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## A Proposed Program for the Teaching of Human Relations in the Classroom on the Secondary School Level

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A PROPOSED PROGRAM FOR THE TEACHING OF HUMAN RELATIONS IN THE CLASSROOM  
ON THE SECONDARY SCHOOL LEVEL

by

Clyde Franklin Deaton

A field problem submitted in partial fulfillment of the requirements for  
the degree of Master of Education, in the Graduate  
School of the Central Washington  
College of Education

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This field problem is the requirement of Education 251, which is a partial requirement for the degree of Master of Education, in the Graduate School of the Central Washington College of Education.

Approved:

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## Chapter I

### INTRODUCTION

#### Purpose of the Study

The purpose of this study was to develop a proposed program for the teaching of human relations in the classroom on the secondary school level.

The writer found in his teaching of secondary school youth that they wanted to be accepted by their peers and elders. Because of this desire on the part of youth he has intergrated human relations with some of the regular school subjects: English, speech, and problems of American democracy.

There was a felt need on the part of the writer to study more on this important phase of youth training. A survey was made of the literature in the field of human relations in the classroom.

#### Importance of Human Relations in the Classroom

Individuals tend to judge others by their actions and speech. Those in secondary school, the immature youth of society, feel inadequate to meet the demands of an adult world. Are teachers going to stand idly by and watch them grow up frustrated, confused, and mal-adjusted?

. . . your intimate friends are important people. What they say or think is right. We must take the full responsibility of people's reactions to our personality--



if we are going to continue to grow and make advancement. If people don't like us—it is our fault. If people don't buy from us—it is our fault. If people don't boost us—then it is our fault. You take this attitude—and you are on the road up and fast!<sup>1</sup>

It seems logical that teachers should teach youth that one must live in a society made up of people, and what one says and thinks has much to do with his success in the social, economic, and political world.

Too many classroom teachers have neglected the personalities of youth in their classrooms. More time should be devoted to this important phase of the individual's development.

Many of today's youth grow up frustrated, maladjusted, and with warped personalities. Sometimes this has been caused by their home-life; other times it has been caused by a domineering classroom teacher, one who spared neither the rod nor a bitter tongue. The personality of youth is worth more than many think—it is worth salvaging in human relations classes before they turn to delinquency.

. . . the greatest commodity on the American market today is "Your Personality." Your Personality is the key that unlocks the world's storehouses. It is the raw material out of which everything you want is moulded. It is the source from which all material things must come. It is a flowing spring from which you may receive genuine happiness and peace of mind.<sup>2</sup>

Some of the better schools have begun work on personality development. It is logical to think that other schools will follow. It is

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<sup>1</sup> Charles M. Simmons, Your Personality on Parade! (Seattle, Washington: Hoyt Publishing Company, 1947) p. 1.

<sup>2</sup> Ibid., pp. 1-2.

hoped that the institutions for teacher training will offer specialized courses for teachers who are interested in this worthwhile work.

Simmons goes on to say, "I know that personality can be changed. That men and women can actually change their direction. The margin between success and failure is narrow--very narrow. The margin is your ATTITUDE."<sup>3</sup>

One of the best methods to use in developing the personalities of youth in the classroom is for the classroom teacher to have a pleasing personality. If he is the type of personality that youth go to for advice, if he is the type of personality that youth want to pattern their lives after, then he has one of the qualities of a good teacher.

In the classroom when the term "personality" is used, someone is apt to ask the logical question of "What is personality?" Simmons has as good a definition as was found: "Your personality is the sum total of your habits, skills and attitudes in action!"<sup>4</sup>

Habits play an important part in the building of personalities. The classroom teacher through his very attitudes is causing youth to form habits, either good or bad. If he is intolerant, youth are prone to form habits of intolerance, or to be critical toward others. If, on the other hand, the classroom teacher is tolerant and democratic, youth are prone to form habits of fair-play and broad-mindedness.

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3 Ibid., p. 4.

4 Ibid., p. 5.

Many of the skills of youth are outcomes of the classroom; skills learned under the tutelage of the classroom teacher.

Our habits, skills and attitudes are always on parade. We can't hide them. They are in action. Temporarily we can disguise a few of them but not over a long range. We can't fool anyone for very long—even little children and puppies can figure us out. They will run away from us if we don't like them.<sup>5</sup>

Puppies may be able to run away from people who don't like them but too many little children and youth can't do this. Our compulsory attendance laws keep them from running away from the teacher. The truant officer keeps many youth from escaping. However, on the other hand there are children and youth who are eager for a new day to dawn. They are eager to make their way to the classroom where the atmosphere is good, clean, and wholesome. The difference, many times, is the personality of the teacher.

Landis had this to say about the world at mid-twentieth-century:

Human beings have never before been called upon to cope with such rapid changes, to meet such urgent challenges to personal adaptability as now. . . . Never before has the individual been expected to decide so many questions for himself without the guide of precedent. . . . Never have young people been asked to bridge so wide a gap between dependent childhood and self-regulated adulthood . . . .

But in contrast, never has life offered so much variety, stimulation, breadth, and personal freedom. . . . Never have so many peoples of varying backgrounds and racial strains come into close contact, or so many colorful and diverse cultures become cross-fertilized.

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5 Ibid., p. 6

. . . . .  
 . . . Institutions . . . must therefore prepare young people to function in all social climates and to take their place in a world society.<sup>6</sup>

Because of the rapid changes in the social order youth are called upon to adapt themselves quickly and without a "road map" to guide them. They are called upon to adapt themselves to adult life when they finish the local secondary school, many times. At that time many are immature, and need guidance in making their adjustments.

Upon graduation from the local secondary school, many youth are on their own. However, the choices for professions, businesses, and the like are so broad for them that many have a difficult time to become adjusted to the adult world.

In the social world youth have faced various social, racial, and political groups. Which groups to join and which groups not to join have caused youth no end of concern.

Some of the secondary schools have offered human relations courses to assist youth to make their adjustments. When youth have this opportunity to participate in "laboratory living" they have learned much to assist them to adjust to adult living.

It is hoped that through human relations the classroom teacher will be able to help youth help themselves.

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<sup>6</sup> Paul H. Landis, *Social Policies in the Making* (Boston: D.C. Heath and Company, 1947) p. v.

In schools where the pressure is too great, where the curriculum subject-matter must be covered at all costs, the human relations program might be carried on in the homeroom period or during the activity period. Needless to say, this would have to meet with the approval of the administrators.

### Limitations of the Study

This study was limited to the teaching of human relations in the classroom and did not include teaching human relations in the home, the community, or elsewhere. However, the teaching of human relations did consider problems about strikes and unions, home relations, and athletic activities.

Human relations in the classroom dealt with such problems as intergroup and intercultural education, personality, emotions, democracy, habits, boy and girl relations, etiquette, prejudice, leisure time, and activities. In short, human relations in the classroom dealt with the important problem of how to get along with other people, especially those of everyday associations, regardless of their race, color, creed, or their social or economic status.

The area of religion was omitted. This was not because it was considered of lesser importance, but due to the fact that some states have laws which prohibit the teaching of religion in their public schools.

This study was limited to a survey of literature and no experimental research was made. Obviously a paper of this kind could not cover the field of human relations. Much valuable material was discarded.

### Definition of Terms

Human relations. As used in this paper, human relations means being tolerant, understanding, and sympathetic toward one's fellowman and his problems.

Secondary school. For the purpose of this paper, a secondary school means grades seven through twelve when such grades are part of a recognized junior-senior high school, or when the system is operating under the six-three-three plan. When the system is operating under the eight-four plan then grades nine through twelve become a part of the secondary school.

Classroom. Classroom, in this paper, will be considered as any location where the teacher is in charge of a group of his students, who are participating in a "learning" situation. This activity will generally be held during regular school hours and the instructor will be paid from school funds. The laboratory, a field trip or school journey, an athletic field, and the like have been considered as a classroom for the purpose of this study.

Intergroup and intercultural education. For the purpose of this paper intergroup and intercultural education is an education in which the individual comes to the realization that there's a difference in his group and another group, but the difference is not vast. He realizes that there's a difference in his cultural background from that of an individual of any group. The individual concludes that though individuals tend to be different they are more alike than they are different.

Personality. For the purpose of this report personality will be considered to be ". . . the sum total of your habits, skills and attitudes . . ."7

Emotions. As used in this paper emotions will be considered as any of the strong feelings, as hate, fear, envy, jealousy, and the like. As a general rule there will be inward disturbances which may cause an outward manifestation of name calling, fighting, or fleeing.

Democracy. "Democracy is a way of life and not limited to political forms."8 Democracy is where the leader and follower have mutual respect for the other, co-operating with one another, each has respect for the other fellow's individuality and personality.

Habits. Habits are acts which have become fixed through repetition.

Boy and girl relations. In this paper boy and girl relations will apply to the consideration for, treatment of, and attitude toward members of the opposite sex.

Etiquette. Etiquette, as used in this paper, is a code of rules causing an individual to conform to the wishes of his group if he would be accepted by them. It is doing and saying the "right" thing at the right time. Over a period of time the group has decided what is "right" for their group. The same act or expression will not necessarily be accepted in any other group, in fact may be taboo.

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7 Simmons, op. cit., p.5.

8 A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision (New York: D. Appleton-Century Company, Inc., 1938; 2d ed., 1947) p. 47.

Prejudice. As used in this paper, prejudice has to do with a feeling of distaste toward an individual or a group. This feeling of distaste is generally without a just cause. The individual lacks sufficient scientific evidence; he has "jumped to conclusions." In common usage the term means "against" or "opposed" to something.

Leisure time. Leisure time is "free time", when an individual has no duties, responsibilities, or other obligations.

Activities. Activities has to do with physical acts, as a general rule. However, in school work it deals with dances, parties, hayrides, athletic contests, clubs, and other "doings" that are sponsored by the school, yet are not necessarily in the curriculum.

#### Organization of Remainder of Paper

The remainder of this paper was organized as follows: Chapter II, Review of the Literature; Chapter III, A Proposed Program for Teaching Human Relations in the Classroom on the Secondary School Level.



## Chapter II

### REVIEW OF THE LITERATURE

Human relations in the classroom was a comparatively new phase of education at the time this paper was written. However, much good literature was surveyed by the writer. Some of the better plans of teaching human relations in the classroom have been presented below.

#### The Plan of the National Council for the Social Studies

Commenting on the building of democratic human relations Taba and Van Til have said:

. . . Intolerance, bigotry, and group hatreds have deep roots. Some roots reach down into history . . . nineteenth-century American history is stained by undeclared religious wars conducted by mobs. The young United States bears deep scars of conflicts related to race—a civil war, a tragic era of reconstruction, enforced segregation, and urban rioting . . .<sup>1</sup>

A number of veterans of World War II have felt that the military authorities deliberately sent men from the South to the North and from the North to the South to be trained. This gave men from different sections of the nation an opportunity to learn, at first hand, that those of other sections of the country were not so much different from themselves.

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<sup>1</sup> Hilda Taba and William Van Til, Editors, "Democratic Human Relations," Sixteenth Yearbook of the National Council for the Social Studies (Washington, D.C.: The National Council for the Social Studies, 1945) p. 4.

". . . The weed crop of social antagonisms invades our schools. Occasionally group hatred takes the form of violence in corridors, after-school mobbings, or 'getting' a player who does not belong. . . ."<sup>2</sup>

Why does group hatred invade our schools? Because it has been taught to youth by their elders. This group hatred has been minimized in the classroom when the teacher handled the human relations problems in an effective manner.

It has seemed peculiar that a member of a majority group will stand idly by and watch one of his own group persecute some member of a minority group. Yet he will tell you that he is for the "under-dog." This sounds like double-talk: he says one thing but does another.

It has seemed to many that youth are cruel in their name-calling: "dago," "greaser," "kraut," "chink," and other names that are even worse. These terms have been learned from their elders. Again walls of intolerance have been erected by elders.

In human relations classes youth have been taught to respect the other fellow's status, to accept him for what he is able to do—not to judge him by the color of his skin, the texture of his hair, or the accent of his voice.

They (educators who are democratic-minded Americans) foster a two-way passage between school and community. They recognize that guidance involves the attitudes of majority group members, not just attitudes of members of the minorities. They work for self-understanding on the part of the young. As they teach

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2 Ibid., p. 5.

history, they lose no opportunity to deal with the contributions of individuals of diverse backgrounds to the progress of humanity. In economics they deal with the economic bases of discrimination. In problems of democracy they include scientific study of race, of prejudice, of propaganda and public opinion, or psychology. . . . In every field of study and activity they lose no opportunity to develop good human relations.<sup>3</sup>

Some teachers who have been properly trained in the teacher education institutions have done good work in their classrooms, by teaching tolerance and understanding in their history classes, in their sociology classes, and in classes of economics. The texts on problems of democracy are full of controversial problems, such as race, religion, and politics. By not ignoring these controversial problems, human relations teachers have been able to develop youth to a more mature emotional attitude toward some of the controversial problems they must face as adults.

Democracy. Democracy has been taught youth in their activities. At their dances, parties, and class meetings human relations teachers have supervised them so they could learn real democratic living. It was necessary for an adult to be there to supervise and assist them when needed. The adult could not make their decisions for them, but he could offer advice, suggestions, and encouragement.

It is not to be surmised that the adult supervisor has kept youth from making mistakes in their social gatherings. It has been by their mistakes that many youth have learned valuable lessons.

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3 Ibid., p. 6.

Incidental approach. The incidental approach has been used in some communities to teach intergroup and intercultural education. This method was discussed by Taba and Van Til who had this to say:

One approach capitalized upon an immediate incident of interest. An incident in the school or the community, a news event, or the appearance of a new pamphlet becomes an occasion for study, discussion, or activity. . . .

Such incidental programs can be very stimulating and meaningful, no matter how arbitrarily or accidentally they were initiated. Even the briefest, most sporadic experiences add something to the stock of understanding, create some bits of awareness and induce analysis of some biases and prejudices. . . . Introduced at a moment's inspiration, it is impossible to develop them in any but a superficial way. Planning with students should be encouraged but good planning involves comprehensive exploration, not opportunism.<sup>4</sup>

Pervasive emphasis. Other communities have used the pervasive approach in teaching intergroup and intercultural education. Discussing this method of teaching Taba and Van Til have said:

Another important way of organizing the intergroup program in social studies is by a pervasive emphasis throughout the usual program with no special focusing on topics of intergroup relations. . . . Much of the guidance, talks in the assembly, class discussions, and work of the student council are devoted to helping students understand successful group living.

. . . . It (George School, a Quaker school near Philadelphia) does believe that each contact a person has with any other gives rise to opportunities to learn something about happy, co-operative living, and an effort is made to capitalize upon as many of these opportunities as possible. The concern of the faculty

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<sup>4</sup> Ibid., pp. 46-47.

for intergroup education permeates teaching throughout. Some English and history classes use biographical materials about persons from a variety of religious, national, and cultural antecedents. . . .

. . . . .

The school (George School) has had visiting teachers from different racial or ethnic groups teach some of the classes from time to time. . . .

. . . . .

It (the pervasive method) gives a chance for the integration of human relationships into the common web of ideas and problems concerning ourselves and our society. Its main advantage lies in the fact that it does not add new courses or units. Emphasis is thrown onto what already is being taught. . . .

But there are also weaknesses in the pervasive approach. In schools where the inertia of tradition and routine is strong, the occasions for such incidental teaching may never be utilized. This is particularly a danger when the social studies curriculum is highly departmentalized, with each area organized inflexibly according to its own "scientific structure."<sup>5</sup>

Special units. The special units method of teaching intergroup and intercultural relations has been more popular with some human relations teachers than the other methods mentioned above. Discussing this method of teaching human relations Taba and Van Til say:

At many points, specific focusing on certain topics, issues, or problems is needed. This focusing may be accomplished by introducing specific units of study. . . . Units also serve to bring together ideas which may have been scattered through various subjects at different times. . . .

. . . . Through the unit approach, many physical and

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<sup>5</sup> Ibid., pp. 47-49.

social science insights can be centered upon a specific topic—for instance, race, or prejudice, or recreation, or the saga of immigration. . . .

Finally, a direct approach through units helps guard against avoiding controversial topics. . . .<sup>6</sup>

Combination. The combination method of teaching intergroup and intercultural education has been used by both Cleveland and Detroit. It was found to be very successful in their systems. Taba and Van Til have this to say about the method:

. . . Units on contributions of the Negro, including outstanding leaders, on cultural patterns of ethnic groups, on problems of race and race prejudice, and on religion are used to develop factual background and understanding. In addition, there is a pervasive emphasis throughout social studies courses. Art exhibits, presentations of folk music, celebrations of holidays, and dramatizations emphasize appreciation. Interschool visits and trips to the community are planned to provide firsthand contacts with groups.

. . . Modifications are possible according to new needs. Each teacher can participate according to his or her own insights and talents. Experimentation with a variety of techniques and procedures is encouraged; the program is not frozen into a pattern adopted prematurely.<sup>7</sup>

The four methods of teaching human relations have been presented. It is up to the individual teacher to choose the one method or the combination of methods that will best suit him, his classroom, and his school. It is heartily urged that the classroom students be a part of the committee which works out the organization of material they are to

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6 Ibid., pp. 49-50.

7 Ibid., pp. 51-52.

study. This is a good technique of teaching democracy—give youth a voice in the government of their own classroom. This method of teaching democracy in the classroom has been tried and has been very successful.

When wars are going on people tend to become excited; demonstrations tend to be more prevalent. As a result innocent persons have suffered. It is up to the human relations teacher to capitalize upon any such activities, especially when they take place in his community.

In industrial communities strikes have taken place. This has been true where transportation unions were located: railroad workers, taxi drivers, bus drivers, merchant marines, and others have gone on strikes, tying up materials and munitions for the armed forces. Strikes will of necessity have to be handled carefully by the human relations teacher. However, any acts of violence should not be ignored.

If the human relations teacher can attend a local union meeting much first-hand information could be gained. However, if this is not permitted, he could talk with one of the members and might find out interesting material to discuss with his class.

Unions have become "big time" and must be studied by youth. In the near future some of them will be members of unions, assisting in forming policies. What is taught in today's classroom may pay off tomorrow.

Human relations teachers have to be broad-minded, yet they must be observant. Much has been learned when they have looked and listened.

There are a number of sound films that would be of much value in teaching human relations. Good acting, good dialogue, and soft music tend to drive home an important lesson in tolerance and in democratic living. However, before any film is shown to the class it should be previewed by the human relations teacher and a committee of his class. If any member of the committee gets an unfavorable impression of the film it should be eliminated from the list of possible showings.

. . . Admittedly the whole field of human relations is strongly associated with feeling. Scarcely a topic or issue eludes personal reactions, and these reactions differ just as much as individuals.

.....

. . . If a prejudice is caused by misinformation, then correct information is likely to change it. If it is caused by a strong emotional experience, a similar and equally strong one is required to change it. . . .

. . . new values and new sensitivities can be created only by real living experiences that evoke the whole range of feeling reactions. . . .<sup>8</sup>

People tend to fear what they don't understand. What they don't understand tends to cause strong feelings. It is up to the human relations teacher to teach about prejudices, but that isn't enough. The students must be given a chance to experience actual living, actual feeling, and actual participating in democracy. Through these experiences it is hoped that youth will be able to find themselves. Their human relations teacher cannot make these needed adjustments for them, they must do it themselves.

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<sup>8</sup> Ibid., pp. 70-71.



It is especially important to avoid psychological blocks. . . . New worlds, new experiences should be opened through something congenial, familiar, and psychologically acceptable in motivation as well as in content. Case studies and achievement records of children reveal that their behavior can be changed only as they are exposed to social and emotional drives of great urgency to them.<sup>9</sup>

It has been found that youth must "feel deeply" about experiences for them to change their attitudes. They must feel so deeply that they will uproot old prejudices and feelings of bigotry. Old barriers must be torn down and destroyed—not by the human relations teacher but by the individuals themselves. They must be able to see, feel, and know that they are headed in the wrong direction. They must make an about-face and do double-time to catch up with the parade.

. . . . If mind and feeling are important in human relations, it seems important to introduce at every possible point concrete, specific problems and materials of the kind which require interpretation and so permit opportunities for development of needed skills in thinking. . . .

. . . . .

Any classroom with a cross section of student represents a laboratory for analyzing differences in such matters as manners, customs, superstitions, and sanctities. Group relations in school can be subjected to a searching analysis to get firsthand and concrete hints as to what is or is not democratic in human relations.<sup>10</sup>

Youth have been taught how to think by having questions or problems directly connected with their interests, yet on their mental level.

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9 Ibid., pp. 72-73.

10 Ibid., pp. 74-75.

Many children and youth have had firsthand experiences that are of importance to themselves and to their classmates. Some classrooms have immigrants who were in Europe during World War II. Their tales of hardships are as awe-inspiring as a Western thriller or a comic book. Some of these immigrants have experiences to relate as to how they were treated when they first arrived in America. How would you have treated an immigrant from Europe? How would you have felt if you had been the "new comer"? These questions, and others like them, will cause thinking on the part of the class in human relations.

