs That Take You Places.</u> New York: McKay, 1953.	29	41
Lingenfelter, Mary R. <u>Vocations for Girls.</u> New York: Harcourt, 1951.	0	39
Lovejoy, Clarence E. <u>Lovejoy's College Guide.</u> New York: Simon, 1952.	17	20
MacGibbon, Elizabeth. <u>Manners in Business.</u> New York: Macmillan, 1954.	5	21
Murray, Mary F. <u>Skygirl.</u> New York: Duell, 1951.	0	16
Pollack, Phillip. <u>Careers and Opportunities in Science.</u> New York: Dutton, 1954.	8	13
Prosser, Charles A. <u>Selecting an Occupation.</u> Bloomington: McKnight, 1953.	19	27
Reilly, William J. <u>Career Planning for High School Students.</u> New York: Harper, 1953.	24	33
Boss, Frank J. <u>The World of Engineering.</u> New York: Lothrop, 1948.	11	0
Scott, Judith Unger. <u>Cues for Careers.</u> Philadelphia: Macrae, 1954.	9	21

Whitcomb, Helen and John. Strictly for Secretaries. New York: McGraw-Hill, 1957. 0 14

LIFE ADJUSTMENT BOOKLETS

Choosing Your Career
 Getting Job Experience
 How to Get the Job
 Our World of Work
 School Subjects and Jobs
 Should You Go to College?
 What Employers Want

SUGGESTED READINGS FOR AREA III--ABOUT MYSELF

	READ BY	
	BOYS	GIRLS
Bacharach, Bert. <u>Right Dress</u> . New York: A. S. Barnes, 1955.	7	0
Bailard, Virginia. <u>Ways to Improve Your Personality</u> . New York: McGraw-Hill, 1951.	9	21
Broadbent, Adah. <u>Teen-Age Glamour</u> . New York: Doubleday, 1956.	0	31
Brown, A. Z. <u>Seven Teen Years</u> . Saint Louis: Bethany, 1954.	4	11
Brown, A. Z. <u>Teens to Twenty-one</u> . Saint Louis: Bethany, 1954.	3	18
Daly, Sheila J. <u>Blondes Prefer Gentlemen</u> . New York: Dodd, 1949.	11	19
Daly, Sheila J. <u>Personality Plus</u> . New York: Dodd, 1951.	0	24
DeLeeuw, Adele. <u>Make Your Habits Work for You</u> . New York: Pellegrini, 1952.	14	19
Fedder, Ruth. <u>You--the Person You Want to Be</u> . New York: McGraw-Hill, 1957.	7	14
Lowman, Josephine. <u>Four Weeks to Beauty</u> . New York: Barrows, 1955.	0	28
Ryan, Mildred. <u>Dress Smartly</u> . New York: Scribners, 1956.	0	21

LIFE ADJUSTMENT BOOKLETS

Becoming Men and Women
 Exploring Your Personality
 Facts About Alcohol
 Facts About Narcotics
 Growing Up Emotionally
 Guide to Good Grooming
 How to Increase Your Self-confidence
 How to Solve Your Problems
 Understanding Yourself
 What Are You Afraid Of?
 What Are Your Problems?
 What is Honesty?
 Your Behavior Problems
 Your Heredity

FILMSTRIPS

Discovering Your Real Interests
 What are Your Problems?
 You and Your Mental Ability

SUGGESTED READINGS FOR AREA IV
GETTING ALONG WITH OTHERS

TITLES (FICTION)	READ BY	
	BOYS	GIRLS
Benson, Sally. <u>Junior Miss</u> . New York: Doubleday, 1941.	0	21
Canfield, Dorothy. <u>Bent Twig</u> . New York: Holt, 1915.	0	18
Cavanna, Betty. <u>Paintbox Summer</u> . Philadelphia: Westminister, 1949.	0	17
Craig, Margaret. <u>Trish</u> . New York: Crowell, 1951.	0	24
Dickson, Marguerite. <u>Turn in the Road</u> . Camden: Nelson, 1949.	0	16
DuJardin, Rosamond. <u>Practically Seventeen</u> . Philadelphia: Lippincott, 1949.	0	27
Felsen, Henry G. <u>Hot Rod</u> . New York: Dutton, 1950.	33	20

McGraw, William C. <u>High Road Home</u> . New York: Coward, 1954.	27	10
Neilsen, Jean. <u>Green Eyes</u> . New York: Funk, 1955.	0	31
Stolz, Mary. <u>In a Mirror</u> . New York: Harper, 1953.	0	27
West, Jessamyn. <u>Cress Delahanty</u> . New York: Harcourt, 1953.	0	22

TITLES (NON-FICTION)