All of the human relations class work cannot be firsthand experiences, but when such present themselves the human relations teacher should take advantage of them. These firsthand experiences should be used along with the vicarious experiences the class obtained from books.

Too often when youth read from a book they pass the information off lightly. However, when one of the class has told of an experience that was thrilling, exciting, and educational the majority of the class has been interested.

Commenting on the part that literature plays in the lives of youth, Taba and Van Til have said:

Literature serves a definite purpose as an emotional preparation to firsthand contacts. . . . contacts with people and groups outside the students' own lives do not guarantee sympathetic understanding and respect. Often the way to soften this sense of strangeness . . . is through stories that cut under the top layers of differences and show the students the human qualities common to all people and groups.<sup>11</sup>

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<sup>11</sup> Ibid., p. 82.

All people don't learn from the same sources. Therefore, it is well to use different methods of teaching. Some youth will learn about minority groups by reading, others will learn about them by observing them in their natural surroundings, while still others will learn about them by a combination of seeing and reading.

The human relations teacher should be on very good terms with the teachers in the English department. Much good can be gained by reading themes written by secondary youth. Going to another department for information is more work for the human relations teacher but many times it is worth the extra effort.

In dealing with "learning" Taba and Van Til have this to say:

. . . two general conditions for successful learning activities are relevant. First, no matter how ingenious our provisions for learning, they will be futile if they do not grow out of or associate themselves with what is or what seems significant to students. From the standpoint of motivation it makes little difference whether something really is or only seems to be significant.<sup>12</sup>

The human relations teacher is pulling at cross-purposes when he attempts to teach something in which the class has no interest. However, he is well on his way to a successful session in the classroom when he carries on a discussion in which all members of his class are interested. Thus it is wise for the human relations teacher to permit his class to have a voice in planning their work. It also gives them experience in democratic living, develops their powers of thinking, and increases their capacity for reasoning.

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<sup>12</sup> Ibid., p. 83.

Taba and Van Til go on to say:

. . . Rapport, happy exchange of impressions and ideas, is an essential ingredient of good teaching of anything at any time. It is especially essential for consideration of human relations. It is rather absurd to expect belief in the significance of good relations among groups to materialize from a classroom that does not have within its own walls an atmosphere of good-will and harmonious understanding. The teacher must take the lead in creating this atmosphere that combines respect and freedom. As students participate in discussion, expressing their own views, they learn about each other as human beings. They recognize at first hand different ways of looking at matters; they experience truly democratic behavior. . . .<sup>13</sup>

The best method to use in teaching democratic living is for the classroom teacher to be democratic in his classroom. "Actions speak more loudly than words" is all too true. By participation in a democratic activity the student has learned to be democratic--when the human relations teacher has set the example by being democratic himself.

Secondary school youth learn much more when they are participants instead of spectators. They want to "take part" in the activities and not sit back and listen. Must the classroom teacher quench their zeal? Must each day's activities be "warmed over" from the previous day? This need not be true. Each period of the human relations class may be looked forward to as an adventure, something exciting, stimulating, and worthwhile, if the classroom teacher makes it so--by permitting the members of his class to take an active part. In this way they learn to be democratic by being democratic.

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<sup>13</sup> Ibid., pp. 83-84.

"Pupils in the secondary schools can go far beyond elementary school children in concepts, activities, and materials. . . . boys and girls in secondary schools must learn to appreciate the dangers of formulating conclusions without sufficient accurate information."<sup>14</sup>

It seems that one of the weaknesses of human nature is "jumping to conclusions" or forming opinions without enough scientific information. This is one of the main causes of intolerance and discrimination, it seems. Secondary youth should be taught to weigh the evidence at hand, search for more evidence, then reach a verdict.

Commenting on intergroup education in secondary schools Taba and Van Til have said:

Approaches to intergroup education in the secondary schools are affected in content and method by the sharper divisions among subject matter that usually are found at this level. Courses in the social studies usually include world history, United States history, civics, geography, economics, and problems of democracy. A few schools offer courses in sociology, psychology, and anthropology. All these courses provide many opportunities for the pervasive approaches to intergroup education.<sup>15</sup>

A few of the more important and popular secondary school subjects were selected to illustrate more fully the pervasive approaches to intergroup education. The next five pages will present a summary of the discussion by Taba and Van Til<sup>16</sup> on the teaching of human relations in the various subjects in the secondary school curriculum.

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14 Ibid., p. 94.

15 Loc. cit.

16 Ibid., pp. 94-125.

World History. A course in world history offers opportunity for mature concepts of intergroup relations. An appreciation of the historical and cultural backgrounds of all peoples comes into such topics as invasions, migrations and economic movements. When history has been taught as the movement of mankind students have recognized the multi-national and multi-racial characteristics of civilization. Students recognized that the feeling of racial and national superiority was old by studying of the attitude of the Romans toward the Britons.

In the world history classroom the teacher taught that mankind owed a debt to the older civilizations for personal freedoms and forms of current governments.

United States History. United States history has been the most widely taught course in history in this country. For generations it has been the basic course for students. Here they learned to prize the principles of individual dignity and the oneness of mankind. Students have learned to understand and to appreciate the saga of a people in quest of a dream.

In United States history students learned of the multi-nature of American culture. Here they studied of immigration and conditions under which all peoples came and reasons for their coming to these shores. They studied people's customs, abilities, ideas, where they settled in this country, their work, their contributions to American life, their attitudes, and attitudes of others toward them.

Youth have studied about democratic ideals; conflicting opinions regarding just what these ideals were. They have studied current

problems, what caused them, and how they could be solved.

Students in United States history classes have studied about migrations of groups from one section of the country to another and the effects upon them and the people who lived originally in these expanding communities.

The method of teaching United States history has varied from one teacher to another, depending upon his personality, his attitudes, and his background. Whatever the method of teaching that has been used, United States history is unsurpassed in its challenge to teachers to instill understanding of a belief in democratic human relations.

Teachers who have been wide-awake have realized that nationality and economic status have played an important part in intercultural education. They have recognized that realistic applications are essential in this type of teaching.

Needless to say emphasis has been placed on discriminations against minorities: the Jew, the Negro, the American Indian, and other groups. And, too, students have studied about these minorities' responsibilities and rights.

Resource persons have been brought in from the community to the school. These personnel have been from minority groups, many times, and of course they were successful in their business or profession.

The trend has been away from such terms as "tolerance" and the "melting pot" and other expressions that have become unpopular. Today the trend is toward "understanding and appreciation of cultures" or

"respect for individuals and groups" and these terms have been substituted by people who realized that the former terms had unfavorable implications to certain individuals.

Teachers in United States history classes have expected more change in the "middle" group of their classes than they expected in the extremes. This "middle" group had no definite ideas either way. With knowledge gained in class they took more positive stands, took more active part in the discussions, and registered the greatest change in their attitudes.

Geography. Teachers who have taught geography in the secondary school and were interested in improving human relations have pointed out the similarities in the life and aspirations of peoples in different areas rather than the unusual, the bizarre, and the exotic. Whatever differences have existed in dress, housing, and ways of making a living have been seen as the results of differing conditions under which people have lived. As youth understand peoples of other countries of the world they have come to respect people everywhere. Study of environmental causes of differences have caused youth to tend toward more sympathetic understanding of these "strange" and "different" peoples. They have learned that these peoples from other lands were not so strange after they got to know them. And, too, they have learned that these peoples were not so much different as they were so much like themselves.

The Problems Course. Various titles have been given the problems course, but the most popular one seemed to be problems of democracy.



This course has provided an opportunity to teach human relations on the secondary school level. It has used materials from political science, economics, sociology, and anthropology and brought them to bear on selected problems. This course has unique value because of its frank recognition of the existence of problems for consideration. In the problems of democracy class the teacher has not been bound by tradition to follow a certain outline. This course has been rather flexible.

In problems of democracy classes social control has been contrasted with the lack of control which has lead to disorder, fighting, and rioting. Family, public opinion, and the school have been shown to be important influences on the character of human relations in American life. Other topics have been considered: immigration, labor and management, poverty, health, housing, recreation, unemployment, and crime. Many schools have done effective work with this type of course and have praised it highly.

Naturally there have been difficulties as well as boundless opportunities, since human relations pervaded this course. The topics that could have been covered have been so varied and rich that teachers sometimes have had difficulties in defining and limiting studies.

In conclusion Taba and Van Til have pointed out some of the strengths and weaknesses of the pervasive approach:

. . . Pupils and teachers are already utilizing established courses, and there is no element of strangeness or unfamiliarity about the materials and activities. Teachers do not feel that they are being called upon to take time away from their regular subject; pupils or

parents do not feel that the school is imposing something new. . . . Studying minority groups in regular course settings provided a normal situation. Occasionally the special unit or the special course sets one group apart and by this very process increases tension rather than decreases it . . . With the present overcrowded social studies curriculum, increasing the number of units or courses is becoming more difficult. By focusing upon intercultural education as an integral part of regular courses more attention is given to human relationships.

The pervasive approach, however, has certain weaknesses . . . Teachers . . . must be sensitive to the opportunities for intercultural education and must have imagination and creativeness to utilize these opportunities. . . . Another weakness is that this approach does not lend itself well to an immediate public relations program. It is not spectacular; it does not yield immediately visible results.<sup>17</sup>

Regardless of the method used in teaching intercultural relations it was largely up to the classroom teacher to determine whether the class was a success or a failure. In teaching this phase of democratic human relations it was as much dependent upon the teacher's attitudes as it was dependent upon his skills. The lack of skill in teaching was not so noticeable to secondary school youth as was the lack of proper attitudes. They have been quick to notice when the classroom teacher displayed the wrong attitudes in handling intercultural relations. It was not a matter of "knowing," but rather a matter of "feeling" on the part of the secondary school youth.

A few weaknesses and strengths of the pervasive method have been pointed out. It is up to the teacher to make the selection of what method he will use, or the combination of which methods suits him best.

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17 *Ibid.*, pp. 125-26.

In discussing the study unit Taba and Van Til<sup>18</sup> have contributed the following, which will be summarized, briefly:

The study unit has generally been regarded as a group of learning activities with a beginning and an end, a purpose, and a conclusion. A unit varies in the amount of ground covered and the time allotted to its use. It may deal broadly with a topic, such as management and labor, or it may concern itself with a single angle of that problem, such as the employment of Negroes in a certain community.

Whatever the length or scope of the unit it should meet two requirements: (1) It should have within itself that completeness of which the term implies. (2) It should be related to what precedes and follows it, and should not be an isolated experience.

For example, in the United States teachers decided to put more emphasis upon the place of minority groups than was in the textbook.

Study units have devoted more emphasis to certain issues than traditional courses have done in the past. And, too, they have spread from one course to another. When the social studies have been dealing with topics of prejudice against minorities the English courses have studied literature by members of minorities, the music department has studied compositions by members of minority groups, the art department has studied works of artists who belonged to minority groups. In this way there has been more correlation, more emphasis, more learning.

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<sup>18</sup> Ibid., pp. 127-60.

The real test of the value of study units has not been found in the mastery of subject matter, but rather it has been found in the atmosphere of real understanding it has created. When it has failed to contribute to the growth of secondary school youth in real understanding then it has no place in any program.

The study unit must be a continuing phase of education. Each study unit in intergroup education has been considered in its relation to other units and to the entire twelve-year program of the school. The best results have been achieved when it was used from the kindergarten through the senior high school.

Valuable units have grown out of the immediate interests, needs, and experiences of secondary school youth. One school cannot borrow units and programs from other schools and expect them to be successful.

When intercultural education has been carried on throughout the entire school program it has been necessary for the units in the secondary school to culminate the study. On this level it has been necessary to sum up and apply all previous learning.

The majority of secondary school youth have stepped quickly from school into the responsibilities of adult citizens. The school, when it has met its responsibilities to youth and the community, has helped youth to live democratically with individuals and has helped to prepare them for relationships with groups they will meet in adult life.

The "why" of the unit must be clear to youth if it accomplishes its objectives.

A unit may be worked out by a single individual, administrator, or teacher and made a part of the course of study by administrative decree. However, the more usable units have been worked out by teacher and pupils as a part of the learning process and co-operatively considered and evaluated by many teachers. The ideal method used the added advice and co-operation of parents and agencies of the community.

One of the critical points in the construction of a unit has been found to be the formulation of objectives. Broad aims and purposes were found to be necessary. And, too, specific objectives were also needed.

It has been found that to accomplish effective learning there must be consistency between the announced purposes and the means provided to attain such purposes.

Units intended for the use of the teacher have usually presented the content in outline form which was expanded by the teacher into acceptable procedures for the classroom.

The plan of the unit included a list of the activities through which the students made most advantageous use of the content and experience provided. Each activity was definitely related to the objectives of the unit. Some activities were to arouse interest. They were varied enough to reach all of the group. They provided the students with food for thought. Some of the activities aroused emotional experience in many of the class.

Many of the units have had activities in which the students learned from their experiences. Some of these activities were such activities

as drawing maps of the United States and locating the minority group being studied. Other activities were such as making a survey of local city, finding sections of city where minority group was located; investigated city ordinances and found out if there were laws prohibiting this group from living in certain sections of the city.

It has been found good practice to make unit outlines as definite, complete, and far-seeing as possible. However, additions were made as the unit progressed, as the interest of the class grew, and as their enthusiasm waxed warmer.

Teachers have not expected too much to be accomplished by any one unit. They have known that much of the learning experience was not immediate due to the fact that it takes time to change attitudes.

Teachers and students have used bibliographies in their research. These have been added to as the unit of work progressed. New books and films and plays have been added with comments so others might benefit from their experiences.

There are four kinds of teachers who unwittingly or otherwise hold back progress: (1) Teachers who dislike to have routine disturbed. (2) Teachers who have prejudices and perhaps even believe in various versions of the myth of superiority. (3) Teachers who feel their lack of training in this phase of education. (4) Teachers who work under administrators who do not want a change.

The school has generally been ahead of the community in intergroup understanding and relations. It has been a wise move on the part of

teachers and administrators when they have won the support of parents, and through them the support of the entire community.

In discussing intergroup relations Taba and Van Til have this to offer, in conclusion: "Thoughtful men and women today are looking toward international unity. Americans must help build One World. That conception is breathtakingly profound. Every study unit on intergroup relations is a small step in that great development."<sup>19</sup>

School Activities. The school activities phase of education has grown in importance in some secondary schools. Taba and Van Til<sup>20</sup> have an interesting account of school activities, which has been briefly summarized on pages 34, 35, and 36 of this paper.

Youth have presented plays and pageants, competed on athletic teams, discussed, heatedly, the problems of the day, elected officers and transacted business, danced in the gymnasiums or at downtown hotels, held social gatherings, have had assembly programs, planned festivals, and many other activities. The majority of these activities have grown up spontaneously in response to the needs and the interests of youth in the secondary schools.

The reason why school activities have arisen has been because the traditional program of many secondary schools has been too far removed from the problems and interests of youth.

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19 Ibid., p. 160.

20 Ibid., pp. 161-91.

As the concern for intergroup relationships grew in American education it frequently found an outlet in school activities.

Intercultural education must permeate the total life of the school and must not be regarded as simply another subject. The building of democratic human relationships must pervade the entire curriculum. These school activities have been key points for intergroup emphasis because they have been close to students' hearts and lives. When democratic theories have been taught in the classroom but discriminations have been sanctioned in school activities secondary school youth have been quick to see the farce.

School activities have been far-reaching. They have not only been of importance to youth but also to their parents who have been looking-on.

Of all the vicarious experiences which have taken place in school dramatic presentations have come closest to real life. In fact, it has sometimes served as an opening wedge to the real thing which may come later.

Good plays have had a central idea. As youth, represented ideas and issues and other human beings, moved across the stage both actors and audience have identified themselves with the characters. Thus the play has gone further than to merely stir the emotions of students. It has helped them to re-think their own values and to re-direct their own attitudes.



The three most popular kinds of dramatic presentations presented by schools to build better human relationships have been those dealing with immigrant contributions, Negro contributions, and religious celebrations. Some schools have presented them in connection with national weeks. This has not been as good as where the school program was permeated with concern for human relations.

Schools have experimented with panels in order to share the results of study with classes, assemblies, other schools, and community groups. The participants had to know their materials. For them the panel was a significant educational experience. Its major difficulty was due to the fact that the audience was not so well versed as the participators, although they took part in the discussions. Some thought this method to be more harmful than beneficial.

School government has been found by some schools to be an activity which has afforded many opportunities for the learning of democratic human relations. In this type of activity youth from the many American cultures have worked together for common purposes. In some schools the student body have selected the best member of the school, regardless of his race, color, or creed.

Taba and Van Til expressed the following views regarding school activities when they say: ". . . programs that constitute one part of a general policy directed against bigotry and hostility and toward social decency are more effective than isolated programs . . .

. . . the finest programs in activities involve the participation

of many working together toward a common end. The actual contacts made while students are working together on a project are the surest promotion of honest regard and appreciation."<sup>21</sup>

The writer has found the school activities program to be worthwhile to both the student and the administration of a secondary school. However, for it to be at its best the student body must have had a hand in planning, participation, and supervision of the activity.

During the activities program youth have relaxed and enjoyed participation in games, dances, and meetings. The observing classroom teacher has had an opportunity to become better acquainted with youth in his class. They in turn had an opportunity to learn that a classroom teacher was a human being.

Attendance at student government meetings has been quite revealing. Here youth had an opportunity to voice their own opinions, make their own decisions, and do some critical thinking. In actual participation in a democratic situation youth have come through with flying colors. Responsibility has tended to make them stronger. Training in secondary school has made them better American citizens. They have been better leaders, more able to carry on their responsibilities, and less prone to be prejudiced against the minority groups.

Democratic living in secondary school has made youth more democratic in adult life.

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<sup>21</sup> Ibid., p. 191

Community Utilization. Another method of teaching democratic human relations has been handled well by Taba and Van Til:

In theory, it is recognized clearly that the community should be a laboratory for the school and the school a center for the community. In a genuinely community-minded school, students would not only have experiences involving interviews, speakers, and field trips through which they would learn the ways of racial, religious, ethnic, and economic groups, but also have experiences of working for salaries and for community service. They would co-operate with organizations and individuals for social ends. School would reach beyond the traditional four walls, would extend itself into life.<sup>22</sup>

By such co-operation of school and community youth have learned much about their community. Likewise, adults in the community have learned more about the school, what it was doing, and what its plans were for the future. And, too, the observing teacher has learned of the community in which his school was located. Thus he was more prepared to teach matter of importance to his community.

Taba and Van Til have further stated: "The school is no isolated island; its personnel is intimately affected by the climate of opinion of the community which is the setting of the school."<sup>23</sup>

Many teachers learned to their sorrow that they were fighting a losing fight when they were pulling one way and all the community was pulling the other way. This was lessened somewhat by co-operative projects worked out by adults of the community, teachers, and pupils of the school. Laymen work "for" a project when it is marked "our", but

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22 Ibid., p. 192.

23 Ibid., p. 193.

tend to work "against" a project that has been marked "their."

Taba and Van Til<sup>24</sup> have given a good example of interracial group co-operation when they used an underprivileged area in Philadelphia. The Joseph E. Hill School in Philadelphia is composed of students of the Negro race. One day in assembly the principal asked the students what they'd like to change in their homes, if changes were possible. The response of the students was eager and immediate. They spoke of repaired doorsteps and running water, of plaster on the walls, and panes in the windows.

This was seed from which action in the community grew. Through the aid of older students, clubs, parents, and other residents, pipes were laid for water, walls plastered, floors and steps repaired.

As a result of this beginning the Germantown Chestnut Hill Housing Committee was organized. Clubs, church groups, leagues, social agencies, students, faculty members, Parent-Teacher Association, and others became members. The committee has reported that one hundred twenty-nine pupils had co-operated in repairing homes.

The committee has gone further. They have secured the services of two home-making consultants, appointed by the extension department of the Philadelphia Public Schools. They work with residents to improve the appearance of their homes, to aid them in effective use of energy, time, and money.

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24 Ibid., pp. 203-04

Community Survey. According to Taba and Van Til<sup>25</sup> a ninth grade in Forest Park Junior High School in Springfield, Massachusetts, carried on an exploration of the people who made up their community. Students were studying the contributions of nationalities to America. It seemed sensible to explore the contributions of nationalities in Springfield.

Local citizens of foreign birth were interviewed. Thanksgiving and Christmas holidays afforded students opportunities to talk with many of their relatives at family gatherings. The stories of relatives did more to help students understand the experiences of the foreign-born in America than did anything else.

From several hundred of these interviews the students selected the most interesting. These were edited by the English class and illustrated by the art class.

The students attempted to show that the foreign-born citizen who supported his family, educated his children, and took his place in employment had made a real contribution to his adopted land.

Educational Visits. Taba and Van Til have shown that:

Social travel is another activity in the community which affords intercultural insights. . . . Social travel involves contacts through which boys and girls can get a quick, emotional insight into the lives of others and can achieve identification with their problems. Members of minority and majority groups become human beings as they never could by formal introduction through books and pamphlets. . . . From a trip experience may emerge a whole galaxy of questions based upon the sensitivity

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25 Ibid., pp. 206-07.

of pupils in an observational situation. . . .<sup>26</sup>

A drama portraying the minority group, or a sound picture depicting the minority group to be observed, or a story dealing with this group has been read to prepare the students emotionally. After they have made their educational visit discussions have been held. By one of these methods the student has been prepared--by drama, movie, or story. He has seen firsthand, following the vicarious experience, and then he has discussed these experiences. This has been found to be more meaningful to the student than the old-fashioned method of reading the lesson and being questioned by the teacher.

Taba and Van Til continue: ". . . The sight-seeing approach is to be shunned; homogeneous groups resent rubbernecks of any ages in their midst. . . ."27

To get away from the "sight-seeing" phase of educational visits the two groups have participated in a common activity: singing, playing games, and the like. This method has put the groups more or less on an equal footing. One group has not been the rare specimen to be peered at and the other has not been the scientist.

Commenting on techniques Taba and Van Til have said: "Knowledge of techniques makes social travel to cultural groups a rewarding experience. For instance, a guide who knows the ways of the group and who may himself be of the cultural group visited is helpful as an

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26 Ibid., p. 203

27 Ibid., p.211

interpreter of otherwise incomprehensible ways of living. . . ."<sup>28</sup>

As a general rule the classroom teacher of the visiting group has not been able to answer the questions of his class. It has been better to rely upon a teacher in the school visited, as he is of that group, knows from experience how they "feel" about certain questions. He also knows the hopes, the desires, the ambitions of his group.

Community utilization has been strikingly illustrated by Taba and Van Til in the following summarization:

Community utilization in intergroup education, then, is only in its beginning. Tentative and earnest steps are being taken. Educators who are not content with mere book learning in this dynamic area of human relations sponsor social travel into the community, with their classes play host to speakers, help students to organize community surveys, aid them in identifying themselves with community organizations, foster their participation with teachers and adults in community-wide programs of social betterment. Such educators deserve encouragement and support from fellow educators and from communities. They are working on a new frontier.<sup>29</sup>

When students are brought in on community projects it has given them a chance to develop initiative, to obtain a new sense of values, and they tend to become more democratic in their thinking and living.

Many adults have been surprised at the "mature thinking" displayed by youth in secondary schools when they were given a chance to "think" on community problems. It has been better for youth to make minor mistakes while in school, rather than major ones when they were adults.

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<sup>28</sup> Ibid., p. 212.

<sup>29</sup> Ibid., pp. 227-28.

### Ligon's Character Research Project Program

If one is to teach democratic human relations in the classroom he must know how to present his material. Ligon has this to say regarding the steps in the learning process: "There are five major steps in the learning process all of which must be taken before we can be sure that our houses are built on foundations of solid rock and not on shifting sand."<sup>30</sup>

Ligon goes on to say: "The first step can be called, exposure."<sup>31</sup> It is obvious to the teacher of experience that the pupil must have been exposed before he can learn. The method used to expose him, the phase of his maturation at which the material has been exposed, and other factors have determined how well he has learned.

Ligon continues in his enumeration of the steps of learning when he says: "The second step is repetition."<sup>32</sup> The number of repetitions that have been necessary for the student to learn has been determined by many factors: native intelligence, his interest in material to which he has been exposed, and the interval between repetitions, and other factors.

In elaborating on "repetition" Ligon further states: ". . . Material must be studied and repeated frequently to be learned. . . ."<sup>33</sup>

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30 Ernest M. Ligon, A Greater Generation. (New York: The Macmillan Company, 1948) p. 10.

31 Loc. cit.

32 Ibid., p. 11.

33 Ibid., p. 12.



Interest in the material being repeated has played an important part in learning. However, the techniques used by the teacher in presenting the material has also played an important part in the learning process.

Ligon further states: "The third step is understanding."<sup>34</sup> Too many students have been able to memorize but too few have been able to really understand. Students have been able to "parrot" phrases but too often they have not been able to explain their meaning. No real learning has taken place until the pupil has understood.

Ligon indicates that, "The fourth step is conviction."<sup>35</sup> He goes on to say that one has to be convinced before he has learned.

Ligon continues: "The fifth and last step is application."<sup>36</sup> In his experiences as a classroom teacher in grade school the writer has taught health habits to pupils. They have learned what to do, how to do it, why it was to be done, and when to do certain health habits-- but pupils have not practiced what they have learned.

In teaching democratic human relations in the classroom the teacher has had to teach proper attitudes to his pupils. It has been up to the teachers whether the pupils learned these proper attitudes or not.

Commenting on attitudes Ligon has this to say:

. . . an attitude is a positive or negative bias to react in a particular situation in a particular way. Attitudes include our likes and dislikes, our biases and

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34 Loc. cit.

35 Ibid., p. 13.

prejudices, our system of values--in short our real working philosophy of life. . . . attitudes we form make the difference between happiness and unhappiness, mental health and mental disease, strong and weak character, wholesome and unwholesome personality. . . .<sup>36</sup>

Teachers have found that it was very difficult to teach attitudes in human relations classes. Attitudes of tolerance, co-operation, and friendliness are essential for one to be the best citizen possible. It is the human relations teacher's duty to teach attitudes that will help develop the student into a mature individual; one who can take his place in society and be of value to society and to himself.

Ligon,<sup>37</sup> in discussing attitudes, has said that in developing a curricular unit or a single lesson the teacher must start first by getting a very clear picture of the attitude to be taught. He continues by saying that the student must come to a rational and enthusiastic acceptance of the attitude. Then the student must apply this attitude in his daily life. This is where the parents come into the picture.

The writer has stated previously, it is most necessary that the parents back the school in its human relations program. Much of the attitudes, habits, and practices of youth are obtained from their parents and other associates.

It has seemed that more needs to be done in the field of evaluation. Observation has been one of the best methods of checking results.

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36 Ibid., pp. 20-21.

37 Ibid., pp. 40-41.

Ligon further says that, ". . . our curricular materials must be so organized as to constitute a psychologically valid approach to the attitude being taught."<sup>38</sup> He goes on to say that it is probably just as unsound to present content material which is not psychologically systematic as it is to try to teach traits which do not have meaning in human nature.

Commenting further regarding psychological consistency Ligon expresses his views when he says that, "Psychological consistency is achieved primarily by what is called in educational psychology, the law of multiple response. . . . it means finding as many illustrations and as many varieties of approach . . . as possible. . . ." <sup>39</sup> When this is done one of the approaches is likely to be "the" right approach.

Ligon presents what he calls the "all-or-none"<sup>40</sup> habit of making judgments. This has been one of the reasons for prejudices against minority groups and the like. When an individual has formed the habit of jumping to conclusions he has generally become prejudiced. A Republican makes a mistake in the Senate and all Republicans become "no good." A Democrat favored war in Congress and the Democratic party became "war mongers."

Ligon maintains that, "One of the gravest weaknesses of human nature

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38 Ibid., p. 44.

39 Ibid., p. 45.

40 Ibid., p. 58.

is its tendency to follow leaders and not causes . . .<sup>41</sup>

This idea of following a leader has caused no end of difficulty in the human relations classroom. A few popular students have tended to dominate elections, projects, school journeys, and the like. The human relations teachers have had to train youth in self-reliance, initiative, and powers of reasoning. On the other hand they have also had to train them in co-operation.

Human relations teachers have had to teach youth to follow leaders when, in the individual's opinion, the leader was "right."

Too many adults tend to follow, blindly, a leader who resorts to oratory to gain his leadership. These leaders have tended to play upon their listeners' emotions rather than their intelligence. However, this has been kept to a minimum as many refuse to follow a "leader" who is not qualified to lead.

Ligon, in dealing with social adjustment, has given some important information when he says:

. . . The ability to live together is a learned ability and a necessary one. . . . The art of friendship is one of man's most valued assets. When boys and girls fail to make friends either among their own or the opposite sex, they need help badly. This type of social adjustment is entirely necessary for wholesome personality, and however difficult it may be to any child, it must be learned. . . . It can be learned and successfully achieved . . . if life is to be lived at its best.<sup>42</sup>

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41 Ibid., p. 60.

42 Ernest M. Ligon, Their Future is Now. (New York: The Macmillan Company, 1947) p. 57.

Classroom teachers have needed to be very observant regarding the boy and girl relationships in their classrooms. Some members of both sexes have been rather shy, aloof, and awkward in the presence of the opposite sex. This unsocialness has been more serious than many classroom teachers have realized. Too many American youth have turned to delinquency because of the lack of wholesome friendships in both sexes.

Ligon has expressed his views on fair play when he says:

A sense of fair play or sportsmanship is a general habit in life. . . . it is a habit essential to social stability both in society and in the individual.

How one reacts to authority is an index of his social maturity. Even in early childhood the ability to cooperate with authority is an important part of one's training. The ability to follow is perhaps as important as the ability to lead and probably is prerequisite to it.<sup>43</sup>

Even though youth hold in contempt one who is a poor sport the practice of unfair tactics has persisted. Giving the other fellow a break has been a part of the American tradition for generations. The trend has seemed to be away from this line of thinking.

The writer was reminded of an experience while in the army during World War II. One of the expressions heard in officer's candidate school was that, "You'll have to learn to take it before you know how to dish it out." The reference was to the fact that officer candidates would have to subject themselves to disciplinary training before they would be qualified to mete out disciplinary punishment.

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43 Ibid., p. 57.

Ligon makes a startling statement regarding leadership when he says that, "Leadership is the most needed asset in any social structure. . . . its lack in modern society is a conspicuous cause of much of our present social chaos."<sup>44</sup>

Leadership has been recognized as a great need of society. Classroom teachers have over-emphasized leadership as an idea, but they have neglected to teach leadership to their pupils, in many cases. All have not been able to qualify as leaders and many of those who have not have become frustrated, maladjusted, and some have turned to delinquency.

The writer has not belittled the fact that America is a land of opportunity. He has questioned the fact that too many teachers have built up hopes in the minds of youth and then many times they have failed to give proper instruction in leadership so these hopes could be realized. Some youth have wanted to climb up in the social and economic world so badly that they have used anti-social methods to get what they wanted out of life.

America has needed leaders in the past and she shall continue to need them in the future, it seems. By proper training leadership may be developed in some. However, even training has its limitations.

Too many classroom teachers have failed to train youth for leadership by neglecting to give them responsibilities. If individuals learn to do by doing why have teachers failed to give youth responsibilities?

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<sup>44</sup> Ibid., p. 58.

All cannot become leaders. Therefore, youth have needed training in leadership and fellowship as well. This has required co-operation on the part of both the leader and the follower. The leader and the follower both need to respect the position of the other fellow. This attitude has needed to be taught to more youth so that they could set their own mind in order. Youth have needed to accept their position as follower until such a time as they could rise to the status of leader.

In Junior High School. In presenting the Junior high school phase of education Ligon expressed the following views when he says:

This is the period in life in which the widest sex differences occur. Boys are still in the all boy anti-girl period. . . . Both boys and girls form close-knit gangs or groups which have the utmost contempt for each other  
 . . . .

Emotionally, boys and girls are now becoming a great deal more critical, and as a result, correspondingly more self-conscious. They become more keenly sensitive to failure in competition and deeply depressed if this failure is too marked. Certainly a contributing factor to bringing about this state of mind is their intolerant cruelty to each other. . . . it is of the greatest importance for us to discover any special abilities they may have and help them find forms of expression for them which are socially approved by their contemporaries.<sup>45</sup>

When teachers have known about the sex differences of youth during the junior high school period, they have been able to handle the situation in a more sensible manner. Not too many years ago some teachers caused boys and girls to sit together for punishment for whispering, passing notes, or some minor infraction of the rules. Too often this

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<sup>45</sup> Ibid., p. 236

form of punishment did not cement human relations between the two who were so punished.

Commenting on magnanimity, Ligon expressed his views as follows:

Righteous indignation is one of the most common forms of emotional expression during this period. . . . Because it is an age during which these children sometimes act like adults and sometimes like children, it is rather natural that their parents treat them sometimes like adults and sometimes like children. Unfortunately, far too many parents treat them like children but expect them to act like adults. . . .<sup>46</sup>

Too many junior high school students have found this period of life to be one of a "dual personality." One minute he may act manly and the next minute he may act childish, throwing temper tantrums, and otherwise acting in a fashion unbecoming to one of his age.

It has seemed that too many parents have expected too much from this age group. Too many parents have become rather exasperated at their youngster because he was not predictable.

The High School age. The activity life in high school has been strikingly illustrated by Ligon in the following:

One high school sophomore in reporting her activities indicated that she was a member of fourteen different high school organizations which, on the average, met once a week. When all these are added to the curriculum of her school work, her athletic responsibilities, her other social obligations, her church activities and the "must" movies, one wonders how she finds time to eat and sleep, much less time to think. Yet here is an age in which the mind is just reaching maturity and at which philosophical reflection is possible for the first time. Probably nothing else in the life of

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<sup>46</sup> Ibid., p. 247



an adolescent is so important as to think through life's problems and become intelligently oriented to meet them, but for this task there is no time.<sup>47</sup>

It has seemed that school administrators should guide youth as to the number of activities in which they should participate. Of course this has taken into account the fact that school administrators would have control over only those activities coming under the supervision of the school. When one well-qualified individual in the student body has belonged to so many activities he has generally been a leader in a few of these organizations. By so doing he has deprived the individual of lesser ability of the chance to develop his own leadership.

Because the entire school program has monopolized so much of the student's time he has had less free time in which he could think out things for himself. This has been partly the fault of the school. It has seemed that a program of discussion, problem solving, and an opportunity to exchange ideas should have been placed in the school. The social studies could have done more in this phase of education, but it has been touched on lightly. The human relations classroom has begun sharing experiences of its members, permitting them to express their opinions regarding life and its problems. This has been a step in the right direction.

Emotional development in high school. Emotional development in high school has been discussed by Ligon in part when he says that, "Emotions, especially excessive fear and anger, are always significant

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<sup>47</sup> Ibid., p. 259.

factors in personality. . . . Fear or anger influences the digestive processes, the secretion of the endocrine glands, and the flow of blood so extremely that health is greatly endangered . . ."48

Human relations teachers have been dealing with the development of human relations, but tied in with this and really a part of human relations, has been personality development. During this phase of life the high school youth has been easily upset, especially through fear. This fear has been more of a social nature than a physical one. Youth have feared sarcasm and ridicule more than they have feared getting a black eye or a broken nose. Because of this human relations teachers had to deal with ridicule and sarcasm in the classroom. Too many youth have been prone to laugh when an individual didn't know the correct answer to a question in class. This has been the time to handle the problem, rather than to wait until it has arisen in the unit worked out on this phase of human relations.

Ligon continues his discussion of emotional development and points out that, "Fear is always destructive of personality. Anger is at least aggressive. But personality in general would be far healthier with a minimum of these two emotions."49

Human relations teachers have had to train youth to exercise self-control. Losing one's temper has been considered as childish.

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48 Ibid., p. 266, citing W. B. Cannon, Bodily Changes in Pain, Hunger, Fear, and Rage, 2d ed. (New York: D. Appleton Co., 1929)

49 Ibid., p. 267.

Personality. Personality has been a major factor in the success or the failure of many individuals. This has been in the economic world, the social world, and the political world. Since personality has been so important it needs further development. As Ligon points out, "The attitude or habit of mind which we are designating as being sensitive to the needs of others is of genuine value in the attainment of happiness by the adolescent."<sup>50</sup>

In teaching youth it has been necessary for the human relations teachers to emphasize the importance of doing good for others. This has been done at times by lecture and at other times by participation of the class. At Christmas-time has been an appropriate time to introduce this phase of personality training.

By doing good for others youth have experienced real happiness and learned that happiness is like perfume: sprinkle it on others and a few drops will fall on the giver.

As Ligon puts it, "Quite apart from its ethical significance, self-centeredness is almost certain to result in unhappiness. When one looks with too great constancy at himself, his inferiorities become much too prominent. Social fears set in and compensations follow."<sup>51</sup>

Too many youth have grown to adolescence as self-centered individuals. This has been such a deep-seated habit that human relations teachers have had difficulty in uprooting it. However, one method used

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<sup>50</sup> Ibid., p. 283

<sup>51</sup> Loc. cit.

by some human relations teachers has been to tell the story of some hero of the self-centered individual in which the hero was constantly doing good for others.

Ligon has expressed the following views relative to a cure for shyness in youth:

. . . It is commonly supposed by many people that the ability to converse easily with strangers is a native gift, perhaps bolstered somewhat by wide experience. Actually such is not the case. Let anyone who has this difficulty try this scheme. Make a list of ten questions which you would like to know about people you meet--what their names are, where they come from, what their purpose is in coming to your town, how they like it, what their interests are, whom they know, etc. Keep this in mind. Then when you meet the next stranger, ask these questions. . . . This is the chief quality of conversation, being interested in the interests and needs and activities of others. For those who think of shyness as their besetting sin, this is one simple remedy which often produces good results.<sup>52</sup>

Many of our youth have been shy, awkward, and aloof. However, experience has tended to give them more confidence. Once the ice has been broken they have enjoyed the swim. Youth have resented being pushed by elders and have been prone to participate in activities of their own interests and their own choosing. "Make haste, slowly!" has been a good motto for human relations teachers in dealing with youth, in getting them to participate in social activities, and the like.

Ligon indicates that, "If one young person can be brought into intimate contact with another from a different class or group, progress

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52 Ibid., p. 284

has been made. This needs to be continued in a wide variety of conditions . . . It cannot be acquired through lectures, but only through experience. . . ."53

Meeting other people, especially from a different cultural group, has helped develop the personalities of many youth. This has had a broadening effect and a leveling effect, too. Many youth from the "upper class" have tended to sympathize with the less fortunate and the less fortunate have tended to strive for something better.

Personality development has been further elaborated on by Ligon when he says:

"The measure of a man is the size of the thing it takes to get his goat." Here is a concept which, once acquired, can do more to achieve magnanimity in the personality of the youth than almost any other method. . . . It is an old trick to try to anger one's opponent in an argument so that he may not think so clearly.

. . . Truly great men are almost always characterized by their ability to control their tempers. The little man, who goes about with a chip on his shoulder, seldom commands very much respect in the eyes of those who know him. Once having seen this fact, the adolescent has learned the first lesson in the final development of this trait; namely, the desire for it.<sup>54</sup>

The writer once heard an individual criticize the President of the United States because the latter had threatened to punch a certain person in the nose. The criticism was on the grounds that the President "was too big a man" to resort to such tactics. Individuals and groups

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53 Ibid., p. 285.

54 Ibid., p. 288.

have expected big things from big men. They have had a tendency to expect a big man to be big enough to control his own temper.

### The Delaware Plan

Although at this writing the Delaware Plan was in its infancy it had received much attention from educators and from those interested in mental hygiene. As Bullis and O'Malley have pointed out, "In the past our schools have put all the emphasis on developing children intellectually and physically. We want them to grow up with robust personalities able to go through life on an even keel."<sup>55</sup>

For years youth have learned about facts and figures. The trend has turned toward emotional growth.

Emotional growth. Emotional growth in youth had been neglected until about the end of World War II. The Delaware Plan has made steps toward correcting this deficiency. "Of every hundred school children in the United States," state Bullis and O'Malley, "failure to reach emotional maturity will blight the lives of thirteen. Four will end up in mental hospitals. One will turn to crime. Eight will be shattered by emotional breakdowns."<sup>56</sup>

What value has a keen mind been to the individual even when it has been housed in a strong physique when he was emotionally ill?

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<sup>55</sup> H. Edmund Bullis and Emily E. O'Malley, Human Relations in the Classroom, Course I (Wilmington, Del.: The Delaware State Society for Mental Hygiene, 1947, 4th ed. 1949) pp. 1-2.

<sup>56</sup> Ibid., p.2.

Youth have needed to be well-rounded in their education. They have needed training in the physical, the mental, and the emotional phases. Often one of these has been emphasized to the detriment of the other two. In most instances, until about the time of the end of World War II, the emotional side of youth training had been dwarfed by lack of emphasis in the classroom.

Commenting on the aims of the Delaware Plan Bullis and O'Malley have said that, ". . . it aims to enhance for all children the enjoyment of living, to gird them for more joyous productive lives and to start them on the path toward what often has been called the greatest human treasure: peace of mind."<sup>57</sup>

Too many people in the past have been well-educated and have been a good physical specimen of their race, yet because of their emotional immaturity they were unhappy. The cliché of "Smile and the world smiles with you; frown and you frown alone" has not always been true. It has seemed that the happy person tends to scatter sunshine, and the unhappy one scatters gloom.

Some have wondered how a human relations class works. According to Bullis and O'Malley, "It begins with a story the teacher reads from a prepared lesson plan. It is selected to illustrate the day's theme . . . ."<sup>58</sup> These lesson plans, or outlines, have been used by human relations teachers as the "kick off" for the discussion for the day.