Allen, Betty. <u>Behave Yourself</u> . Philadelphia: Lippincott, 1956.	3	17
Beery, Mary. <u>Manners Made Easy</u> . New York: McGraw-Hill, 1954.	2	14
Nelson, Theodore. <u>Speech and Your Personality</u> . Chicago: Sanborn, 1955.	12	15
Seventeen (Periodical). <u>Seventeen Party Book</u> . New York: Lippincott, 1956.	4	20
Shacter, Helen. <u>How Personalities Grow</u> . Bloomington: McKnight, 1949.	13	24
Thompson, Nellie G. <u>High Times</u> . New York: Dutton, 1950.	8	29

LIFE ADJUSTMENT BOOKLETS

Getting Along with Others
 Growing Up Socially
 Guide to Good Leadership
 Let's Talk
 Making and Keeping Friends
 Where are Your Manners?
 Your Club Handbook

SUGGESTED READINGS FOR AREA V--MY HOME AND FAMILY

TITLES (FICTION)	READ BY	
	BOYS	GIRLS
Alcott, Louisa M. <u>Little Women</u> . Boston: Little, 1861.	0	17
Aldrich, Bess. <u>A Lantern in Her Hand</u> . New York: Appleton, 1928.	0	24
Annixter, Paul. <u>Swiftwater</u> . New York: Messner, 1950.	20	8
Bjorn, Thyra. <u>Papa's Wife</u> . New York: Rinehart, 1955.	0	41
Carroll, Gladys H. <u>As the Earth Turns</u> . New York: Macmillan, 1943.	0	17
Dickson, Margeurite. <u>Turn in the Road</u> . Camden: Thomas Nelson, 1949.	0	15
Forbes, Kathryn. <u>Mama's Bank Account</u> . New York: Harper, 1943.	0	24
Gilbreth, Frank and Ernestine Carey. <u>Cheaper by the Dozen</u> . New York: Crowell, 1949.	5	21
Moody, Ralph. <u>Little Britches</u> . New York: Norton, 1950.	29	19
Wilder, Laura I. <u>These Happy Golden Years</u> . New York: Harper, 1943.	0	18

TITLES (NON-FICTION)

Duvall, Evelyn. <u>Family Living</u> . New York: Macmillan, 1955.	2	21
Groves, Ernest R. <u>The Family and its Relationships</u> . Philadelphia: Lippincott, 1953.	4	27
Overton, Grace. <u>Living with Parents</u> . Nashville: Broadman, 1954.	16	26

LIFE ADJUSTMENT BOOKLETS

Baby-sitter's Handbook
 Getting along with Brothers and Sisters
 How to Live with Parents
 Money and You

SUGGESTED READINGS FOR AREA VI--BOY MEETS GIRL

TITLES (FICTION)	READ BY	
	BOYS	GIRLS
Breck, Vivian. <u>Maggie</u> . New York: Doubleday, 1954.	0	17
Bro, Margeurite. <u>Sarah</u> . New York: Doubleday, 1949.	0	21
Bronson, Lynn. <u>Popular Girl</u> . New York: Doubleday, 1957.	0	18
Cavanna, Betty. <u>Boy Next Door</u> . New York: Morrow, 1956.	0	29
Daly, Maureen. <u>Seventeenth Summer</u> . New York: Dodd, 1942.	0	24
DuJardin, Rosamond. <u>Double Date</u> . Philadelphia: Lippincott, 1952.	0	19
Emery, Anne. <u>First Orchid for Pat</u> . Philadelphia: Winston, 1957.	0	18
Lyon, Jessica. <u>From This Day Forward</u> . Philadelphia: Macrae, 1951.	0	24
Stolz, Mary. <u>To Tell your Love</u> . New York: Harper, 1950.	0	20
Summers, James. <u>Ring Around Her Finger</u> . Philadelphia: Westminister, 1957.	0	18

TITLES (NON-FICTION)

Crouse, Helen. <u>Joyce Jackson's Guide to Dating</u> . Englewood Cliffs: Prentice-Hall, 1955	4	27
---	---	----

Duvall, Evelyn M. <u>Facts of Life and Love for Teen-agers</u> . New York: <u>Association Press, 1956</u> .	21	36
Landis, Judson and Mary. <u>Personal Adjustment, Marriage and Family Living</u> . Englewood Cliffs: <u>Prentice-Hall, 1955</u> .	5	29
Morgan, William H. and Mildred I. <u>Thinking Together about Marriage and Family</u> . New York: <u>Association Press, 1955</u> .	4	31
Strain, Frances. <u>Marriage is for Two</u> . New York: Longmans, 1955.		