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<sup>57</sup> Loc. cit.

<sup>58</sup> Loc. cit.

They have been made available, in mimeographed form, by the Delaware State Society for Mental Hygiene, 1308 Delaware Avenue, Wilmington 19, Delaware. This set of thirty lesson plans has been supplied at cost.

"In one class a lad was seriously upset," state Bullis and O'Malley, "because his mother made him wash dishes. . . . it vanished . . . because all the other boys in the class admitted that they too washed dishes on occasion. The lad walked out of the class laughing."<sup>59</sup>

Many problems have been solved in the human relations classroom by merely talking them out. Pent-up emotions of an adolescent has caused some to fail in their school work, although they have had an intelligence quotient that indicated they could have done passing work.

"Perhaps the most remarkable aspect of the human-relations program," indicated Bullis and O'Malley, "is its simplicity. Any neighborhood school could start one and no special teacher is required. . . ."<sup>60</sup>

Continuing their discussion of the Delaware Plan, Bullis and O'Malley have said, ". . . the project requires no change in curriculum. In Delaware the human-relations classes are simply sandwiched in once a week during an English or social studies period. . . ."<sup>61</sup>

This plan has worked out quite well in different systems. It has been adapted to the small or the large school, the poor school or the rich one. It has met with approval from various school administrators,

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59 Ibid., p. 6.

60 Ibid., p. 7.

61 Loc. cit.



as the plan has been flexible enough to be "sandwiched in" with other subjects. No new teachers had to be added and the layman, or tax-payer, had no particular objections so long as his taxes did not go any higher.

Commenting further on the Delaware Plan, Bullis and O'Malley say in part, "As one teacher remarked, 'No curriculum committee should object to this, for the children learn more about oral English in the human relations classes than they do in most English classes.'"<sup>62</sup>

The average parent of high school youth have not objected to their children learning English and the majority have not objected to the time or the place. The main objection has been that the parent has thought his child was not learning enough English.

Bullis and O'Malley make a pertinent statement when they say that, ". . . Too many of us fear what is ahead--perhaps inflation, depression, or biological or atomic warfare. . . ."<sup>63</sup>

Has it been any wonder that youth fear the future? Their elders, who have had a past, condemn the present and look toward the future with foreboding.

Bullis and O'Malley expressed the following views regarding emotional maturity:

Here in the United States our children during their school years have been developing intellectually and physically

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62 Loc. cit.

63 Ibid., p. 9.

in a satisfactory manner. However, our present educational procedures, home training, and cultural demands allow too many of our youngsters to grow up emotionally immature.

We are protecting too many of our children too much in not giving them enough real experience with life problems. Learning to make decisions comes with continued practice. Far too many parents continue to make decisions for their children far too long, thus cheating them from progressing as they should towards emotional maturity.<sup>64</sup>

In the past too many youth have grown up like hot house plants. They have been protected too much, had their lives mapped out for them, and have not had an opportunity to think through their own problems. As high school youth they have been treated as though they were elementary school students, as far as using their initiative and making their own decisions were concerned. However, when they graduated from the local high school they were expected to take their places in a democratic society. Is it any wonder that too many of them have failed to measure up?

The home for too many years has protected youth from hardships, responsibilities, and decisions. The school, also, has been guilty of the same mistakes too long. Democratic human relations in the classroom, it is hoped, will go a long way toward correcting this mistake.

"Apparently we are turning out of our schools," say Bullis and O'Malley, "about 1 out of 7 with whom the other students desire no social contact in school, on the recreational field, or at home.

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64 Ibid., p. 10.

Undoubtedly, from this 15 per cent . . . come many of our delinquents who seek asocial ways to obtain what they desire from life. . . ."65

Apparently there have been four or five potential delinquents in the average sized class in the past. How many of these could have been corrected by proper instruction in human relations is hard to say.

Bullis and O'Malley continue their discussion on the Delaware Plan and express the following views:

As we have studied many of these boys and girls over-looked in the Class Acceptability Records, we find that many of them are extremely shy or have unfortunate personality traits which can sometimes be changed by the sympathetic and understanding help of teachers and others interested. We are constantly searching for ways of giving these over-looked boys and girls some form of recognition in their classroom settings. We are encouraging their teachers to be on the alert to find constructive ways of helping these youngsters become more accepted. . . ."66

For years the shy youngster has been neglected because as a general rule he has been quiet. Because he has been quiet too many teachers have neglected to detect any symptoms of trouble ahead. He has wanted recognition and not getting it one way he would get it in another--sometimes recognition by him has not come through accepted standards set up by society. However, human relations teachers have practiced giving these shy youngsters recognition in the classroom. It may have been through a story by a delinquent boy, telling of his

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65 Ibid., p. 13.

66 Loc. cit.

experiences with the police. Youth crave recognition, even though it may be unfavorable judged by standards set up by society.

"School authorities," say Bullis and O'Malley, "after they have seen a few Human Relations Class lessons, generally become interested in them for the following reasons":

Lessons do not require "experts" from outside the school

. . . .

Lessons do not interfere with curriculum. (They are generally put on once weekly during Social Studies or English period. Experience has shown that the loss of one class a week in either of these two subjects is more than made up by the improvement of students in oral English or in the insights they have gained in Social Studies topics through discussions during Human Relations Classes.)

Many teachers become more proficient and confident. . .

Many students who seldom respond in other classes make good presentations in Human Relations Classes because they are talking about things they know well and have convictions about--their own personal problems.

Students are enthusiastic and look forward to Human Relations Classes . . .

Teachers . . . become more understanding of the personality problems of members of their classes.<sup>67</sup>

School authorities, teachers, and pupils have been enthusiastic about human relations classes. It is logical that it will gain headway in the future as more schools begin this important phase of youth education. Perhaps, youth in the future will have a better chance in life than those of the immediate past.

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<sup>67</sup> Ibid., p. 14.

Bullis and O'Malley, commenting further on reaction to the classes in human relations, have this to say regarding psychiatrists' views on the matter:

Students learn that their individual emotional problems are not unique . . . .

Students tend to bring their emotional problems out into the open rather than to repress them.

Students consciously or unconsciously examine their own lives and motivations during and after their discussions on emotions and personality development, and frequently gain better insights as to their own actions.

Students come to know how emotions influence their lives and how the constant practice of worrying or any other emotional action can decidedly affect their pattern of life.<sup>68</sup>

When students have learned that their problems were shared by others in their group the importance of the problem has lessened. The human relations classes have given youth an opportunity to air their problems and by merely talking them out they have been benefitted.

During human relations classes different phases of emotions have been discussed. Youth have had an opportunity to examine their own motives for past experiences and thereby get better acquainted with themselves.

Youth have learned of the harm worry could cause them physically, mentally, and socially. They have learned that worry is a habit, and many times individuals worry about problems that cannot be solved.

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<sup>68</sup> Ibid., pp. 14-15.

The Delaware Plan had a few rules that youth in the classroom were to observe while the class on human relations was in session. This was so the class could accomplish the most with the least confusion. Bullis and O'Malley present them as follows:

At the beginning of each of the Human Relations Classes, we shall have a short story or play in which some of you will take part, after which I shall want to give you an opportunity to express freely and without fear your honest ideas and opinions regarding this story or play.

To avoid confusion, there are only two rules that we shall have in connection with this discussion: (1) Those desiring to answer my questions or make any contribution to the discussion may raise their hands; and (2) I shall select the one who is to talk, and he or she will stand to give his opinion while others listen.

Before starting today's lesson, I shall give you each a sheet of paper which is to be folded lengthwise . . . At the top of the front fold of this page, write your name, (under it the nickname or name by which you prefer being called). Next write your grade and school, and finally your age. . . .

. . . At the end of the period, I shall give you time to write any ideas you may have learned today, and to write any comment you care to make about the story or discussion, after which I will collect the papers. They will be returned to you at your next lesson for more comments. . . .<sup>69</sup>

The Delaware Plan has caused youth to think about their own problems in relation with problems presented by the story or drama method. The discussion which followed has been a means of some releasing their pent-up emotions, others have had help from classmates in solving their

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<sup>69</sup> Ibid., p. 17.

problems of similar nature. By causing members of the class to raise their hands for permission to speak it has trained youth in one of the requirements of adult society--courtesy.

The reason why the teacher designated the one who was to speak was to keep a few from dominating the discussion. The shy ones had to have their chance and the human relations teacher was there to give it to them.

Youth in human relations classes were required to stand to give all members a better chance to hear what he had to say. This also gave them training in speaking on their feet, which is so necessary in the adult world.

The instructions on how to fold papers, how to fill them out, and other instructions of a similar nature were to accustom youth to abide by the rules of the game, or to follow instructions.

In the instructions of the Delaware Plan the student was to write his name and under it he was to write his nickname or the name by which he preferred to be called. The writer has found in teaching youth that certain nicknames are humiliating. Other nicknames have seemed to give youth a certain amount of prestige among his gang.

The writer recalls one nickname that a high school youth carried with much pride that would have been humiliating to many: "Alley Rat." It would seem that the Delaware Plan had been on the right track when they required the nickname to be placed on the class paper. This gave the teacher, and possibly the remainder of the class, an idea of what

teachers have imposed their decisions on their students instead of helping them make their own. Youth have grown up under this handicap and have grown to fear decisions because of their lack of confidence.

As Landis puts it, "In the present generation adolescents and youth have been given too great responsibility for moral decision in home, church, and school without having first received the necessary standards to guide them. The adults, in turn, have blamed the young for losing their way."<sup>79</sup>

For generations adults have claimed that the younger generation was going to the dogs. Yet generation after generation has seemed to survive. They have made strides, it seems, in spite of the lack of proper training rather than because of it.

All emotions have not been unpleasant. There have been some that were pleasant, such as pride, excitement, joy, patriotism, and love.

Personality. Whether or not personality can be changed has been discussed pro and con for generations. In discussing personality Bullis and O'Malley have pointed out that,

We affect the lives of others when we are gloomy, unkind, or selfish. . . . A happy, cheerful, generous person generally has friends and is liked by others. Just as Scrooge could change his personality when he made up his mind to change his ways, so can each of us try to be the kind of person we really would like to be. . . .

. . . real happiness does not depend on money or the things it can buy for us.<sup>80</sup>

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<sup>79</sup> Landis, op. cit., p. 157.

<sup>80</sup> Bullis and O'Malley, op. cit., p. 122.



Administrators have employed teachers because of their pleasing personalities, rather than upon educational backgrounds, experiences, or intelligence. They have thought that the personality of the classroom teacher has been reflected, to a large extent, in his students. It has seemed that personality training has been neglected in the past.

Bullis and O'Malley have expressed their views regarding making of decisions when they say, ". . . we must learn to make our decisions promptly and to base them as much as we can on clear thinking, not just on our emotional reactions. . . ."81

As transportation has become more and more mechanized it has become increasingly important that youth be trained to make accurate and speedy decisions. When a pilot has traveled five hundred miles an hour he has had to make decisions quickly and accurately if he continued to make decisions in the future. The same has been true to a greater or lesser degree in other phases of modern living.

As adolescents and youth have grown to more maturity some have been given added responsibilities. When these responsibilities were carried out satisfactorily then more were added.

In some homes the responsibility of carrying on the functions of family life has been distributed to various members of the family. A few distribute the duties according to age levels of the members. Some go so far as to have a bulletin board posted so that members of the group may find their duties for the week or the day. Others give awards for

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81 Ibid., p. 123.

outstanding performance. These methods of division of responsibilities, sharing of decisions, and other phases of training in democratic living have given adolescents and youth added pride in family life. They have felt closer to other members, have had mutual respect for one another, and have come to respect authority more.

Some homes have had awards for outstanding performance, as noted above. Other homes operated on this principle and also awarded punishment for poor performance. This has been in the form of withholding privileges such as less attendance at shows, skating, dances, parties, and the like. Still other families have operated on the basis of money; an excellent job performance merited so much money per week, a good performance of the job merited less, and a poor performance cost the individual so much of his allowance. When such a penalty has been forfeited the amount went into the common treasury of the family.

In school it has been difficult to work on the money basis. However, some have used the merit system in discipline. Others have used awards for performance of certain duties: student council, junior patrol, and the like. Other schools have trained adolescents and youth to perform their responsibilities in student elections and the like. It has been necessary in most cases to train some of the student body to accept their responsibilities.

In a democracy it has been most necessary to train youth to cooperate with one another. The school has trained youth in co-operation on the athletic field, in band, in student government, and in other

phases of living. However, in many cases the emphasis has been placed upon winning of games and contests rather than emphasizing co-operation in the group. In many cases the co-operative team spirit has not carried over into adult living.

Participation on athletic teams has been good training for youth in democratic living. They have had to submit to authority of the coach, the captain of the team, the referees or umpires, and they have had to abide by the rules of the game. In some instances the coach has encouraged his players to suggest other means of winning, other plays that might be more effective against the opposition. Thus some youth have accepted their responsibilities and have assisted the team in the decisions made. Such training in some instances has been more beneficial than the physical training gained.

Habits. Discussing habits Bullis and O'Malley have said:

. . . When a child has mastered the art of walking, he continues to walk without considering each individual step. He has acquired the habit of walking by continued practice . . . This is the way we acquire all our habits--by practice.

.....

Our emotional habits are formed in the same way. . . .

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. . . it takes repetition to establish any habit--good or bad. . . .<sup>82</sup>

In athletics, in band, in dramatics and in other activities of

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82 Ibid., pp. 179-80.

school training emphasis has been placed upon proper habit formations. In school work emphasis has been placed upon rules in mathematics, in English, and in other subjects. This emphasis upon learning rules and the like was to form proper habits in youth. However, emotional habits have been improperly formed too many times, because they were neglected.

Some teachers of English have caused pupils to dislike poetry because poetry had to be memorized. When youth have had a choice of the material to be memorized it has had much emotional value to them.

Bullis and O'Malley continue their discussion on habits by saying:

Healthy habits of feeling and thinking are as important as healthy habits of eating and sleeping. If we continually practice worrying, criticizing others, feeling inferior, or being intolerant, we eventually become expert in these personality traits because these unfortunate personality habits become automatic.<sup>83</sup>

It has been found that once a habit is well-fixed it is rather difficult to uproot it. However, all habits have been learned and they can be unlearned if the individual is willing to pay the price.

Leisure time. Leisure time has been of more importance during the past generation than ever before. With machinery doing much of man's work he has had shorter working hours, a shorter week, and consequently more time for play. Hobbies have played more and more importance in the lives of individuals during the past generation. Discussing the importance of hobbies Bullis and O'Malley have expressed the following

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83 Ibid., p. 182.

views:

. . . A hobby may be any special activity in which you have an absorbing interest. It provides you with real personal enjoyment. . . .

. . . . .

Many people unfortunately believe that you have to work to be a success and that if you are successful in your work, you are happy. This is not necessarily true as you all know there is no one activity which will bring happiness--it is a result of living wisely.

We must find a balance between work and play. Play, or a hobby, can keep alive our spirit of adventure and our sense of humor and make our life a richer and more interesting one. Work and play are much like a well-planned diet--we should have enough of each to provide just the right balance. . . .

. . . . .

Most people who have absorbing hobbies started in on them when they were very young. A man once said, "Tell me how a boy spends his free time and I shall tell you what sort of a man he will become." . . .

. . . . .

Besides the skill and knowledge and satisfaction you yourself get from following a worthwhile hobby, you become more interesting to other people. . . .<sup>84</sup>

A hobby has been a means of escape to many working people. It has brought untold pleasure to the hobbyist and at times others have shared in his pleasure. The cliché of "All work and no play makes Jack a dull boy" has been found to be true. To be emotionally mature one has needed to balance his work and play. People have looked forward from one

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84 Ibid., pp. 195-97.

vacation to the next, planning, anticipating, and saving money so they could enjoy a well-earned rest. This, however, is not what has been desired. It has been found to be much better to work awhile and play awhile rather than work for nearly a year to enjoy a two weeks' rest.

Hobbies should be enjoyed from day to day and from week to week. Photography, fishing, golf, hiking, art, music, writing, and many, many other activities may be taken up as hobbies.

Continuing their discussion on hobbies Bullis and O'Malley point out the following:

. . . You must follow your natural interest if your hobby is to mean something to you.

Some hobbies may seem like work . . . They must have the spirit you have in playing to be considered a hobby .<sup>85</sup> .  
If this spirit of play is missing, it is not a hobby.

Many youth have begun a hobby and later gave it up because it ceased to be play to them. Others have begun a hobby and developed it into their life's work. When a hobby is no longer play but is considered as work by the individual then it ceases to be a hobby.

Some schools have trained youth in music, art, domestic science, industrial arts, and other subjects of special interest to make school work seem more like play.

It has become necessary that people relax, because of inner tensions caused by worry and work. Bullis and O'Malley have said that, "People who work with their hands tend to have less inner tension than teachers,

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85 Ibid., pp. 197-98.

professional people, or office workers."<sup>86</sup>

For the past generation the tendency has been toward more mechanized work and more thinking on the part of the worker. This has produced tensions in industry, in business, and in the professions. A hobby of handicraft has caused tensions to lessen and the worry of the office, the school room, or the factory have been forgotten.

In their concluding remarks regarding leisure time Bullis and O'Malley have said:

We generally do not find happiness just by searching for it. Neither do we find relaxation by just trying to relax. Relaxation is a by-product like happiness. We generally become happy as a result of services we have done others. We can become relaxed as a result of hard work, recreation, hobbies, music, or laughter, or by talking over our problems with an understanding friend and learning to take up one problem at a time and dispose of it. . . .<sup>87</sup>

Nearly everybody has experienced tensions sometime in his life and found it difficult to go to sleep after the day was over. This was caused by failure to relax. Trying to relax has caused some to become more tense. However, if a hobby were handy so the individual could relax by working he has been able to go to sleep.

At times individuals have been unable to relax because they had something on their minds. By talking it out of their system they have been able to relax and go to sleep. Others get out of bed and walk the floor until inner tensions have lessened.

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<sup>86</sup> Ibid., p. 200.

<sup>87</sup> Ibid., p. 205.

Many tensions in modern society have been caused by worry, needless worry. Too many people have worried about things over which they had no control. Why worry about those? It has never done any good.

The future has caused many to worry needlessly. What to say when one meets an important person, what to wear to an important social function, how to act on certain occasions, these and other problems have caused worry and inner tensions.

Many have learned that things that caused them worry seldom came to pass. This has caused some to worry less as the years have gone on. Others have remembered only their worries that came to pass and have worried more. Someone has said that worry kills more people each year in the United States than any one disease. Should schools neglect this phase of youth training or should they take steps to lessen worry? A few schools have begun teaching human relations to help train youth how to combat worry. It has seemed to be a step in the right direction.

Teachers, and others interested in the welfare of youth, should read literature by authorities in the field of human relations. Those who have already done so have experienced pleasure in helping youth make adjustments in their lives. Of course youth have to do the adjusting themselves, but the training has come from adults.

When youth have had proper training, understanding, and guidance, from adults they have had a tendency to be less delinquent, maladjusted, and unhappy.

For a more complete outline of the contents in the Delaware Plan



reference has been made to pages 141-44 in the appendix of this paper.

### The Public Affairs Plan

Mental health has been considered as very important to happiness, to being well-adjusted, and as being conducive to personality growth.

"Mental Health is a Family Affair,"<sup>88</sup> has been summarized, briefly, as follows:

In the above pamphlet it has been stated that happiness is a universal goal. The pamphlet further maintained that parents have desired happiness for themselves and for their children more than anything else in life.

Parents must be helped to become happier, Pratt and Neher<sup>89</sup> have pointed out in the above mentioned pamphlet, if the child is to be as happy as desired. In North Carolina<sup>90</sup> parents have been told what their children have been taught in school. They have obtained this information through their Parent-Teacher Association meetings.

Successful marriage has required an atmosphere of companionship, tolerance, and mutual respect. Teachers and parents have felt a need for courses in family relations in school for years. Some schools have had such courses with success. Some youth have felt, when they finished

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88 Dallas Pratt, M. D., and Jack Neher, "Mental Health is a Family Affair," Public Affairs Pamphlet No. 155 (New York: Public Affairs Committee, Inc., 1949)

89 Ibid., p. 2.

90 Ibid., p. 6.

the local high school, that they knew how the Romans had lived, but they did not know how to live the American way of life.

Parent-school co-operation desirable. It has been most desirable that parents and school authorities co-operate for the best interests of youth.

Youth taking courses in marriage problems have determined what was to be discussed in their classes. Their needs have been revealed by their questions, by their comments, and by attitudes while discussing questions asked by classmembers. The qualified teacher has been able to have class discussions focus on pertinent questions asked by those who were seeking assistance.

Questions of adolescents and youth have been determined, to some extent, by their age limit. They have needed specific answers rather than generalities. As a general rule these courses in family relations have been conducted in the traditional classroom manner: lectures, research, and required readings.

Americans have depended upon experts for much of their advice. In school, many teachers have called upon outsiders to help carry on this important work of giving advice to youth. Some teachers have called in parents to discuss the phase of parent-child relationship. This has been another way of helping unite the school and the home.

Some have thought that the discussion type of class has given the best results in teaching family relations. It has also seemed to be more satisfactory to have classes in family relations co-educational.

When these classes have been co-educational both sexes have had an opportunity to learn how the opposite sex regarded different phases of marriage.

As mentioned above, the discussion type of class has seemed to be more satisfactory in family relations classes. Textbooks have been used for statistical information. Movies and novels have provided the background for many of these discussions. Resource persons, who have the reputation of having happy homes, have been called in for lectures to the class. It has been necessary that they stay on for the discussion which follows, so they could answer questions asked by the members of the class.

Problem solving by youth themselves. Class discussion has helped many youth solve their own personal problems. However, special problems have needed individual counseling by the teacher. When deep-seated emotional problems have been discovered they have been referred to a psychiatrist.

Youth have been well-pleased about courses in family relations in communities where the school, the parents, and youth themselves worked co-operatively on the program.

Some communities have worked on community projects, such as an indoor center and an outdoor playground. Other communities have organized a recreation council, composed of teachers, parents, and children. Such a council has planned parties in the school for Friday nights, and other activities of similar nature. In still other communities hobbies have

been enjoyed by youth and adults together.

Selected Films on Family Relations, Emotional Health  
and Social Adjustment, and Sex Education

Attention has been directed to some of the films listed, especially those films dealing more specifically with etiquette and the boy-girl phase of human relations: "Ways to Good Habits," "Everyday Courtesy," "Going Steady," "Are you Popular," "Dating: Do's and Don'ts," and "Junior Prom." For a more complete selection of films in these phases of education, reference has been made to pages 111-27, inclusive, in the appendix of this paper.<sup>91</sup>

The National Forum Guidance Series

The National Forum Guidance Series<sup>92</sup> have been planned for six sections: About Growing Up, grade 7; Being Teen-Agers, grade 8; High School Life, grade 9; Discovering Myself, grade 10; Planning My Future, grade 11; and Toward Adult Living, grade 12. This plan has been worked out for schools having the six-three-three plan. Adjustments have been made so the plan was used in systems having the eight-four plan.

The plan has been for thirty-three chapters in the student book, thirty-three classroom charts, and thirty-three lesson outlines in the

<sup>91</sup> J. Wesley Crum and George Kontos, "Selected Films on Family Relations, Emotional Health and Social Adjustment, and Sex Education" (Ellensburg, Washington: Central Washington College of Education, 1950)

<sup>92</sup> National Forum, Inc., National Forum Guidance Series (Chicago, Ill.: National Forum, Inc., 1946-1950)

teacher's guide. For a complete outline of this program by year and by lesson, reference has been made to the appendix of this paper, page 145.

Questions have been raised in the textbooks, left unanswered, thus giving the students an opportunity to think through on their own problems. Plenty of time has been given for preparation of the lesson assignments. This has given the slow reader a chance to cover the material and think out his own solutions.

The thirty-three charts mentioned above have been used as a visual aid in the classroom. They have been used to introduce the theme of the chapter. These charts have tended to hold the class together and have helped to make each session a group experience. The charts have been presented to the class prior to the lesson dealing with that phase of the study to launch the subject quickly and naturally. The color on the charts has made strong and lasting impressions.

The chart has been kept before the class during the hour for the discussions and many times it has been left up after the discussion was over. This has been to stimulate more thinking on the topic.

The teacher's guides have provided an outline for each lesson. They have begun with a paragraph about the "state of mind" and "stage of growth" of the student as related to the theme. These guides have provided additional stimulating questions for each lesson.

Each lesson has contributed practical and vital help to the teacher's preparation on the topic. Four important paragraphs under each lesson-unit have helped the teacher quickly to orient himself to the student

and to the lesson material. "The Student" has given a description of the student's attitude and stage of development in relation to the topic. "The Objective" states clearly what has been undertaken by the unit. "The Chart" has shown how the visual aid contributes to the objective. "The Chapter" has reviewed the salient points and has helped the teacher to refresh himself as to the more important content. There have been sufficient questions so selection could be made in accordance with the students' primary interests.

The lessons have generally been carried on in an English class or a social studies class. However, they have also been taught in health and physical education classes, in vocational courses, and also in home economics. These lessons have also been taught in homeroom periods.

The National Forum Guidance Series<sup>93</sup> have been used as text materials in many special classes in orientation, adjustment, family living, human relations, psychology, basic living, common learnings, and the like. It was important that the material reach all of the students.

Teachers to handle this learning situation have not had to have a special course of training. However, the atmosphere of the classroom has had to be such that students were free to ask questions and to discuss any of the topics they desired. Teachers have had to have genuine interest in the personal development of adolescents and youth.

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93 National Forum, Inc., National Forum Guidance Series (Chicago, Ill.: National Forum, Inc., 1946-1950)

When boys and girls have come together, have discussed questions of interest to them, and then have come to their own conclusions, their impressions have been lasting ones. This peer-group self-expression has been very conducive to mental health.

As mentioned previously, this plan<sup>94</sup> has been taught from the seventh grade through the twelfth grade. The areas covered in each year's work has been as follows: educational, school adjustment; personal-social, group adjustment; group life, family-the crowd; boy-girl, growth-courtesy; and career planning, planning to work. This plan has been modified by schools when the need justified such adjustment.

For a more complete outline for each year's work reference has been made to the appendix of this paper, page 145.

#### Life Adjustment Program

The Life Adjustment Program<sup>95</sup> has been built around the three-year high school, when the school system has been based on the six-three-three plan. It has been built around the four-year high school, when the school has been operated under the eight-four plan.

This plan has been rather flexible. The books are readable from the ninth grade through the twelfth grade. The program has been modified to fit the needs of various school systems, and lends itself to

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94 National Forum, Inc., National Forum Guidance Series (Chicago, Ill.: National Forum, Inc., 1946-1950)

95 Science Research Associates, Inc., Life Adjustment Program (Chicago, Ill.: Science Research Associates, Inc., 1942-1951)

such modifications.

The Life Adjustment Booklets<sup>96</sup> have provided for one class period a week for all four years for all students, when it was taught in connection with the four-year high school. It has been suggested that the course be offered in either English or social studies classes. However, it has been indicated that the course could be taught in an extended homeroom period or an organized guidance class.

A more complete outline for the program for the four-year high school has been included in the appendix of this paper, pages 128-29.

Life adjustment in your subject classes (4-year high school) has been included in the appendix of this paper, pages 130-31, where it has been presented in a more complete outline form.

On pages 132-33 of the appendix of this paper a more complete outline of the life adjustment program for the three-year high school has been presented.

Life adjustment in your subject classes (3-year high school) has been presented in a more complete outline form on pages 134-35 of the appendix of this paper.

"Good Schools Don't Just Happen"<sup>97</sup> has been of interest to teachers and others interested in human relations in the classroom. This brochure has been made a part of this paper and is entered in the appendix on

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<sup>96</sup> See page 149 of the appendix for a listing of these booklets.

<sup>97</sup> Science Research Associates, Inc., "Good Schools Don't Just Happen" (Chicago, Ill.: Science Research Associates, Inc., 1950)



page 146.

As teen-agers have grown from adolescence to maturity they have encountered confusing problems. They have needed competent, sincere, and understanding help during this difficult period in their lives. "Not Problem Kids . . . just kids with problems"<sup>98</sup> has been very helpful to many adolescents and youth during this phase of growth.

A survey was made in all parts of the country, questioning 15,000 teen-agers. From this has grown the SRA Youth Inventory,<sup>98</sup> a self-scoring check list, containing 298 questions phrased by teen-agers themselves. These 298 questions covered the majority of problems that have worried youth in the past. A self-interpreting profile chart, filled out by the student himself, has shown him the areas in which his problems lie, and has suggested how he can start to solve the problems. A special key has been provided to help the counselor quickly find any students with real difficulty.

The above mentioned test has been given to individuals and to groups and has been administered at different times during the school year. It has been designed to fit any part of the curriculum: English, social studies, health and hygiene, home economics, orientation, vocational education classes, careers, and in the homeroom. It has been built to fit the needs of adolescents and youth in school from the seventh grade through the twelfth grade.

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<sup>98</sup> Science Research Associates, Inc., SRA Youth Inventory, (Chicago, Ill.: Science Research Associates, Inc., 1950)

Some of the better plans for teaching human relations in the classroom have been presented above. Although at the time this paper was written human relations was a comparatively new phase of education, much material in this field was surveyed. Reference has been made to the bibliography of this paper for further reading in this field.

### Chapter III

#### A PROPOSED PROGRAM FOR TEACHING HUMAN RELATIONS IN THE CLASSROOM ON THE SECONDARY SCHOOL LEVEL

In this chapter the writer presents a proposed program for teaching human relations in the classroom on the secondary school level. Here, as elsewhere in this paper, it is emphasized that any recommendations be considered as recommendations only. It is up to the individual teacher to formulate his plans, techniques of presentation, as well as the subject-matter area where it is taught.

It is to be understood, and is stressed for emphasis, that every teacher is an individual personality, every classroom is different from any other classroom, and every community is different from other communities.

Any teacher who is deeply interested in the welfare of boys and girls can teach human relations. Special courses are not required for background. However, any special training in teacher-training institutions will improve the teacher who wishes to teach human relations. The main thing in teaching human relations is to keep democratic atmosphere in the classroom. As long as the questions, the discussions, and other learning activities are conducive to learning give the class a free hand. The rapport must be one of friendliness, mutual respect, and co-operative in nature.

The discussion type of classroom procedure is recommended. This type of an emotional outlet is of therapeutic value to the pupils.

Objectives of human relations classes. The objectives in human relations may be stated as follows:

1. To learn to share responsibilities in the classroom.
2. To become more skillful in analyzing problems in labor disputes and other problems arising from labor unions.
3. To gain a better understanding of economic problems.
4. To acquire skill in differentiating between facts, propoganda, evidence, and opinion.
5. To improve in conversational skill.
6. To practice democratic principles, such as voting, by taking part in school government.
7. To pursue a hobby for emotional health.
8. To establish habits of conduct that are socially acceptable.
9. To become more tolerant, sympathetic, and understanding.
10. To become more respectful of the rights of others.
11. To cultivate qualities of kindness, friendliness, and courtesy.
12. To establish the habit of open-mindedness until all the facts are in, thus eliminating prejudices.
13. To learn to follow a leader who is better qualified or who has been selected by the group.
14. To cultivate the habit of listening while others talk.
15. To learn how to introduce people properly.

16. To acquire self-confidence by learning what is right and how to do it.
17. To improve human relations: how to get along with others.
18. To build the reputation of being trustworthy and dependable.
19. To acquire skill, through practice, in getting along with the opposite sex.
20. To develop emotional maturity.

The above objectives for human relations are offered as suggestions only and may be modified to suit the individual teacher who teaches the course in human relations. They may be modified to suit the class in human relations where the class has the democratic privilege of assisting in making decisions for the class. The latter is preferred by the writer.

New objectives may be added by teachers and pupils as the class in human relations progresses. Modifications will be needed, objectives will be different in various communities, and the training in working on the program of modification will help to develop the pupils in working co-operatively as a group.

Organization of human relations classes. Human relations classes should be organized on grade levels in the secondary school. Students are already organized in other classes in their school work. Human relations is a new comer into the educational family and as such has not tried to make itself unpopular by revising the program it found in operation when it arrived.

It is the opinion of the writer that human relations classes merit a class of their own. However, due to the fact that human relations as a formal subject is a new comer it has to content itself by being relegated to a position of minor importance in the majority of cases.

Newly added classes are looked upon as "fads and frills" by many laymen and too many educators. For this reason classes in human relations education has not been included in the curriculum in many of the secondary schools. In other schools, human relations classes were organized but did not receive the emphasis due them. In the near future it is hoped that human relations education will come into its own.

The writer had undergraduate work in the social studies field. It is logical that human relations classes be taught in that area. However, social studies are not required in all grades in the secondary school. It is recommended that human relations classes be offered in English.

It is suggested that the unit approach be used, with the incidental approach used when an incident of importance happens in the community. Incidents of national and international importance may be used when the teacher and pupils think the occasion demands it.

Human relations classes should be taught co-educationally. This gives the boys and girls an opportunity to learn how the opposite sex looks at various aspects of human relations.

Human relations may be taught in separate classes, dividing the boys and the girls, when the class so indicates. Unless the objection

is strong, however, the class should be co-educational. It is customary to combine the sexes in classes as boys and girls should discuss their problems freely, openly, and honestly before each other.

Another question of major importance is to decide what day in the week is to be set aside for human relations. Some think Friday is the logical day. The writer is of the opinion that there's too much interference on Friday afternoon for this to work out satisfactorily. It is customary to have athletic contests on Friday afternoon. In some instances contests are held in the evening, but even so the excitement of the coming contest is not conducive to learning.

Because of interference on Friday afternoon Monday is suggested as a more appropriate day to set aside for human relations classes. The other four days of the week are to be used for English classes.

Method of teaching human relations in secondary school. It is suggested that the co-operative group, problem-solving approach be used in teaching human relations in the secondary school. When this method of teaching human relations is used it is suggested that emphasis be placed on real life problems which are approached on a scientific problem-solving basis, as much as possible.

The lesson in human relations is generally launched by reading a story which sets the stage for the problem of the day. In some instances a sound film is shown. In other cases a drama is presented. Whatever the technique, a story, a film, or a drama it is followed by a discussion by the class. The discussion type of approach is of much

value to adolescents and youth. It gives them an opportunity to talk out their problems, thus the discussion acts as group therapy.

Content of human relations classes. The content of the classes in human relations is varied, due to differences in maturation of the different grades in the secondary school. All six grades in the secondary school have five major **areas of guidance**: educational, personal-social, group life, boy-girl, and career planning.<sup>1</sup> Certain areas are to be stressed more in some grades than in others, because of its interest to boys and girls of certain grade levels.

The writer has drawn heavily upon material from the National Forum Guidance Series and from the Delaware plan and has combined their ideas with ideas of his own.<sup>2</sup>

Human relations is to be taught for the entire school year, not a portion of it. This is necessary to emphasize the importance of the program. Why neglect human relations any more than social studies, or home economics, or mathematics or any of the other subject areas?

The five areas mentioned above over-lap as the program progresses through the six years of secondary school work. This gives emphasis to their importance. This emphasis gives a deeper, **more** lasting impression to adolescents and youth who participate in the program. It is suggested that they be encouraged to assist in building the program for the year's work.

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1. National Forum, Inc., National Forum Guidance Series (Chicago, Ill.: National Forum, Inc., 1946-1950)

2 See the appendix of this paper for various programs.



The content, by grade, of the human relations program is presented as follows:

Grade 7

Can Personalities Change?

Sharing Responsibilities in the Classroom

How Can I Make New Friends?

Co-operating with Others

How Emotions Affect us Physically

How Emotions are Aroused

How Personality Traits Develop

Getting Along with Teachers

How May I Become a Better Listener?

Study Tips

It's Not All Book Work

My Part in the Group

Being a Good Sport

Keeping My Word

The Meeting Will Come to Order

Are We Really Democratic?

Tolerance Toward Minorities

Understanding Others

Clicking with the Crowd

Leisure Time

Self-control

Am I Growing Normally?

Our Bodies Grow

How Do I Look?

Courtesy Counts

Minding Our Manners

Don't Argue

How to Introduce People

Why Hobbies?

Responsibilities: school, community, and country

Learning to Work for Wages

My Own Money and How I Spend it

What Job am I Suited for?

How Can I Hold a Job?

Should I Keep a Budget?

Summer Plans

The above is suggested for one year's work in the seventh grade. The content for the thirty-six weeks is recommended, but teachers are urged to make changes that are necessary. Some of the topics may not appeal to pupils in certain communities, they may not fit the needs of adolescents and youth in some schools. The teacher and the pupils are encouraged to make necessary adjustments. The training in co-operative work, sharing of responsibilities, and working under a leader will be of much value to boys and girls. A slight revision here and there will give the boys and girls a feeling that the program is theirs, not a program that is forced upon them against their wishes.

## Grade 8

Personality Growth

Meeting People

Moods as They Affect Our Personality

Personality Plus

Choosing My Activities

Making Friends

Helping Others Make Friends

Looking-Glass Looks

Etiquette's Easy

Manners in the Making

Party Time

Date Data for Boys

Date Data for Girls

Do I Need "a Line"?

Meeting People

Reading to Learn

Let's Talk about Teachers

Education and Jobs

Planning My Future Education

Choosing My High School Subjects

The Comics

Emotions in the News

Enthusiasm is Catching

What Makes a Good Worker?

Working with People

Should I Get a Part-Time Job?

Should I Budget My Money?

Becoming Grown-Up

Democracy--Our Way of Life

Know Yourself--Accept Yourself--Be Yourself

Overcoming Prejudice

Handling Our Emotions

Taking Part in the Group

How We are Alike

Democracy--a Privilege!

Your Community and You

## Grade 9

High School Life

School Clubs and Activities

Why Athletics?

My Teachers and I

Hints on Studying

Tests are Steps in Learning

How Important are Grades?

Intelligence

School Rules

The Team

My Opponent

What is School Spirit?

The Role of the School

Planning My High School Course

Respect for School Property

Being a School Citizen

Am I Democratic?

Courtesy

Etiquette

Helping Others is Fun

Accepting Myself

Personality Grows

Imagination--A Personality Asset

My Family

My Best Friend

Making and Keeping Friends

Enthusiasm is Catching

Beyond My Family

My Groups

Should I Get Work Experience Now?

Leisure Time

Creative Activities

The Other Fellow

What is Superiority?

Envy and Jealousy

It's One World

Grade 10

On Being Independent

How Does Society Shape My Actions?

Growing Up

My Emotions

Enthusiasm is Catching

Meeting Difficulties

Facing Disappointment

Losing Gracefully

Taking Success

Taking Criticism

Blunders

On Being Self-Conscious

Superstitions

Handling Fears

My Moods

Smoking and Drinking

Submitting To Authority

How Habits Rule Us

Do I think Straight?

Improving Reading Ability

Personal Appearance

What Makes for Popularity?

Why are People Disliked?

Becoming a Member of a Crowd

Dating Can Be Fun

Thinking of the Other Fellow

Freedom and Responsibility

The Importance of Group Action

What is My Place in the Group?

What Kind of Leaders Do We Want?

My Role in the Community

Accepting My Responsibilities

The World of Work

Vocational Guidance

Interests Can Be Developed

Using Present Opportunities

## Grade 11

All Jobs are Important

Every Job Takes Many Abilities

Importance of Character

What Do I Want from a Job?

Surveying All Fields of Work

A Realistic Look at Job Opportunities

"Families" of Vocations

Working with Things, People, Ideas

Types of Abilities

Ability Plus Interest

Appraising Myself

Ability Plus Social Adaptability

Choosing An Occupational Field

Testing My Ideas of a Job

Homemaking as a Career for Girls

Homemaking as a Career for Boys

Preparing for a Field of Work

Should I Go to College?

Opportunities for Vocational Education

Career Plans Change with Time

Avocations for Self-Expression

What are Our Basic Needs?

Feelings of Emotions

How Emotions Are Aroused

What is Emotional Maturity?

Going Steady

My "Crowd"

Sharing Leadership

Respect for Authority

Where Do I Get My Ideals?

Education or Propaganda?

Group Thinking

Is Our Race Superior?



Prejudices

Reacting to New Ideas

Creative vs. Sterotyped Living

Grade 12

What is Maturity?

The Importance of Language

Dangers in Generalizing

"It's Not That Simple"

Dangers in Labeling

Name-calling is not Nice

Fact or Opinion?

Emotions in the News

Facing Facts

Understanding People

What Do We All Want?

What are My Personal Goals?

How Can I Reach My Goals?

Intelligent Self-Interest

The Laws of Living

Conscience

Developing an Adequate Philosophy

A Social Philosophy

How is Human Progress Achieved?

The World Needs Pioneers

Living in a Dynamic World  
Choosing a Marriage Partner  
What Makes a Marriage Successful?  
Forming a Family of My Own  
Being an Intelligent Consumer  
Managing Money  
Is Money Everything?  
My Future Education  
My Vocational Future  
Getting Started on a Job  
Leisure Time Activities  
Am I Too Old for Hobbies?  
Democracy is a Way of Life  
Taking Part in Politics  
What is My Political Philosophy  
Meeting What Comes

In the above six-year program in human relations the writer makes suggestions as to topics to be covered each week on the secondary school level. Here, as elsewhere, the suggestions should be adjusted to the community, to the class, and to the teacher.

As adolescents and youth mature they should be given more and more responsibility. This can be done in the human relations classes by giving them more responsibility in planning the program, in selecting their own materials, and in getting up their own objectives from year to year.

The human relations program is now in the hands of the teacher. Whether it will be a success or not depends, to a large measure, upon the attitude of the teacher, his interest in the pupils, and the atmosphere of the classroom.