LIFE ADJUSTMENT BOOKLETS

Dating Days
 Looking Ahead to Marriage
 Understanding Sex
 Understanding the Other Sex

SUGGESTED READINGS FOR AREA VII--HEALTH

TITLES (NON-FICTION)	READ BY	
	BOYS	GIRLS
Bogert, Lotta J. <u>Nutrition and Physical Fitness</u> . Philadelphia: <u>Saunders, 1954</u> .	10	16
Crisp, Catherine. <u>Health for You</u> . Philadelphia: <u>Lippincott, 1954</u> .	12	19
Davis, Adele. <u>Let's Eat Right to Keep Fit</u> . New York: <u>Harcourt, 1953</u> .	5	8
Fogarty, Paul. <u>Your Figure, Ladies!</u> New York: <u>Wiley, 1951</u> .	0	20
Lane, Janet. <u>Your Carriage, Madam</u> . New York: <u>Wiley, 1947</u> .	0	25

SUGGESTED READINGS FOR AREA VIII--THINGS IN GENERAL

TITLES (BIOGRAPHY)	READ BY	
	BOYS	GIRLS
Baker, Louise. <u>Out on a Limb</u> . New York: McGraw-Hill, 1946.	0	19
Byrd, Richard E. <u>Alone</u> . New York: Putnam, 1938.	21	5
Davis, Elsie M. <u>The Answer is God</u> . New York: McGraw-Hill, 1955.	23	37
Frank, Anne. <u>Diary of a Young Girl</u> . New York: Doubleday, 1952.	7	20
Keller, Helen. <u>Story of My Life</u> . New York: Doubleday, 1954.	2	19
Marshall, Catherine. <u>A Man Called Peter</u> . New York: McGraw-Hill, 1951.	12	21
Mays, Willie. <u>Born to Play Ball</u> . New York: Putnam, 1955.	24	6
Meany, Tom. <u>Babe Ruth</u> . New York: A. S. Barnes, 1947.	31	8
Moody, Ralph. <u>Little Britches: Man of the Family</u> . New York: Norton, 1951.	21	16
Rickenbacker, Edward. <u>Seven Came Through</u> . New York: Doubleday, 1943.	37	10
Sloop, Mary T. <u>Miracle in the Hills</u> . New York: McGraw-Hill, 1953.	5	16

TITLES (INSPIRATIONAL WRITINGS)

Graham, William F. <u>Peace with God</u> . New York: Doubleday, 1953.	10	17
Oursler, Fulton. <u>The Greatest Faith Ever Known</u> . New York: Doubleday, 1953.	11	16

Peale, Norman V. <u>Faith Made Them Champions.</u> <u>Englewood Cliffs: Prentice Hall, 1954.</u>	10	17
Peale, Norman V. <u>Power of Positive Thinking</u> <u>for Young People. Englewood Cliffs:</u> <u>Prentice Hall, 1954.</u>	16	11
Stuart, Jesse. <u>The Thread That Runs So True.</u> New York: <u>Scribner, 1949.</u>	20	16

LIFE ADJUSTMENT BOOKLETS

Building Your Philosophy of Life
 Enjoying Leisure Time
 Facts About Juvenile Delinquency
 Understanding Our Economy
 What You Should Know About Communism

READING LISTS

- Scoggin, Margaret, ed. Books for the Teen Age.
 New York: New York Public Library, 1958.
- Roos, Carolyn. Patterns in Reading. Chicago:
American Library Association, 1954.

PERIODICALS

American Girl
 Compact
 Glamour
 Mademoiselle
 Reader's Digest
 Senior Scholastic
 Seventeen
 Student Life

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

Pacolet High School seniors are not unlike hundreds of other young people who have been questioned and studied concerning their problems. Their primary concern is about their preparation and equipment for building a satisfying future.

They desire honest appraisal of their abilities, interests and aptitudes. They seek to make satisfactory personal adjustments and to improve relationships with others.

They realize the need for improving study habits and for expressing their ideas more effectively. On the whole, they like school and get along well with their teachers.

Few of the students revealed serious problems in their family relationships.

Emphasis in problems checked in the area of relationships with the opposite sex chiefly was upon preparation for marriage and family life. Dating manners concerned some.

Maintaining proper weight and eating nutritious foods are main worries in the health area. Many expressed concern about their relationship to God and their contribution toward making the world a better place.

The concensus of opinion among specialists in the field of adolescent psychology was that adjustment to life's problems

requires self-analysis, self-exploration and self-reorganization of personal experiences--all resulting in the achievement of insights and understandings.¹

There is a wealth of literature written for and about adolescents which, if read, can be useful in helping them adjust to the pressures of life. Through identifications with fictional characters, they may gain new insights into their own situations. Timely, well-written books and pamphlets of a factual nature can provide answers to many of their questions.

However, information alone cannot counteract prejudice or change attitudes and values. And books are of little value as problem solving devices for students whose reading ability is limited. Intelligence, environment and emotional adjustment determine the effectiveness of the bibliotherapeutic approach to problem solving.

For teachers and librarians, success in helping students understand themselves and others better through books depends upon a number of factors. They are knowledge of appropriate books, understanding of the development and needs of the students and the quality of guidance that aids the student to relate situations in books to his own needs.

¹Roy D. Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper, 1955), p. 544.

II. CONCLUSIONS

The writer has reached the following conclusions concerning the problems of Pacolet High School seniors and the librarian's role in helping them seek solutions:

1. The most important problem area for Pacolet High School seniors is Looking Ahead; About Myself is second; My School is third; Getting Along with Others is fourth; Things in General is fifth; Boy Meets Girl is sixth; Health is seventh and My Home and Family is eighth.

2. Individual differences must be recognized and individual needs must be met if the student is to develop to his fullest potential.

3. The librarian trying to aid in the student's development must realize that individuals differ in mental ability, attitude, drive, interest, aptitude, emotional adjustment, personality and social accomplishment.

4. The environment in which the high school senior lives is constantly changing and is becoming increasingly complex.

5. The ultimate aim of guidance in the library as well as in the school at large is to help the student develop the technique of guiding himself.

6. Success of the librarian's endeavor depends upon the quality and suitability of materials recommended to students and the kind of relationships existing between herself and those whom she serves.

7. Girls read more of the recommended titles than boys did.

8. There appears to be more fiction written about adolescent girls' problems than there is about boys' problems.

9. The librarian must find time for person to person counseling with students in order to determine to what extent they have been helped by books.

10. When students are carefully studied, appropriate library materials are provided to meet their needs, and good relationships exist between students and librarian, the number and intensity of their problems can be lessened.

III. RECOMMENDATIONS

In view of the study made and the conclusions reached, the writer makes the following recommendations:

1. That the librarian share the findings of this study with other members of the faculty and staff and plan future reading guidance programs on the basis of the evidence.

2. That the Inventory be administered at the beginning of the tenth grade in order to identify students' problems earlier in their high school careers.

3. That the Inventory be re-administered early in the senior year to determine reduction of problems since the tenth grade administration, and to provide for attacking problems which might have arisen in the intervening time.

4. That an aptitude test for vocations be purchased for use at the tenth grade level where the Kuder Preference Interest Inventory is now used.

5. That a guidance folder similar to the one used with Group III be set up for every student in high school, and that standardized test scores, health records, autobiographies, and pertinent facts about each student be recorded in the folder along with the cumulative reading record.

6. That the librarian work more closely with teachers and administrators in gathering data about the needs, interests and abilities of students.

7. That the faculty give constant attention to the ever-changing problems of youth, and that they work with the librarian to secure up-to-date library materials to meet needs.

8. That the administration continue to provide adequate financial support necessary for provision of library materials to meet changing needs.

9. That for better results in helping students solve their problems, a guidance worker be appointed and given ample time to carry out counseling duties during the school day.

IV. ACTION SUGGESTIONS FOR IMPROVING LIBRARY
SERVICES TO CONTRIBUTE MORE TO
THE GUIDANCE PROGRAM

1. Additional copies of Using Your High School Library by Martin Rossoff be purchased and loaned to classrooms.
2. Each English teacher be provided desk copies of the latest editions of Books for the Teen Age, Reading Ladders for Human Relations, Book Bait and Character Formation Through Books.
3. Teachers and librarians together study bibliographies at the end of units in Points for Decision and Building Your Life, and that teachers recommend books for possible purchase.
4. The combination profile sheet and book list be purchased for use with the Kuder Preference Record. The list contains 500 titles based on interest categories.
5. The library purchase the SRA Occupational Briefs and subscribe to the supplementary service for keeping the file current.
6. Copies of the following activity texts be purchased for examination by teachers for possible use in homeroom guidance periods. Activity texts are published by Science Research Associates.

Cosgrove, Marjorie C. About You, About Marriage and You, Discovering Yourself.

Wrightstone, J. Wayne. How to Be a Better Student.

Preston, Ralph C. How to Study, How to Get Into College and Stay.

Giles, Lambert. Charting Your Job Future.
7. The library subscribe to the SRA Practical Ideas in Education Booklets.
8. The film, Keys to the Library (Holst, 1951), be rented for use in the library orientation program with incoming seventh graders.
9. At least one faculty meeting be devoted to examination and discussion of library materials useful in the guidance program.

BIBLIOGRAPHY

BIBLIOGRAPHICAL ENTRIES

A. BOOKS

- Cleary, Florence D. Blueprints for Better Reading. New York: H. W. Wilson Company, 1957.
- Froelich, Clifford P. and John G. Darley. Studying Students. Chicago: Science Research Associates, 1952.
- Heaton, Margaret and Helen B. Lewis. Reading Ladders for Human Relations. Washington: American Council on Education, 1955.
- Henne, Frances. Youth, Communication and Libraries. Chicago: American Library Association, 1949.
- Mahoney, Harold J. and T. L. Engle. Points for Decision. New York: World Book Company, 1958.
- Ohlsen, Merle H. Guidance--an Introduction. New York: Harcourt Brace and Company, 1955.
- Rossoff, Martin. The Library in High School Teaching. New York: H. W. Wilson Company, 1955.
- Willey, Roy D. and Dean C. Andrew. Modern Methods and Techniques of Guidance. New York: Harper, 1955.