Whatever teachers do, they should make the classroom as free from restraint as possible and still be able to teach co-operative living to the pupils. Practice, in the classroom, concepts of democracy, co-operation, and tolerance and they will be more impressive upon adolescents and youth.

In the educational field human relations is a new comer. With proper leadership on the part of teachers who teach it, it is hoped that it will come into its own within the next generation.

To determine the needs of youth in the class and the needs of the community, it is suggested that a test, similar to SRA Youth Inventory,<sup>3</sup> be given to members of the human relations classes.

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<sup>3</sup> Science Research Associates, Inc., SRA Youth Inventory (Chicago, Ill.: Science Research Associates, Inc., 1949)

**APPENDIX**

**SELECTED FILMS ON FAMILY RELATIONS, EMOTIONAL HEALTH AND SOCIAL ADJUSTMENT, AND  
SEX EDUCATION.**

Selected by  
George Kontos  
J. Wesley Crum  
Central Washington College of Education

**FAMILY RELATIONS IN THE HOME**

**DAVID AND HIS FAMILY**

Young America Films, 30 frame film strip, (k-p).

A new baby brother has just arrived at David's home, and this is the story of a typical day in David's life showing how he has adjusted himself to the new situation. Follows him in his activities at school and at home.

**DAVID'S BAD DAY**

Young America Films, 36 frame film strip, (a)

David, a four year old boy, has extreme difficulty in adjusting himself to the advent of a new baby brother. The filmstrip shows his emotional outbursts at home and at school, traces their cause to his frustration at home, then tells how his mother and father realized his difficulty and helped him adjust himself to the new situation.

**TOMMY'S DAY**

Young America Films, 15 minutes, sound, (k-p)

This unique multi-purpose film is built around a day in the life of Tommy, an attractive seven year old boy, a day that is typical in all respects, except that he discovers on this morning that one of his baby teeth are loose. Home scenes involving Tommy, his small sister, and his mother and father, point out desirable practices of personal cleanliness, tooth care, diet, and family relationships. Scenes in Tommy's school classroom provide further opportunity for discussion of diet and dental care.

**APPRECIATING OUR PARENTS**

Coronet, 10 minutes, sound, (p-i-a).

Here is a film that will serve as an important guide to promote a more genuine appreciation of parents and to establish attitudes of respect and affection for mothers and fathers. Students will realize the sacrifices made by parents and will so gain an insight into their role in the parent-child relationship.

**YOUR FAMILY**

Coronet, 10 minutes, sound, (p-i-a).

The delightful film story of a happy family. . .the Brents. Through mutual understanding and acceptance of responsibility. . .through cooperation. .they have achieved that vital sense of unity so necessary to a happy, harmonious home life. This picture develops an appreciation and understanding of the family as a social unit and the important role that the individual plays within this unit.

**YOU AND YOUR PARENTS**

Coronet, 13½ minutes, sound, (jh-sh-a)

The issue of parental authority is one that touches every home where there are growing children. So this film becomes especially important to parents, youth counselors, and social leaders as well as teachers. The process of "growing away" from the family is described as a natural and normal one here, but audiences see how it can lead to difficulties if both parents and children do not take the time to understand each other's problems.

**SHARING WORK AT HOME**

Coronet, 10 minutes, sound, (jh-sh-a).

Shows the importance of cooperation to happy family life. It is a picture for home economics, language arts, social studies, and all other classes in which family relations are studied. Your classes will not only enjoy the picture but will also learn how to take one of the big steps toward improved family living.

**FRIENDSHIP BEGINS AT HOME**

Coronet, 16 minutes, sound, (jh-sh-a).

During adolescence, we grow away from our families. While this process is natural and desirable, it is also difficult and disturbing. This film is directed to the adolescent, stating as vividly and emphatically as possible the importance of valuing the friendships in the home... the fun of doing things with the family group and treating parents, brothers, and sisters with respect and affection. Designed for guidance programs, it is useful to home economics teachers and for general groups as well.

**FAMILY LIFE**

Coronet, 10 minutes, sound, (jh-sh-a)

"Gee, how do they do it? There go the Millers again, off for another day at Crystal Lake." Once disorganized and hard pressed, we see how, through proper home management of schedules, responsibilities, privileges, and finances, they begin to enjoy life as they should. This film creates an awareness of the happiness to be gained from a well-mannered home, and outlines a program for achieving it.

**YOUR FAMILY BUDGET**

Coronet, 10 minutes, sound, (jh-sh-a)

Who makes up a family budget? How is a family budget operated? If well planned and well operated, does a family budget contribute to family well-being and happy relations? These and other important questions about the subject are answered in this picture. The budget, method of preparation, and values of budgets are carefully planned and checked. Use this picture in the many different classes in which family budgets are studied.

**FAMILIES FIRST**

New York State Department of Commerce, 20 minutes, sound, (jh-sh-a).

A clear portrayal of the relationship of the home to the future happiness of children and to the strength of our country. Children's age old need for affection, security, success and new experiences is illustrated.

**YOU AND YOUR FAMILY**

Association Films, 9 minutes, sound, (jh-sh-a).

This film has been made to help audiences, both youth and adult, discuss how young people and their parents should feel and act toward one another in the everyday business of living together.

**GOOD NEIGHBOR FAMILY**

Office of Inter-American Affairs, 20 minutes, sound, (jh-sh-a).

A story of family life among Latin Americans; explains similarities and differences between Latin American and North American families.

### AND SO THEY LIVE.

New York University, 30 minutes, sound, (jh-sh-a)

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Detailed and intimate picture of a family in a rural southern community; shows real affection and respect among the family emerging as clearly as the unfortunate social and economic circumstances under which they live.

### IS YOUR HOME FUN?

Religious Film Association, Inc., 15 minutes, filmstrip, (jh-sh-a)

Pictures are cleverly drawn cartoons of the contrast between two homes; one in which life is grimly serious and one in which time is taken to develop and enjoy human values. Lively narration on recordings accompany the film strip.

### KNOW YOUR BABY

National Film Board of Canada, 10 minutes, sound; color, (sh-a).

Presents family relationships in a happy, positive way. Deals with preparation for and care of a new baby in a home where there are other children. Points up fact that the small baby's emotional and physical needs are so interrelated that they appear as one.

### BEFORE THEY ARE SIX

Brandon Films Inc., 20 minutes, sound, (sh-a).

Picture two serious problems facing women in industry, namely the responsibilities of their jobs and the care of their children.

### CRADLE SONG

Teaching Film Custodians, Inc., 12 minutes, sound, (sh-a).

Deals with selfish and possessive mother love.

### WEDNESDAY'S CHILD

Teaching Film Custodians, Inc., 11 minutes, sound, (sh-a).

The problem of a child who is witness to the dissolution of his parents marriage and the incidents leading up to the divorce.

### WOMAN AGAINST WOMAN

New York University, 20 minutes, sound, (sh-a).

The problem that confronts a young woman who marries a divorced man and goes to live in the same town with his first wife and child still living there.

### SPLENDOR

Teaching Film Custodians, Inc., 17 minutes, sound, (sh-a)

Problem of sexual ethics. Attractive wife accepts advances of husband's employer only when convinced that financial success is all husband wants and this relationship will give it to him.

### EDUCATING FATHER

Teaching Film Custodians, Inc., 11 minutes, sound, (sh-a).

Father tries to impose his own ambitions on son but is foiled by grandmother who remembers father ran away to achieve his own desires as to a career.

### AS THE TWIG IS BENT

New York University, 11 minutes, sound, (sh-a)

The effect of good and bad home environment on the children of today. Practical suggestions on how to deal with many current youth problems.

### FAMILY CIRCLES

National Film Board of Canada, 31 minutes, sound, (sh-a).

Describes how the interplay of home and school influences affects the development of today's youngsters. The experiences of three children illustrate vividly how parental indifference, lack of imagination, and emotional conflict at home can destroy the confidence and enthusiasm necessary for a child's success at school.

### MAKE WAY FOR TOMORROW

New York University, 18 minutes, sound, (sh-a).

Effect on a small family living in a big city of the arrival of the husband's mother who comes to live with them. The older woman cannot resist interfering with her daughter-in-law's life.

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### LIFE WITH BABY

Associated Films, 18 minutes, sound, (sh-a)

Shows how children grow, mentally and physically as charted by Dr. Gesell of Yale University Clinic. Non-technical in character, this film is replete with psychological and human interest and will help toward better understanding of the young child up to six years of age. (March of Time Film)

### OVERDEPENDENCY

University of Wisconsin, 32 minutes, sound, (sh-a).

A young man's life is crippled by the behavior patterns created during a too-dependent childhood. He is ill without physical cause. Finds it difficult to deal with ordinary problems of life. When doctor asks him to retrace his childhood experiences, the young man sees that emotional causes of his illness and fears grow out of taking refuge in the comforting of mother, wife and sister.

### LET YOUR CHILD HELP YOU

WildistCo., 8 minutes, sound, (sh-a).

Very young children may help mother at home and thus achieve a sense of accomplishment and responsibility as well as an increase of skills. Dishwashing, setting the tea table, helping prepare food, and laundering are activities in which young children can participate.

## EMOTIONAL HEALTH AND SOCIAL ADJUSTMENT

### FUN ON THE PLAYGROUND

Encyclopaedia Britannica Films, sound, 10 minutes, (k-p-1).

This film illustrates the real benefits of fairness, consideration and cooperation.

### AM I TRUSTWORTHY?

Coronet, 10 minutes, sound, (k-p-1).

Returning borrowed articles, keeping promises, doing a good job with assigned tasks are all presented as examples of trustworthiness in this film. Students see and learn that by practicing trustworthiness in the little things of everyday life, people will trust them when important issues are raised.

### PARTIES ARE FUN

Coronet, 10 minutes, sound, (k-p-1).

Among students of the lower grades, parties are often social trials. To offer guidance in accepted standards for party behavior, Coronet Films produced this unique film. It shows that parties can be fun and it gives an understanding of the work involved in planning and preparing for a party. Its outstanding classroom value comes as a basis for discussion and other language activities about parties.

### WAYS TO GOOD HABITS

Coronet, 10 minutes, sound, (k-p-1-a).

Children in the lower grade levels are developing the habits which they will have throughout their lives. Instead of merely reiterating the old theme, "Don't do that-- that's a bad habit.", this constructive guidance film shows the importance of habits, good or bad. Through real, clearly understandable situations it demonstrates how to substitute good habits for bad ones and motivates students to build good habits of their own.



### LET'S PLAY FAIR

Coronet, 10 minutes, sound, (k-p-i-jh-a)

Sharing, taking turns, obeying rules, are some of the basic elements of fair play that Horbie and his brother Bill discover in this inspirational motion picture. Your students will realize through this film that, although it sometimes takes careful consideration, fair play is the way to have the most fun. This film will stimulate discussions of "fair play" as it applies to specific problems of the everyday lives of your youngsters, and help them take their places in a more harmonious society. 115

### LET'S SHARE WITH OTHERS

Coronet, 10 minutes, sound, (k-p-).

Various examples of sharing are shown in this film to demonstrate to children that sharing is a desirable and essential discipline of democracy. The inherent or natural limitations of sharing are illustrated but the new values and pleasures that come with sharing are emphasized.

### WAYS TO SETTLE DISPUTES

Coronet, 10 minutes, sound, (p-i).

There are simple ways to prevent and settle disagreements; compromise is one way that this important film suggests. Other ways are presented as a guide for students to follow while maintaining a cooperative attitude on the part of both parties.

### HOW HONEST ARE YOU?

Coronet, 13½ minutes, sound, (i-jh-sh-a).

Students usually understand that honesty is a good thing; they don't have much trouble with simple honesty. But in some situations, honesty is a much deeper problem and it is this type of situation that is analyzed in this film. From it audiences are able to draw certain conclusions about what honesty is and how a person may apply the best of honesty to his thoughts and actions.

### HOW WE COOPERATE

Coronet, 10 minutes, sound, (i-sh).

Students learn here what cooperation is, the value to be derived from it, and they see some of the important settings in which we cooperate. The necessity of closeness of purpose, effort, and planning in cooperation is stressed.

### EVERYDAY COURTESY

Coronet, 10 minutes, sound, (i-jh-sh-a)

What better way is there to enable students to see and hear courtesy in action than through this Coronet film? When your students attend a school exhibit on courtesy, they'll learn that such supposed formalities as written invitations and replies and proper introductions, such phrases as "Please" and "Thank You", really add up to the friendliness and thought for others which make each person's life more enjoyable.

### YOU AND YOUR FRIENDS

Association Films, 8 minutes, sound, (I-jh-sh).

A participation film showing a teen-age party. Friendly cooperation is contrasted with self-centered bad manners. The audience is asked to evaluate different types of behavior; is encouraged to select and remember those qualities needed by one to be a friend and to have friends.

### ACT YOUR AGE

Coronet, 13½ minutes, sound, (jh-sh-a).

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Students will see here some of the more common types of "infantile reactions"—temper, weeping, inability to "take a joke" as well as other forms of emotional immaturity. And, having seen examples of these traits, they'll learn the basic reasons for the continuance of these common signs of emotion into adolescence. To help overcome the social handicaps that come with inability to "grow up," the film offers a method of self evaluation.

### CONTROL YOUR EMOTIONS

Coronet, 13 ½ minutes, sound, (jh-sh-a).

Emotional control is desired by all. The effects of uncontrolled emotions are familiar to teachers of adolescents. This film presents the essential understandings of psychology which apply to the control and direction of emotions. The language of the film is simple and direct, making the film suited to use with any group regardless of previous psychological learning.

### DEVELOPING FRIENDSHIPS

Coronet, 10 minutes, sound, (jh-sh-a).

It is vitally important that young people understand and appreciate "friends" and that they understand how real friendships are developed and maintained. This film accomplishes these objectives while showing that real friends make a person better than he or she already is.

### THE FUN OF BEING THOUGHTFUL

Coronet, 10 minutes, sound, (jh-sh-a).

Behind courtesy, behind all social adjustment lies the complex skills involved in insight into the motives, tastes, and desires of others. We call this insight thoughtfulness. It is expressed in hundreds of small and large ways, in speech, silence, action and inaction. This film may be used in social studies, in language arts, in home economics, or in any group where improvement of group and personal relations is either an immediate or long-run goal.

### GOING STEADY:

Coronet, 10 minutes, sound, (jh-sh-a).

Regular dating is a formal step in the process toward engagement and marriage and should be understood as such. Whether teen-agers realize it or not, "going steady" offers problems and disadvantages, especially for younger teens. So this motion picture raises for discussion such important questions as "When are you old enough to go steady? What disadvantages are there to it? How can you terminate the steady relationship if it seems an unsound one without hurt feelings?"

### SHY GUY

Coronet, 13½ minutes, sound, (jh-sh-a).

Here's a dramatically effective prescription for a major juvenile problem—overcoming shyness. An appealing story, sympathetically told, realistically and colorfully enacted, will charm parents, teachers and students alike, as our high school hero, lonely and diffident in his new school, learns to make and enjoy real friendships. Guided by his father's counsel and his popular, sociable classmates, he becomes a likeable model for your students to follow in their own difficult period of social adjustment.

**PLANNING FOR SUCCESS**

Coronet, 10 minutos, sound, (jh-sh-a).

The close relationship between success and adjustment is emphasized here. The factors which measure success are made clear and a guide to achieving success is outlined in this valuable guidance film. From it students will learn such important points as the value of setting their final goals high but keeping present goals within ability to fulfill.

**UNDERSTANDING YOUR IDEALS**

Coronet, 13½ minutos, sound, (jh-sh-a).

What are ideals? Why are they so important to well-being and happiness, and what do they have to do with character? These and other questions about ideals are answered in this film. A high school boy who has false conceptions of ideals finds the right objectives and goals to aim for. Specifically, this motion picture tells and shows what ideals are, and how they influence and influenced by character.

**CHOOSING YOUR OCCUPATION**

Coronet, 10 minutos, sound, (jh-sh-a).

"This is a picture about YOU." From this opening sentence through the last scene the impact of this extraordinary film is directed toward each individual member of the audience. This subject is perfectly suited to the "You are the camera" technique, which is expertly used to produce one of our finest vocational guidance films. Self appraisal, occupational possibilities, preparation requirements, and guidance facilities are a few of the ideas perfectly integrated here for the benefit of vocational guidance classes and conferences.

**HOW TO KEEP A JOB**

Coronet, 10 minutos, sound, (jh-sh-a).

For vocational guidance, for business education, and for all young people and adults, this picture carries an important theme. Job success is dependent upon more than a wise selection of vocation, more than the right attitude toward work itself, more than the wise selection of a particular position. Although all of these are important, job success means getting along with fellow workers, conduct of work, attitude toward company, and several other factors which this film explains vividly in the context of a fascinating story. Use the picture in classes, with assembly and general adult groups.

**YOU AND YOUR WORK**

Coronet, 10 minutos, sound, (jh-sh-a).

Being satisfied and happy in one's work. . . right attitude and approach to a job...achieving personal adjustment. . . these are basic problems which the vocational guidance worker must help others solve. Here is an invaluable aid in doing this job effectively...the story of Frank Taylor: his failure in a good job; and his ultimate rehabilitation and success. This absorbing, real-life lesson will be an essential addition to every vocational guidance program... in any field.

**FINDING THE RIGHT JOB**

Coronet, 10 minutos, sound, (jh-sh-a).

This is a vocational guidance film that gets down to actual facts in the problem of finding a job. A thorough presentation of job-load sources...emphasis on some of the crucial stages in obtaining a job...establishing a process of weighing offers in terms of your future goals and what the company has to offer... these are some of the factual treatments that make this film one that actually does show students how to go about "finding the right job."

### ARE YOU POPULAR?

Coronet, 10 minutes, sound, (jh-sh-a).

Caroline and Wally are going out tonight. They'll have a good time; they always do. They're popular and welcome in any group because they're friendly, considerate, and interested in other people. Here, re-enacting with their high school friends all-important teen-age social successes and failures, they present a vital, cinematic guide to boy and girl relationships.

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### THE HOUSE I LIVE IN

Young America Films, 10 minutes, sound, (jh-sh-a).

Frank Sinatra is the center of action in this film. Through song and well directed speaking and action parts, a strong plea for democratic tolerance is made.

### WASTAGE OF HUMAN RESOURCES

Encyclopaedia Britannica Films, 10 minutes, sound, (jh-sh-a).

This film shows human wastage caused by crippling disease, accidents, crime, war and tooth anti-social forces and creates a desire for healthful, safe, living.

### JUNIOR PROM

Association Films, 23 minutes, sound, color, (jh-sh-a).

The etiquette of dating. Teaches many intangibles like courtesy, politeness, and social ideals more important than just good manners of two boys and two girls at a prom and at a luncheon later. It answers many questions in the minds of teen-agers on the rightness and wrongness of mixed companionship procedures.

### THE GREENIE

Teaching Film Custodians, Inc., 10 minutes, sound, (jh-sh-a).

Produced by Metro-Goldwyn-Mayer. A little Polish refugee boy comes to America with his father. The boy attempting to become a part of this new world and make friends, is at first ridiculed by the boys on his street, but is finally accepted by them "in true 'Thanka' spirit."

### DATING: DO'S AND DON'TS

Coronet, 13½ minutes, Sound, (jh-sh-a).

By showing the progress of an idealized date, from the idea, asking and accepting to the date itself and the final good night, this film raises some important questions regarding dating, and suggests partial answers as guides for discussion. Such questions as "Whom do you choose for a date?", "How do you go about asking for a date?" or "How do you say goodnight?" help to stimulate open discussion of dating and the problems connected with it.

### HOW DO YOU KNOW IT'S LOVE?

Coronet, 13½ minutes, sound, (sh-a).

When it comes to defining the term "love" there is much halting and disagreement. What is the nature of love? How can you tell when a love is mature? These are some of the questions that this film deals with. It gives students of every age a basis for thinking clearly about love and shows clearly that mere conviction of love is not enough to insure lasting happiness.

**ARE YOU READY FOR MARRIAGE?**

Coronet, 15 minutes, sound, (sh-a).

Here is an important film that answers a need long-voiced by educational, church, and social groups. A couple, who want very much to get married, discover what it takes to be ready for marriage. A variety of vital teaching points are made and a practical "check-list" of criteria for engagement and marriage is offered by a married counselor.

**WHO'S BOSS?**

McGraw-Hill, 15 minutes, sound, (sh-a).

Discusses competition in marriage. Ginny and Mike are successful in their separate business careers, but in their marriage neither is willing to surrender his individuality. They try determinedly to make an adjustment and form a good partnership. They learn that a good balance can be achieved by patience, love and understanding.

**CHOOSING FOR HAPPINESS**

McGraw-Hill, 13 minutes, sound (sh-a).

Shows Eve and her cousin, Mary, reviewing the possible mates Eve has met in college. Pictures many different types of boys; then emphasized how Eve has tried to change each of them "for his own good." Mary suggests that Eve analyze herself and then choose a boy who has the basic attributes she desires.