B. PERIODICALS

- Alm, Richard S. "The Glitter and the Gold," English Journal, 44:315-322, September, 1955.
- Bennett, Jessie L. "Books as Teachers and Guides," Wilson Library Bulletin, 32:480, March, 1958.
- Bucher, Charles A. "The Atomic Age Strikes Youth," Education, 76:203-205, December, 1955.
- Carpenter, Frederic I. "The Adolescent in American Fiction," The English Journal, 46:313-319, September, 1957.
- Darling, Richard L. "Mental Hygiene and Books," Wilson Library Bulletin, 34:294-296, December, 1957.

- Dubbe, Marvin C. "What Young People Can't Talk Over With Their Parents," National Parent Teacher, 58:18-20, October, 1957.
- Duvall, Evelyn M. "Helping Them Over the Hurdles," National Parent Teacher, 33:17, March, 1956.
- Edwards, Margaret A. "Let the Lower Lights Be Burning," The English Journal, 46:461-469, November, 1957.
- Gallman, Mary. "Pupils Have Their Problems, Too," Clearing House, 32:539-541, May, 1958.
- Garrison, Karl C. "Developmental Tasks and Problems of the Late Adolescent Period," Education, 76:232-235, December, 1955.
- Jameson, Augusta. "Why Do They Act Like That?" National Parent Teacher, 49:16-18, October, 1955.
- Jennings, Frank G. "Adolescent Literature--Pap or Protein?" The English Journal, 45:530-533, December, 1956.
- Russell, D. H. and Shrodes, Caroline. "Contributions of Research in Bibliotherapy to the Language Arts Program," School Review I. 48:335-342, September, 1950, and II. 48:411-420, October, 1950.
- Smith, Nila B. "Personal and Social Values of Reading," Elementary English, 25:490-500, December, 1948.
- Symonds, Percival M. "Implications for the Counselor," Education, 76:246-248, December, 1955.
- Weingarten, Samuel. "Developmental Values in Voluntary Reading," School Review, 66:222-230, April, 1954.
- Withey, Stephen B. "What Boys See as Their Problems," Education, 76:210-213, December, 1955.

FOR COLLECTION PURPOSES
OF THE DEPARTMENT OF COMMERCE
INTERESTS UNIT

APPENDIX

His greatest problems were budgeting his time and improving family relationships. Living with Parents by Overton and Life Adjustment Booklet How to Live with Parents were recommended.

Because he still needed help in the Home and Family area, About You by Cosgrove was recommended with the suggestion that he try some of the quizzes and activities. Better Ways of Growing Up by Crawford was recommended for the same reason.

On his cumulative reading record he rated Better Ways of Growing Up highly and commented that the quizzes had helped him evaluate himself.

Reilly were suggested to her.

Items checked in the third area, About Myself, revealed feelings of insecurity and evidences of immaturity. Chapters in Seven Teen Years by Brown, Building Your Life by Landis and You--the Person You Want to Be by Fedder were pointed out to her.

Fiction books recommended were Cress Delahanty by West, Senior Year by Emery and The Bent Twig by Canfield.

Most of the problems checked in the area of Getting Along with Others reflected loneliness, a desire to mix with others and be more popular. Personality Plus by Daly and Popular Girl by Bronson were suggested.

Many of Marilyn's difficulties seemed to stem from her self-consciousness about being overweight. In a Mirror by Stolz proved helpful. Your Figure, Ladies by Fogarty was read and appreciated.

Non-fiction books recommended for the third area, About Myself, also proved beneficial for problems checked in the last area, Things in General. Items checked centered around building a satisfactory philosophy of life.

Marilyn's evaluation of the books on her cumulative reading record indicated that they had been useful in helping her face her problems and seek solutions. She rated Building Your Life one of the best she had read. Senior Year and Personality Plus were just as highly rated.

Strictly for Secretaries by Whitcomb highest on her cumulative record.

She needed to develop self-confidence and improve her social skills. Items marked in the area About Myself indicated her desire to improve her personality. Personality Plus by Daly, A Girl Grows Up by Fedder and Girls, Girls, Girls by Ferris were recommended.

There were evidences of friction between her and her sisters. Belles on Their Toes by Gilbreth, Junior Miss by Benson and Life Adjustment Booklet Getting Along with Brothers and Sisters were pointed out to her.

Because of her plans to marry soon after graduation from high school, she requested books in the area of marriage and family living. Marriage Is for Two by Strain and Personal Adjustment, Marriage and Family Living by Landis were suggested. From This Day Forward by Lyon and Maggie by Breck were suggested as readable fiction titles.

She rated A Girl Grows Up, Marriage Is for Two and From This Day Forward among the best books she had ever read.

area but referred him to the principal who arranged for an aptitude test.

In a group guidance period, the filmstrip You and Your Mental Abilities was shown. He was in the group and later requested and read the accompanying Life Adjustment Booklet.

He needed to clarify his thoughts and formulate his own philosophy of life. The Answer Is God by Davis and the Life Adjustment Booklet Building Your Philosophy of Life were suggested. Milestones for Modern Teens by Crawford was recommended when he requested further reading material.

He rated Milestones for Modern Teens very highly and commented about the style of writing and easy vocabulary.

SRA YOUTH INVENTORY

FORM A

Prepared by H. H. Remmers, Purdue University
and Benjamin Shimberg, U.S. Public Health Service

The statements on the following pages are about matters that have bothered teen-agers all over the United States. You will recognize some of them as things that have been troubling you; others of them may apply to you, yet cause you no concern; still others may not apply to you at all.

Read each statement in the questionnaire carefully. If it expresses something that has been a problem to you, make a mark in the answer box corresponding to that statement. If the statement does not express one of your difficulties, or it does not apply to you, do not make any mark on the answer sheet but go on to the next statement.

REMEMBER, when you *do not* mark a statement on the answer sheet you are saying, "This is not a problem for me."

There are two types of answer sheet for this test:

Example A

1.
2.
3.

Example B

1.
2.
3.

If the answer sheet you are using looks like Example A, mark your answers like this: 1 If you change your mind, DO NOT ERASE. Circle the box like this to show you did not mean to mark it.

If the answer sheet you are using looks like Example B, be sure to use the special pencil with which you have been provided and mark your answers like this: | If you change your mind, erase your mark thoroughly.

Be sure that you put the answers to each page in the proper column. Whenever you turn a page, be sure the questions line up with the spaces on the answer sheet.

This questionnaire is *not* a test, so do not hesitate to answer the questions frankly. Your answers will not affect your school grades in any way.

Be sure to mark every statement that represents one of *your own* problems.

NOW GO ON WITH THE QUESTIONS ON THE FOLLOWING PAGES.

>

1. I have difficulty keeping my mind on my studies
2. I wish I knew how to study better
3. I wish I knew more about using the library
4. I have difficulty taking notes
5. I don't know how to prepare for tests
6. I wish I could be more calm when I recite in class
7. I spend too much time studying
8. I would like to take courses that are not offered in my school
9. I dislike my courses
10. I have too much homework
11. I hate school
12. I feel sleepy in class even when I've had enough sleep at night
13. I wish I could quit school now
14. I doubt the value of the things I study
15. I am too restless to stay in school

16. I have difficulty keeping my mind on what goes on in class
17. My courses are too far removed from everyday life
18. I must select a vocation that doesn't require college
19. I would like to get some practical work experience
20. I have difficulty expressing myself in writing
21. I need some individual help with my courses
22. My teachers give me no encouragement
23. My teachers make fun of me
24. My teachers don't make assignments clear
25. My teachers aren't interested in me
26. My teachers are too strict
27. My teachers are too impersonal
28. My teachers play favorites
29. My teachers don't understand me

VI

- 31. My teachers aren't interested in the things that interest me
- 32. My teachers don't like me
- 33. I have difficulty expressing myself in words

AFTER HIGH SCHOOL????

- 34. What are my real interests?
- 35. What shall I do after high school?
- 36. For what work am I best suited?
- 37. How much ability do I actually have?
- 38. I would like to know more definitely how I am doing in my school work
- 39. I need advice in choosing courses
- 40. I want to know more about what people do in college
- 41. Should I go to college?
- 42. What are the requirements for college?
- 43. How shall I select a college?
- 44. Can I get into the college of my choice?
- 45. I wish I could afford college
- 46. Should I borrow money for college?
- 47. What are some ways of financing a college education?
- 48. How do you fill out application blanks for college?
- 49. Do I have the ability to do college work?
- 50. I would like to have more vocational courses
- 51. How can I get apprenticeship training?
- 52. What are some careers for girls?
- 53. I want to learn a trade
- 54. What courses will be most valuable to me later on?
- 55. What fields are overcrowded?
- 56. What career shall I pursue?

57. What training do different vocations require?
58. How will the draft affect me?
59. What are the opportunities in different fields?
60. What jobs are open to high school graduates?
61. How do I go about finding a job?
62. Where can I go for help in finding a job?
63. I wish I could write good letters of application
64. How can I prepare for a job interview?
65. For what kind of job should I apply?
66. How should I act during an interview?
67. I have no work experience
68. What's expected of me on a job?
69. What is proper office etiquette?
70. Am I likely to succeed in the work I do when I finish school?