**THIS CHARMING COUPLE**

McGraw-Hill, 18 minutes, sound, (sh-a).

Pictures the courtship of Winnie and Ken. They are in love with "love" and refuse to evaluate each others' good qualities and shortcomings realistically. Presents several dramatic episodes which reveal their true nature; then points out how Winnie and Ken refuse to use the proper appraisal of each other and do not alter their romanticized ideas to agree with the actual facts.

**MARRIAGE FOR MODERNS**

McGraw-Hill, sound, (sh-a).

Ideals and goals of adult love--marriage and children and a satisfactory and happy marital relationship.

**MARRIAGES ARE MADE ON EARTH**

McGraw-Hill, Sound, (sh-a)

Dramatization of the problems of selecting a mate.

**MARRIAGE AND DIVORCE**

The March of Time, 15 minutes, sound, (sh-a).

No ceremony more deeply symbolized the hopes of man and woman than that of marriage. Every day, throughout the length and breadth of America, is somebody's wedding day. Yet in a world full of disturbing realities, one out of every three American couples is headed for trouble. The March of Time frankly surveys the problem of broken homes and offers the opinions of many experts as to what should be done. For marriage and the founding of the family hold out today, as they always have, a greater problem of self-realization than any other course of life.

**MARRIAGE TODAY**

McGraw-Hill, 22 minutes, sound, (sh-a).

Shows how two young couples have built lasting marriages by a clear analysis of their mutual aims and cooperation in achieving them. One couple, university graduates, have many interests in common. The other couple, a business man and a teacher, center their mutual affection in their son.

**HELPING THE CHILD ACCEPT THE DO'S**

Encyclopaedia Britannica Films, 9 minutes, sound, (sh-a).

Portrays the child learning to live in a world defined by the DO'S and explains how his personality is influenced by the extent to which the DO'S are accepted. Illustrates, with life situations, the types of DO'S the child must learn to accept: (1) the DO'S for personal living, (2) the masculine and feminine DO'S and, (3) the DO'S for human relations.

**HELPING THE CHILD TO FACE THE DON'T'S**

Encyclopaedia Britannica Films, 9 minutes, sound, (sh-2)

Reveals how a young child meets a world of DON'TS and how he reacts by conforming in his own distinctive ways-- thus forming his own individual personality. Classifies the DON'TS as (1) those which protect the child from danger, (2) Those which restrain him from taking things that belong to others, and (3) those which teach him to respect the rights of others,

**BABY MEETS HIS PARENTS**

Encyclopaedia Britannica Films, 9 minutes, sound, (sh-a).

Points out how differences in personalities can be accounted for, not only by heredity, but also by the human relationships and environmental factors experienced during the first years of life.

**EMOTIONAL HEALTH**

McGraw-Hill, 20 minutes, sound, (sh-a).

This film has three primary objectives: (1) to convince young people that emotional upsets are common; (2) to show that if a disturbance of this kind is prolonged, the need for professional counsel and care is just as important and normal as with any physical illness; and (3) to explain in simplified language some of the basic techniques of psychiatric treatment and thereby allay some of the stigma attached to the necessity of this treatment.

**FEELING OF HOSTILITY**

International Film Bureau, 27 minutes, sound, (sh-a).

Excellent for use in emotional adjustments. Shows one character through life experiences from the age of four to about twenty-four. Excellent summary at the end of the film which few films have.

**FEELING OF REJECTION**

National Film Board of Canada, sound, 23 minutes, (sh-2).

Case history of a young woman who learned in childhood not to risk disapproval by taking independent action. This film shows the harmful effects of her inability to engage in normal competition, and analyzes the causes of her trouble.

**IT TAKES ALL KINDS**

McGraw-Hill, 18 minutes, sound, (sh-a).

Emphasizes that marriage partners must complement each other. States that Traits of personality appear in moments of stress. Pictures a series of young people reacting in a moment of stress. Points out the different types; then shows these same people in situations involving a member of the opposite sex. Analyzes personality traits in regard to mate selection and circumstances of successful marriage.

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**GUIDANCE PROBLEM FOR SCHOOL AND HOME**

Hartley Production, 18 minutes, sound, (sh-a).

Film presents a case study of a second grade child who is failing in his social adjustment and his studies and who lacks interest in his work. Through cooperation between teacher and mother the progress of the child improves his adjustment.

**LET'S GIVE A TEA**

Association Films, 20 minutes, sound, color, (sh-a).

Woman shows a high school girl how to arrange a tea table, etiquette of serving.

**GRIEF**

New York University, 32 minutes, SILENT, (a).

Produced by Dr. Rene A. Spitz, this film shows the effect upon infants induced by prolonged absence of the mother.

**PROBLEM CHILDREN**

New York University, 20 minutes, sound, (a)

A film about two children, Roy and Jimmy, in the seventh grade of an American public school who present special problems for the teacher. The film makes the plea that there are problem children because there are problem homes, schools, and communities.

**YOUR CHILDREN AND YOU**

British Information Services, 31 minutes, sound, (a).

Concerns the care of young children from the first months to the age to four or five. The approach is realistic, showing the struggles of the average imperfect parents and average imperfect children. Covers variety of subjects; weaning, behavior and discipline, toys, early questions about sex, fear, discipline, and other major problems.

**MEN IN WHITE**

The New York University, 20 minutes, sound, (a)

The problems here emphasized are: the choice between marriage and professional training; whether or not a wife should aid in her husband's support while he studies; and whether or not people of widely different backgrounds should marry.

**BOUNDARY LINES**

University of California Extension, 12 minutes, sound, color, (a).

A plea to eliminate the arbitrary boundary lines which divide people from each other as individuals and as nations, invisible boundary lines of color, origin, wealth, and religion. Shows how on an adult level, these lines result in an accumulation of fear and suspicion and finally in war.

**AMERICANS ALL**

University of California Extension, 16 minutes, sound, (a).

Interracial and interreligious hatreds: Film shows how a forward looking city like Springfield, Mass., offers an inspiring plan to other communities for combating prejudices-- shows how your school and your town can deal with the causes of this injustice.



## SEX EDUCATION

## HUMAN BEGINNINGS

Association Films, 22 minutos, sound, color, (k-p).

An Eddie Albert Production in cooperation with Dr. Lester F. Bock of the University of Oregon, who produced HUMAN GROWTH. This is a film for young children, their parents and their teachers. Its main purpose is to foster wholesome attitudes and to promote the emotional security of the child.

## THE STORY OF MENSTRUATION

University of California Extension, 10 minutos, sound, color, (jh-sh).

Excellent use of animated diagrams to show the menstruation process. Recommended for showing separately to boys as well as girls of junior high school age. Also good for parents and teachers. Pamphlet, "Very Personally Yours", for distribution to the audience. No rental charge on this film. Walt Disney Production.

## HUMAN GROWTH

University of Oregon, 20 minutos, sound, color, (jh).

Presents basic facts concerning human growth, and attempts to create an instructional atmosphere that permits the facts of human sex to be discussed without embarrassment or tension. Suitable for use in grades 6 to 9. Can also be used in teacher training and for adult classes in family life education, mental and social hygiene. Mimeographed Film Guide For Teachers and Discussion Leaders and accompanying slides are provided with the film.

## THE STORY OF HUMAN REPRODUCTION

McGraw-Hill, 20 minutos, sound, (sh-a)

This is a factual film on the human reproductive systems, and on the process of normal human birth. Models and animated drawings are used throughout the film to describe the anatomy and physiology of the individual reproductive organs of both men and women. The growth, eruption and disposition of the unfertilized female egg is shown; and the process of menstruation is carefully illustrated and explained. The film then takes up the functions of the male organs in the reproduction process. The manufacture of sperm cells and the formation of semen is described, and the flow of the semen through the urethral canal is traced. The film then shows how the sperm then move up into the fallopian tubes and how fertilization takes place. The gradual development of the human baby is shown, from early uterine life until the fully matured fetus assumes its position for birth. The body mechanics of the delivery process are explained and illustrated by means of animated drawings. Throughout the film stresses the biological normalcy of reproduction, and in its conclusion emphasizes the importance of clear, objective familiarity with these facts as important to the success of marriage and parenthood.

## BEFORE THE BABY COMES

Association Films, 12 minutos, sound, (sh-a).

Treats the recommended pre-natal care of the expectant mother and gives information on the kind of clothing the baby will need.

## IN THE BEGINNING

United States Department of Agriculture, 20 minutos, sound, (sh).

Reproduction explained through the use of photomicrography. Particularly suited to high school teaching. Processes of ovulation, fertilization and early development of mammalian ovum.

**ENDOCRINE GLANDS**

Encyclopaedia Britannica Films, 12 minutes, sound, (sh-a).

Describes the nature and function of glands, effects of pituitary hormones on ovum development, function of pancreas, parathyroid, characteristics of hyper-hypo-thyroidism, stimulations of mammary gland by the pituitary and ovarian hormone.

**SIXTEEN TO TWENTY-SIX**

National Film Board of Canada, 18 minutes, sound, color, (sh-a).

For girls and women. The essential facts about symptoms, treatment, and transmission of syphilis and gonorrhoea are presented in an informal talk by a doctor. Excellent use of animated diagrams.

**MESSAGE TO WOMEN (1945)**

United States Public Health Service, 20 minutes, sound, color, (sh-a).

For girls and women. Suitable for mixed groups. Doctor explains VB problems to leadership group of women. Information presented with animated diagrams and positive appeal for strengthening wholesome influences in community life. Emphasis on control measures, particularly education.

**VERY DANGEROUS (1947)**

National Film Board of Canada, 18 minutes, sound, color, (sh-a).

For male audiences only. Deals with symptoms, treatment, and transmission of syphilis and gonorrhoea. Excellent use of animated diagrams.

**WITH THESE WEAPONS**

S.F.P.H., 15 minutes, sound, (sh-a).

cause, spread, cure, control of syphilis.

**KNOW FOR SURE (revised)**

United States Public Health Service, 22 minutes, sound, (sh-a).

Deals with diagnosis and clinical treatment of syphilis. Gives attention to follow-up treatment, sources of infection, and community control.

**BEHIND THE SCENES IN A MODERN HOSPITAL**

University of California Extension, 35 minutes, (sh-a), Silent, color.

Portrays a patient entering the maternity ward or department of a modern hospital, showing the admitting procedure, followed by laboratory examinations, the X-ray and then the performing of the Caesarian section. Care of the baby is also shown. Because of the showing of the Caesarian section in color, the film is not recommended for young students.

**CHILD BIRTH (modern Techniques) (1947)**

Maternity Center Association, New York City, FILM STRIP, 10 minutes, silent, (sh-a). Shows entire process of childbirth. Based on Dickinson; Birth Atlas.

**CARE OF THE NEWBORN BABY**

S.F.P.H., 30 minutes, sound, (sh-a).

Shows nurse's part in teaching parents to care for newborn babies; and shows what the nurse can do in the home, clinic, and hospital, demonstrates how to hold, dress, bathe, and feed a baby.

**MOTHER AND HER CHILD**

National Film Board of Canada, 55 minutes, sound, color, (sh-a).

The history of an ordinary Canadian couple from the time they suspect they are going to be parents until the day their son is one year old.

**CLOCKING A CHAMPION**

B.H.E.C., 10 Minutes, sound, color, (sh-a).

A day in the life of a normal, healthy infant on by-the-clock routine in an average household. Approved methods of feeding and bathing demonstrated. No rental charge on this film.

**THREE COUNTIES AGAINST SYPHILIS**

United States Department of Agriculture, 18 minutes, sound, (sh-a).

How the population of three counties in the South is protected and treated by a traveling clinic.

**FEMININE HYGIENE**

National Film Board of Canada, 34 frames, Film Strip, color, (sh-a).

Physiological facts about the female anatomy from adolescence to middle age, especially designed for use in high school classes.

**INTRODUCING BABY**

National Film Board of Canada, 58 frames, film strip, color, (sh-a).

A speed-up of a baby's growth during his first nine months, with information about feeding, clothing, weaning, and immunization.

**NINE TO GET READY**

National Film Board of Canada, 54 frames, film strip, color, (sh-a).

The essentials of pre-natal care simply and cheerfully illustrated to show you how your baby can have the best possible start in life.

**MISCELLANEOUS****DANGEROUS STRANGERS**

Sid Davis, 10 minutes, sound, (k-p-i).

A tactful yet forceful educational film designed for children to impress them with the need to be on guard against molesters without arousing fear or curiosity. Dramatizes places and circumstances under which a child may encounter "dangerous strangers".

**DEVELOPING RESPONSIBILITY**

Coronet, 10 minutes, sound, (p-i-jh-a).

This appealing story of a boy, and of the dog he wants very badly, teaches lessons in responsibility that your students will understand and remember. They will realize that although responsibilities often entail hard work, difficult decisions and missing out on some fun... the rewards, both material and spiritual, more than compensate... and that through planning and determination a fuller, happier life will be theirs.

**THE DOCTOR**

Encyclopedia Britannica Film, 11 minutes, sound, (p-i-jh)

Excellent opportunity for children to observe activities of podiatrician during a typical day's work. Shows routine check-up of 11-year-old boy's chest, heart, blood pressure and throat. Blood sample from ear lobe. Small baby vaccinated for smallpox. Doctor checks on girl in hospital who has broken arm. Check-up of girl who may have measles.

**EVERYDAY COURTESY**

Coronet, 10 minutes, sound, (i-jh).

What better way is there to enable students to see and hear courtesy in action than through this film? When your students attend a school exhibit on courtesy, they'll learn that such supposed formalities as written invitations and replies and proper introductions, such phrases as "Please" and "Thank You", really add up to the friendliness and thought for others which make each person's life more enjoyable.

**GOOD SPORTSMANSHIP**

Coronet, 10 minutes, sound, (i-jh).

Here is a film that not only clearly demonstrates what good sportsmanship is, but motivates a desire on the part of the individual to "be a good sport" himself. Through lively story situations, the audience sees a number of examples of good sportsmanship in action. In these, the importance of sportsmanship in all phases of daily living is emphasized.

**HOW TO BE WELL-GROOMED**

Coronet, 10 minutes, sound, (jh-sh-a).

Don and Sue are two young people anyone would look at and want to know. This film shows how they improve their personal appearance through attention to good grooming habits. It demonstrates to students, as only a motion picture can, the four fundamentals of good appearance; good health, good posture, cleanliness, and neatness. With Don and Sue as living models, they realize that, in friendships and in business, success depends a great deal on how you look.

**HOW TO GET COOPERATION**

Coronet, 10 minutes, sound, (jh-sh-a).

Necessity for group action in our society makes this film especially important to both students and adults. It shows how cooperation from others can be enlisted if certain basic considerations are made. The need for a variety of methods of securing cooperation is demonstrated while showing how desired ends can be reached more easily with cooperation of others.

**WHAT MAKES A GOOD PARTY**

Coronet, 10 minutes, sound, (jh-sh-a).

Parties play an important role in the lives of young people; they want to have good parties and enjoy themselves at social affairs given by others. The film presents the skills of presenting a successful party and high lights the duties of the host and guest that make a party a "hit".

**OVERCOMING FEAR**

Coronet, 13½ minutes, sound, (jh-sh-a).

Here is an unusual film that shows the values of courage in meeting problems in everyday living. Courage is presented as an attitude which can be developed and cowardice is shown to be a characteristic that is specific; i.e., a response in reference to one specific type of situation. How overcoming a fear can make a better all-round person is the lesson found here.

**OVERCOMING WORRY**

Coronet, 10 minutes, sound, (jh-sh-a).

This is the story in which we see the devastating effects of needless worry and then watch how this prevalent affliction is overcome. Seeing this film will help audiences of all ages to examine their own worries more objectively and help them understand how to attack their problems effectively.

**THE WRONG WAY OUT**

Association Films, 20 minutes, sound, (sh-a).

The tragic story of youthful impatience with the barriers to young marriages, pointing out that it is best to wait until self-support is assured.

**PREFACE TO LIFE**

Castle, 29 minutes, sound, (sh-a).

How the personality of adults is the result of experiences in childhood. The film shows how a newborn baby, loved by his parents, grows and develops into three different persons as the result of (1) too much protection by his mother, (2) too much expectation on the part of his father, and (3) the right amount of love and understanding by both of his parents.

**DINNER PARTY AND REVIEW**

Sinnal-Mosorway, 25 minutes, sound, (jh-sh-a).

Treats the problems of etiquette which arise at a semiformal dinner party given by a teen-age girl in honor of the birthday of her friend. As the party progresses questions of etiquette arise as the host and hostess, or the guests, make errors or follow correct procedure. A review, following the main picture, shows the correct etiquette and table service for the boys and girls at this party.

**BENEFITS OF LOOKING AHEAD**

Coronet, 10 minutes, sound, (jh-a-sh).

A sound understanding of the importance of thinking seriously about the future and doing something about it is developed by this production. By helping students to look ahead -- to the kind of life they will want -- teachers can change their thinking about immediate problems and help them to obtain the kind of life they want.

**BETTER USE OF LEISURE TIME**

Coronet, 10 minutes, sound, (jh-sh-a).

There are many leisure time activities open to young people that are both interesting and educational. This film serves as a helpful guide in developing a constructive attitude about leisure time. It shows how time can be used constructively and not wasted, through a self-planned program of leisure time activities.

**DEVELOPING YOUR CHARACTER**

Coronet, 10 minutes, sound, (jh-sh-a).

What good character is and how it can be achieved in order to live more happily and more successfully is brought out in this unusual production. Influences from the home, church, school, and friends which mold an individual's character are described and a guide to developing this character is presented.

**HOW TO THINK**

Coronet, 13½ minutes, sound, (jh-sh-a).

A traffic ticket for driving his delivery car without a commercial safety sticker gives Dick cause to do a lot of straight thinking. By following the film's suggested procedure for clear and careful thinking, he is able to solve his problem successfully. The important elements of concentration, logic, observation, memory, imagination, and judgment are all presented as part of the correct "way to think".

**DEVELOPING LEADERSHIP**

Coronet, 10 minutes, sound, (jh-sh-a).

Have you given your students the principles they'll need when their moment of leadership arrives? The lessons taught in this exciting film story fill this need. Bill knew what to do when a flood struck Groonview...with enthusiasm, vision, and imagination...with readiness to assume responsibility...he directed a job well done. This unusual film will help to develop those leadership qualities in everyone who sees it.

Here is a four-year Life Adjustment program built around SRA's Life Adjustment Booklets. The booklets have been arranged according to the grade level at which they seem most appropriate. Both the easy vocabulary and readable style make it possible for you to introduce the booklets at any grade level from 9th through 12th where they fit into your school's curriculum. Under the grade, the booklets have been listed according to the problem areas covered in the SRA Youth Inventory.

## 9th Grade

## 10th Grade

## 11th Grade

## 12th Grade

MY SCHOOL

Study Your Way  
Through School  
What Good is High  
School?

MY SCHOOL

Streamline Your  
Reading  
Why Stay in School?

AFTER HIGH SCHOOL

Should You Go to  
College?

AFTER HIGH SCHOOL

How to Get THE Job  
Your Personality  
and Your Job

AFTER HIGH SCHOOL

Discovering Your  
Real Interests

AFTER HIGH SCHOOL

Choosing Your  
Career  
Getting Work  
Experience  
You and Your  
Mental Abilities

ABOUT MYSELF

Understanding  
Yourself

GETTING ALONG WITH  
OTHERS

Growing Up  
Socially

BOY MEETS GIRL

Dating Days

GETTING ALONG WITH  
OTHERS

Getting Along with  
Others

BOYS MEETS GIRL

Understanding  
Sex

MY HOME AND FAMILY

How to Live with  
Parents  
Money and You

BOY MEETS GIRL

Preparing for  
Marriage

Providing one class period a week all four years for all students—either through an extended homeroom period, an organized guidance class, or some such universally required class as English or Social Studies—will offer the best chance to cover these major youth problems adequately. The ~~short~~ daily homeroom period also provides an excellent opportunity to introduce this program. Shifts can be made depending on what the school finds are most serious problems.

A program for covering these booklets topics—and other activities, including appropriate tests—is suggested below. The Life Adjustment Booklets are underlined.