YI

- 71. I'm easily excited
- 72. I have trouble keeping my temper
- 73. I worry about little things
- 74. I'm nervous
- 75. I can't sleep at night
- 76. I can't help daydreaming
- 77. I have thoughts of suicide
- 78. I feel guilty about things I've done
- 79. I'm not popular with (boys) (girls)
- 80. I often feel lonesome
- 81. I feel "low" much of the time
- 82. My feelings are easily hurt
- 83. I need to learn not to let people push me around
- 84. I don't see much future for myself.
- 85. I often do things I later regret

- 86. People dislike my race or nationality
- 87. I lack the drive others have
- 88. People stare at me
- 89. I feel that I'm not wanted
- 90. I have a "crush" on an older person
- 91. I'm not ready for any job when I graduate
- 92. I hesitate to take responsibility
- 93. I feel that I'm not as smart as other people
- 94. I must always be "on the go"
- 95. I prefer to be alone
- 96. I must learn to "keep my head" when things go wrong
- 97. I would like to discuss my personal problems with someone
- 98. I wonder if I am normal in the way my mind works
- 99. I worry about tests
- 100. I'm unsure of myself

101. I feel that I'm different from the other kids
102. I'm trying to get rid of an undesirable habit
103. I'm afraid of failure or humiliation
104. My nose is ugly
105. I bite my nails
106. I can't help feeling bad when I can't get my own way
107. I don't know why people get angry with me
108. I don't know what is expected of me
109. I wish I could overcome being careless
110. I'm always thinking up alibis
111. I'm afraid of making mistakes
112. I'm afraid to speak up in class
113. I can't do anything right
114. I don't want to leave home for a job or college

GETTING ALONG WITH OTHERS

115. I want people to like me better
116. I don't know how to introduce people properly
117. I wish I could carry on a pleasant conversation
118. I don't know how to treat people whom I don't like
119. I wish I were more popular
120. I want to make new friends
121. I need to develop self-confidence
122. I need to be more tactful
123. I wish I knew how to drop a person I no longer want for a friend
124. I don't know how to act on formal occasions
125. I'm ill at ease at social affairs
126. I want to learn to dance
127. I want to feel important to society or to my own group
128. I wish I had things to talk about in a group

130. I need to learn how to keep from being too aggressive
131. How much initiative should I take in getting invited to parties or dances?
132. I need to learn to be a good listener
133. I need to learn to be more tolerant of other people's opinions
134. I need to learn how to plan a party
135. There aren't enough places for wholesome recreation where I live
136. I don't know what clothes to wear on different occasions
137. I get stage fright when I speak before a group
138. I'd like to learn proper table manners
139. I need to learn how to get along with people my own age
140. I need to learn to be a "good sport" in games
141. I'm often left out of things other kids do
142. I need to learn how to select the right clothes for my figure
143. I wish I knew how to use cosmetics properly
144. I don't know how much of my inner feelings to reveal to my friends
145. I need to learn to be on time for appointments
146. I need to learn how to order food in a restaurant
147. I need to learn how to work for the good of the group
148. I'd like to know how to become a leader in my group
149. I have difficulty deciding between my own standards and those of the crowd
150. I can't find a part-time job to earn spending money
151. I need money for social affairs
152. I don't have a (girl) (boy) friend
153. I am not attractive to the other sex
154. I can't seem to live up to the ideals I have set for myself

- 155. I have no quiet place at home where I can study
- 156. I can't get along with my brothers and sisters
- 157. There is constant bickering and quarreling in my home
- 158. I feel that I'm a burden on my parents
- 159. I have to do too many chores around the house
- 160. My allowance is too small
- 161. I feel there's a barrier between me and my parents
- 162. I can't discuss personal things with my parents
- 163. My father is a tyrant
- 164. I don't like to invite people to my home
- 165. I don't feel that I belong in the family
- 166. I am seldom consulted in family decisions
- 167. I want to be accepted as a responsible person by my parents
- 168. My parents play favorites
- 169. My parents interfere with the spending of the money I earn

- 170. My parents are trying to decide my vocation for me
- 171. My parents are too strict about letting me use the family car
- 172. My parents are too strict about dating
- 173. My parents won't let me make my own decisions
- 174. I get no encouragement at home
- 175. My parents don't usually respect my opinions
- 176. My parents don't trust me
- 177. My parents expect too much of me
- 178. My parents are too strict about my going out at night
- 179. I'm criticized for dating someone older than I am
- 180. I'm criticized for dating a person of whom others do not approve
- 181. I have too many dates
- 182. I wish I could get my parents to treat me like a grownup
- 183. I wish I had my own room
- 184. I'm ashamed of my father's job

185. I'm ashamed of my parents' dress and manners
186. I wish I could gain the confidence of my parents
187. I want to get married soon
188. I feel like leaving home
189. My family tries to hold me down
190. I'm afraid to tell my parents when I've done something wrong
191. I must turn over my earnings to the family
192. I feel disloyal because I don't share the views of my parents
193. My parents are too strict about permitting me to date on school nights
194. My family is always worried about money
195. My parents often pry into my private affairs
196. My parents object to my following fads
197. My parents continually nag about studying
198. My parents neglect me
199. My parents interfere in my choice of friends
200. My parents disapprove of my social activities
201. My parents won't let me do my own shopping
202. My parents hate to admit that I'm sometimes right
203. My parents are cold toward my friends
204. My parents aren't interested in what I accomplish
205. My parents criticize me too much
206. My parents don't let me decide in which activities I can take part
207. My parents avoid discussing sex with me

BOY MEETS GIRL

208. I seldom have dates
209. I don't know how to ask for a date
210. There is no place to dance in the town where I live
211. I'm bashful about asking girls for dates

- YI
212. I don't know how to keep (boys) (girls) interested in me
 213. I don't know what to do on a date
 214. What are good manners on a date?
 215. How do I refuse a date politely?
 216. I'm bothered by dirty stories or vulgar talk
 217. I wonder if I am normal in my sexual development?
 218. I don't know how to break up with a person I have been dating without causing bad feelings
 219. Is there anything wrong with going places "stag"?
 220. Is it all right to accept "blind dates"?
 221. Is drinking harmful?
 222. I am dating a person of a different religion than mine
 223. How can I keep (boys) (girls) from taking me for granted?
 224. Should I go steady?
 225. Should I kiss my date the first time we go out together?
 226. Must I neck to be popular?
 227. I'm embarrassed in any discussion of sex
 228. I wonder if high school students should pet and make love
 229. I need an acceptable vocabulary to discuss sex
 230. I think about sex a good deal of the time
 231. How far should high school students go in love relations?
 232. I need more correct information about sex
 233. I don't understand how children are born
 234. I have conflicting information about sexual matters
 235. I want to know about venereal disease
 236. What things should one consider in selecting a mate?
 237. How long should people know each other before getting married?
 238. How can I prepare myself for marriage and family life?
 239. What things cause trouble in marriage?

240. I want to gain (or lose) weight
241. I want to learn how to select foods that will do me
the most good
242. I smoke too much
243. I am crippled (or have some other handicap)
244. I am bothered by menstrual disorders
245. I'm concerned about improving my figure
246. I want to improve my posture and body build
247. My stomach is upset easily
248. What can I do about bad breath?
249. Is smoking harmful?
250. What can I do about body odor?
251. I worry about my health
252. I don't get enough exercise
253. I get tired easily
254. I don't get enough sleep
255. I have no "pep."
256. My teeth need attention
257. I have frequent headaches
258. I have frequent colds
259. I don't hear very well
260. My muscles are poorly developed
261. I have no appetite
262. I want to get rid of pimples
263. I sometimes feel faint
264. I wonder if I am normal in my energy and en-
durance

THINGS IN GENERAL

265. I'm concerned with what life is all about
266. I'm confused in my religious beliefs
267. I'm bothered by thoughts of Heaven and Hell
268. Is there a conflict between the Bible and my school
subjects?

- VI 269. I feel that I'm not living up to my religion
- 270. I'm searching for something to believe in .
- 271. How does one set standards of "right" and "wrong"?
- 272. I'm concerned about cheating
- 273. I'm having difficulty deciding what's important in life
- 274. I'm confused on some moral questions .
- 275. Can I believe the newspapers and radio? .
- 276. How can I help get rid of intolerance? .
- 277. How can I help to make the world a better place in which to live?
- 278. What can I do about the injustice all around us?
- 279. I'm mixed up about world affairs
- 280. I'm worried about the next war
- 281. Is there something I can do about race prejudice?
- 282. Is there any way of eliminating slums? .
- 283. What can I do to help get better government?
- 284. How can I learn to use my leisure time wisely?
- 285. I have difficulty budgeting my time . . .
- 286. How can I learn to get the most for my money?
- 287. Does one have to take advantage of people to be successful?
- 288. What can I contribute to civilization? . .
- 289. I'm losing faith in religion
- 290. I need to develop a satisfactory philosophy of life
- 291. I can't decide whether or not money is the major thing to work for in life
- 292. How can we get honest government? . . .
- 293. Can I believe advertising?
- 294. What is eternity?
- 295. Does it really pay to be honest?
- 296. I wonder about the after-life
- 297. Is it wrong to deny the existence of God? .
- 298. What makes people selfish or unkind?