9th Grade - 1st Semester

Weeks	Subject or activity
1-2	Meet Your School (orientation to the school, based on the school's handbook or other suitable material)
3-7	SRA Youth Inventory (administration, interpretation, and discussion of problem solving)
8-11	<u>What Good is High School?</u>
12-15	<u>Study Your Way Through School</u>
16	Review of semester's topics

2nd Semester

1-4	Kuder Preference Record - Vocational (administration of the test, self-interpreting profile, and discussion of the meaning of test results.)
5-7	<u>Discovering Your Real Interests</u>

<u>Weeks</u>	<u>Subject or activity</u>
<u>2nd Semester</u>	
8-11	<u>Dating Days</u>
12-15	<u>Getting Along With Others</u>
16	Review of semester's topics

10th Grade - 1st Semester

<u>Weeks</u>	<u>Subject or activity</u>
1-3	SRA Reading Record (administration of test, interpretation of results)
4-6	<u>Streamline Your Reading</u>
7-9	<u>Why Stay in School?</u>
10-12	SRA Primary Mental Abilities (administration of test, profile, meaning of results)
13-15	<u>You and Your Mental Abilities</u>
16	Review of semester's topics

2nd Semester

1-5	<u>Choosing Your Career</u>
6-10	<u>Getting Work Experience</u>
11-15	<u>Understanding Sex</u>
16	Review of semester's topics

11th Grade-1st Semester

1-8	<u>Should you Go to College?</u>
9-15	<u>Money and You</u>
16	Review

2nd Semester

1-8	<u>Understanding Yourself</u>
9-15	<u>How to Live with Parents</u>
16	Review

12th Grade - 1st Semester

1-8	<u>Growing Up Socially</u>
9-15	<u>Preparing for Marriage</u>
16	Review

2nd Semester

1-4	Kuder Preference Record - Personal (administration, interpretation)
5-9	<u>Your Personality and Your Job</u>
10-15	<u>How to Get THE Job</u>
16	Review

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**LIFE ADJUSTMENT IN YOUR SUBJECT CLASSES**  
(4-year High School)

If no regularly scheduled class is provided for all students, the following classes might assume responsibility for covering these Life Adjustment Booklet topics in the 4-year high school:

9th Grade

English:

Study Your Way Through School  
What Good is High School?  
Getting Along with Others

Social Studies:

Discovering Your Real Interests  
Dating Days

Vocational Classes

(Commercial, Home-  
making, Agriculture,  
Industrial):

What Good is High School?  
Discovering Your Real Interests

Home Economics  
and Family  
Living

Dating Days

10th Grade

English:

Streamline Your Reading  
Why Stay in School?  
You and Your Mental Abilities

Health, Home  
Economics, Family  
Living, or Biology:

Understanding Sex

Social Studies:

Choosing Your Career  
Getting Work Experience

Vocational Classes

(Commercial, Agri-  
culture, Home-  
making, Industrial):

Choosing Your Career  
Getting Work Experience

## LIFE ADJUSTMENT IN YOUR SUBJECT CLASSES

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11th Grade

English: Should you Go to College?  
Understanding Yourself

Social Studies: How to Live with Parents  
Money and You

Home Economics and  
Family Living: How to Live with Parents  
Money and You

12th Grade

English: Growing up Socially

Social Studies: Your Personality and Your Job  
How to Get THE Job  
Preparation for Marriage

Vocational Classes  
(Commercial,  
Industrial):

Your Personality and Your Job  
How to Get THE Job

Home Economics  
and Family Living:

Growing Up Socially  
Preparation for Marriage

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Here is a three-year Life Adjustment program built around SRA's Life Adjustment Booklets. The Booklets have been arranged according to the grade level at which they seem most appropriate. Both the easy vocabulary and readable style make it possible for you to introduce the booklets at any grade level from 10th through 12th where they fit into your school's curriculum. Under the grade, they have been listed according to the problem areas covered in the SRA Youth Inventory.

## 10th Grade

MY SCHOOL

What Good Is High School?  
Study Your Way Through  
School  
Streamline Your Reading

## 11th Grade

MY SCHOOL

Why Stay in School?

## 12th Grade

AFTER HIGH SCHOOL

How to Get THE Job  
Your Personality and  
Your Job

AFTER HIGH SCHOOL

Discovering Your Real  
Interests  
Choosing Your Career

AFTER HIGH SCHOOL

You and Your Mental  
Abilities  
Should You Go to  
College?  
Getting Work  
Experience

GETTING ALONG WITH OTHERS

Growing Up Socially

BOY MEETS GIRL,

Dating Days

ABOUT YOURSELF

Understanding Yourself

MY HOME & FAMILY

Money and You

GETTING ALONG WITH OTHERS

Getting Along with Others

MY HOME & FAMILY

How to Live with Parents

BOY MEETS GIRL

Preparing for Marriage

BOY MEETS GIRL

Understanding Sex

Providing one class period a week all three years for all students—either through an extended homeroom period, an organized guidance class, or some such universally required class as English—will offer the best chance to cover major youth problems adequately. Shifts can be made depending on what the school finds are most serious problems.

A program for covering these booklets topics—and other activities, including appropriate tests—is suggested below. The Life Adjustment Booklets are underlined.

10th Grade - 1st Semester

<u>Weeks</u>	<u>Subject or activity</u>
1-2	Meet Your School (orientation to the school, based on the school's own handbook or other suitable material)
3-6	SRA Youth Inventory (administration, interpretation, and discussion of problem solving)
7-8	<u>What Good is High School?</u>
9-11	<u>Study Your Way Through School</u>
12-13	SRA Reading Record (administration of test, interpretation of results)
14-15	<u>Streamline Your Reading</u>
16	Review

## LIFE ADJUSTMENT PROGRAM FOR THE THREE-YEAR HIGH SCHOOL

- 2 -

10th Grade - 2nd Semester

<u>Weeks</u>	<u>Subject or activity</u>
1-3	Kuder Preference Record - Vocational (administration of the test, self-interpreting profile, discussion of the meaning of the results)
4-6	<u>Discovering Your Real Interests</u>
7-9	<u>Choosing Your Career</u>
10-12	<u>Getting Along with Others</u>
13-15	<u>Dating Days</u>
16	Review

11th Grade - 1st Semester

1-3	<u>Why Stay in School?</u>
4-6	<u>SEA Primary Mental Abilities</u> (administration of test profile, meaning of results)
7-10	<u>You and Your Mental Abilities</u>
11-15	<u>Should You Go to College?</u>
16	Review

2nd Semester

1-3	<u>Getting Job Experience</u>
4-7	<u>Understanding Yourself</u>
8-11	<u>How to Live with Parents</u>
12-15	<u>Understanding Sex</u>
16	Review

12th Grade - 1st Semester

1-4	Kuder Preference Record - Personal (administration, interpretation)
5-8	<u>Your Personality and Your Job</u>
9-15	<u>How to Get THE Job</u>
16	Review

2nd Semester

1-5	<u>Growing Up Socially</u>
6-10	<u>Money and You</u>
11-15	<u>Preparing for Marriage</u>
16	Review

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LIFE ADJUSTMENT IN YOUR SUBJECT CLASSES  
(3-year High School)

If no regularly scheduled class is provided for all students, the following classes might assume responsibility for covering these Life Adjustment Booklet topics in the three-year high school:

10th Grade

English:

What Good is High School?  
Study Your Way Through School  
Streamline Your Reading  
Getting Along with Others

Social

Studies:

Discovering Your Real Interests  
Choosing Your Career  
Dating Days  
Getting Along with Others

Vocation

Classes (com-  
mercial,  
Agriculture,  
Industrial):

What Good is High School?  
Choosing Your Career  
Discovering Your Real Interests

Home

Economics; and  
Family Living:

Dating Days

11th Grade

English:

Why Stay in School?  
You and Your Mental Abilities  
Should You Go to College?  
Understanding Yourself

Social

Studies:

Getting Work Experiences  
How to Live with Parents

Health or

Biology:

Understanding Sex

Vocational

Classes (Com-  
mercial,  
Agricultural  
Industrial):

Why Stay in School?  
Getting Work Experience

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LIFE ADJUSTMENT IN YOUR SUBJECT CLASSES  
(3-year High School)(con.)

## Home

Economics and  
Family Living:

How to Live with Parents  
Understanding Sex

12th Grade

English:

Growing Up Socially

Social

Studies:

Your Personality and Your Job  
How to Get THE Job  
Preparing for Marriage  
Money and You

Home Economics  
and Family  
Living:

Growing Up Socially  
Preparing for Marriage  
Money and You

Vocational  
Classes (Com-  
mercial,  
Agricultural,  
Industrial)

Your Personality and Your Job  
How to Get THE Job

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WHERE SRA'S LIFE ADJUSTMENT BOOKLETS FIT INTO  
Your Curriculum

Listed below are SRA's Life Adjustment Booklets and suggested subject classes in which they can be used. The booklets are listed according to the program areas found in the SRA Youth Inventory. All topics are appropriate for homeroom or group guidance classes. (The Life Adjustment Booklets are underlined.)

MY SCHOOL

What Good is High School?

Orientation class

English

Vocational Classes (commercial, agricultural, industrial)

Study Your Way Through School

Orientation

English

Streamline Your Reading

English

Why Stay in School?

English

Vocational classes (commercial, agriculture, industrial)

AFTER HIGH SCHOOL

Discovering Your Real Interests

Orientation

Social Studies

Vocational Classes (commercial, agricultural, industrial)

Careers

You and Your Mental Abilities

Orientation

English

Careers

Choosing Your Career

Orientation

Social Studies

Careers

Vocational classes (commercial, industrial)

Getting Work Experience

S Social Studies

Careers

Vocational classes (commercial, industrial, agricultural)

WHERE SRAs LIFE ADJUSTMENT BOOKLETS FIT INTO YOUR CURRICULUM (continued)

Should You Go to College

English

How to Get THE Job

Social Studies

Careers

Vocational classes (commercial, industrial)

ABOUT MYSELF

Understanding Yourself

English

Family Living

Home economics

Health and Hygiene

GETTING ALONG WITH OTHERS

Growing Up Socially

English

Home Economics

Family living

Getting Along with Others

English

Home Economics

Family living

MY HOME AND FAMILY

How to Live with Parents

Social studies

Home economics

Family living

Money and You

Social Studies

Home economics

Family living

BOY MEETS GIRL

Dating Days

Social studies

Home economics

Family living

Preparing for Marriage

Social Studies

Health and Hygiene

Home economics

Family living

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## LIFE ADJUSTMENT BOOKLETS FOR YOUR CLASSES

### FOR YOUR ORIENTATION CLASS OR UNIT

What Good is High School?  
 Study Your Way Through School  
 Discovering Your Real Interests  
 You and Your Mental Abilities  
 Choosing Your Career  
 Understanding Yourself  
 Growing up Socially  
 Getting Along with Others  
 Dating Days  
 Money and You  
 How to Live with Parents

### FOR YOUR FAMILY LIVING OR HOME ECONOMICS CLASSES

Understanding Yourself  
 Growing Up Socially  
 Getting Along with Others  
 Dating Days  
 Understanding Sex  
 Preparing for Marriage  
 How to Live with Parents  
 Money and You  
 Choosing Your Career  
 Your Personality and Your Job

### FOR YOUR CAREERS AND VOCATIONAL CLASSES

What Good is High School?  
 Why Stay in School?  
 Should You Go to College?  
 Discovering Your Real Interests  
 You and Your Mental Abilities  
 Choosing Your Career  
 Getting Work Experience  
 Your Personality and Your Job  
 How to Get THE Job

### FOR YOUR HOMEROOM PROGRAM

(see Life Adjustment Program for either 4- or 3-year high school)

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## LIFE ADJUSTMENT BOOKLETS FOR YOUR CLASSES (con.)

FOR YOUR SOCIAL STUDIES CLASSES

Discovering Your Real Interests  
Choosing Your Career  
Getting Work Experience  
Dating Days  
How to Live with Parents  
Your Personality and Your Job  
How to Get THE Job  
Preparing for Marriage  
Money and You

FOR YOUR ENGLISH CLASSES

What Good is High School?  
Study Your Way Through School  
Streamline Your Reading  
Getting Along with Others  
Why Stay in School?  
You and Your Mental Abilities  
Should You Go to College?  
Understanding Yourself  
Growing Up Socially

FOR YOUR HEALTH AND HYGIENE CLASSES

Understanding Sex  
Preparation for Marriage

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## The Delaware Plan

## Lesson Plans

## Seventh Grade

1. Public Enemies of Good Human Relations
2. How Personality Traits Develop
3. Our Inner Human Drives
4. Class Acceptability Record
5. How Emotions are Aroused
6. How Emotions Affect Us Physically
7. Emotions Displayed at Hallowe'en
8. Our Unpleasant Emotions
9. Emotional Conflicts
10. Our Pleasant Emotions
11. Emotional Problems at Home
12. Overcoming Personal Handicaps
13. Can Personalities Change?
14. Making Difficult Decisions
15. Assuming Responsibility
16. Co-operating with Others
17. Losing Gracefully
18. Submitting to Authority
19. First Impressions
20. Striving for Superiority
21. That Inferiority Feeling
22. Competition in Sports

23. Why Daydream?
24. Shyness vs. Self-Confidence (Debate)
25. How Habits Rule Us
26. Establishing Worthwhile Goals
27. Knowing Ourselves
28. Importance of Hobbies
29. Why Relax
30. Our Need for Faith

#### Lesson Plans

#### Eighth Grade

1. Personality Growth
2. Mealtime Emotions
3. Words Mean Different Things to Different People
4. Enthusiasm is Catching
5. Imagination—A Personality Asset
6. Should We be Different or Like Others?
7. Meeting People
8. Moods as They Affect Our Personality
9. The Power of Suggestion
10. Aids in Concentration
11. Heredity versus Environment in Personality Development
12. Religious Belief—An Asset in Personality Development
13. Emotions in the News
14. Large versus Small Families
15. Extending Our Areas of Interest
- 16.

16. **Satisfactions of Working**
17. **Overcoming Prejudice**
18. **Feeling of Guilt**
19. **Sudden Change and Our Emotions**
20. **Death and Our Emotions**
21. **Emotions Aroused by Disputes**
22. **Juvenile Delinquency in the News**
23. **The Comics**
24. **Personality Growth Through Community Service**
25. **Radio, Television, and Movies**
26. **Envy and Jealousy**
27. **Democracy—Our Way of Life**
28. **Making and Keeping Friends**
29. **Know Yourself—Accept Yourself—Be Yourself**
30. **Misfits in Life**

#### **Lesson Plans**

#### **Ninth Grade**

1. **Why Human Relations Classes?**
2. **Frustrations**
3. **Developing Personality Skills**
4. **Learning While We Are Young**
5. **Practicing Worthwhile Personality Traits**
6. **Autobiographical Personality Sketch**
7. **Acquiring Enthusiastic Interests**
8. **The Will To Succeed**

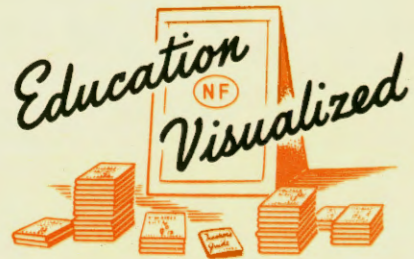
9. Good Sportsmanship
10. Understanding Our Parents' Viewpoint
11. Helping Parents Understand Our Viewpoint
12. Our Choice of Friends
13. The Four-Way Test
14. Courtesy Pays Dividends
15. Manners at Home and in School
16. How 'Bout a Date?
17. Emotional Causes of Accidents
18. Don't Jump to Conclusions
19. How Hostility Affects Personalities
20. Opinions and Emotions
21. Can Tact be Developed?
22. Relying too Much on Others
23. Loyalty—A Personality Asset
24. The "Never Squeal" Code
25. Emotional Stresses and Strains
26. Why Worry?
27. Pressures of Life
28. Balance is Important
29. Getting Along Together
30. Belonging

**NATIONAL FORUM'S  
PERSONAL GUIDANCE SERIES**

**for  
JUNIOR AND SENIOR  
HIGH SCHOOLS**

- 6 Student Books
- 6 Sets of Classroom Charts
- 6 Teacher's Guides

These Guidance materials are designed for use throughout the six years of Junior-Senior High School. They cover five major areas of personal adjustment. The topics dealing with each area are not confined to any one section or year, since this is not the way students grow up. They don't make all their educational adjustments in one year, then solve their boy-girl problems in another, and do their career planning in a third. Rather, they mature a little in each area each year. Therefore the material for each of the five areas flows through the six years, as shown in the color diagram.



**NATIONAL FORUM INC.**  
407 S. Dearborn St. • Chicago 5, Ill.

**COMPREHENSIVE PLAN of the NATIONAL FORUM GUIDANCE**



Two or three colors might well have been placed over some of the topics. Underlinings with another color suggest this. Also, other areas besides the 5 might have been listed, such as Emotions or Mental Hygiene—but it is obvious that these permeate all of the 5.

While this Series provides for a continuous sequence of the topics within each year, (Leaflet with full des

# NATIONAL FORUM GUIDANCE SERIES for JUNIOR AND SENIOR HIGH SCHOOLS

9

## HIGH SCHOOL LIFE

1. High School Life
2. School Clubs and Activities
3. Why Athletics?
4. My Teachers and I
5. Hints on Studying
6. Tests are Steps in Learning
7. How Important are Grades?
8. Intelligence
9. Am I Getting My Time's Worth?
10. School Rules
11. The Team
12. My Opponent
13. What Is School Spirit?
14. The Role of the School
15. Planning my High School Course
16. Our School Property
17. Being a School Citizen
18. Courtesy
19. Etiquette
20. Our Bodies Change
21. Growing Normally
22. Accepting Myself
23. Personality Grows
24. My Family
25. My Best Friend
26. Beyond My Family
27. My Groups
28. Should I Get Work Experience Now?
29. Relaxation
30. Creative Activities
31. The Other Fellow
32. What is Superiority?
33. It's One World

EDUCATIONAL GUIDANCE

STUDY HABITS

PERSONAL SOCIAL

FAMILY

GROUPS

WORK EXPERIENCE

SOCIAL

10

## DISCOVERING MYSELF

1. On Being Independent
2. How Does Society Shape My Actions?
3. Growing Up
4. My Emotions
5. Meeting Difficulties
6. Facing Disappointment
7. Taking Success
8. Taking Criticism
9. Blunders
10. On Being Self-Conscious
11. Superstitions
12. Handling Fears
13. My Moods
14. Smoking and Drinking
15. Do I Think Straight?
16. Improving Reading Ability
17. Personal Appearance
18. What Makes for Popularity?
19. Why Are People Disliked?
20. Becoming a Member of a Crowd
21. Dating Can Be Fun
22. Freedom and Responsibility
23. The Importance of Group Action
24. What is My Place in the Group?
25. What Kind of Leaders Do We Want?
26. My Role in the Community
27. The World of Work
28. Vocational Guidance
29. What Can I Expect from Education?
30. How Much School for Me?
31. Choosing My Elective Subjects
32. Interests Can Be Developed
33. Using Present Opportunities

PERSONAL ADJUSTMENT

STUDY HABITS

BOY-GIRL RELATIONS

GROUP LIFE

CAREER

EDUCATION

11

## PLANNING MY FUTURE

1. All Jobs Are Important
2. Every Job Takes Many Abilities
3. Importance of Character
4. What Do I Want from a Job?
5. Surveying All Fields of Work
6. A Realistic Look at Job Opportunities
7. "Families" of Vocations
8. Working with Things, People, Ideas
9. Types of Abilities
10. Ability Plus Interest
11. Appraising Myself
12. Ability Plus Social Adaptability
13. Choosing an Occupational Field
14. Testing My Ideas of a Job
15. Homemaking as a Career for Girls
16. Homemaking in the Career of Boys
17. Preparing for a Field of Work
18. Should I Go to College?
19. Opportunities for Vocational Education
20. Career Plans Change with Time
21. Avocations for Self-Expression
22. What Are Our Basic Needs?
23. Feelings and Emotions
24. What is Emotional Maturity?
25. Going Steady
26. My "Crowd"
27. Sharing Leadership
28. Where Do I Get My Ideals?
29. Education or Propaganda?
30. Group Thinking
31. Prejudices
32. Reacting to New Ideas
33. Creative vs. Stereotyped Living

CAREER PLANNING

EDUCATION

EMOTIONAL ADJUSTMENT

BOY-GIRL

GROUP LIFE

12

## TOWARD ADULT LIVING

1. What Is Maturity?
2. The Importance of Language
3. Dangers in Generalizing
4. "It's Not That Simple"
5. Dangers in Labeling
6. Fact or Opinion?
7. Facing Facts
8. Understanding People
9. What Do We All Want?
10. What Are My Personal Goals?
11. How Can I Reach My Goals?
12. Intelligent Self-Interest
13. The Laws of Living
14. Conscience
15. Developing an Adequate Philosophy
16. What Is the Place of Religion?
17. A Social Philosophy
18. How Is Human Progress Achieved?
19. The World Needs Pioneers
20. Living in a Dynamic World
21. Choosing a Marriage Partner
22. What Makes a Marriage Successful?
23. Forming a Family of My Own
24. Being an Intelligent Consumer
25. Managing Money
26. My Further Education
27. My Vocational Future
28. Getting Started on a Job
29. Leisure Time Activities
30. Democracy Is a Way of Life
31. Taking Part in Politics
32. Meeting What Comes
33. In School For Life

MATURITY

EFFECTIVE USE OF LANGUAGE

LIFE PHILOSOPHY

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PREPARATION FOR ADULT LIVING

While this Series provides for a continuous 6-year program, the grading of the material by years, and the sequence of the topics within each year, can easily be adjusted to fit the individual school program.  
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*Here are recommended materials  
to assist you in that job*

**1 SRA Better Living Booklets — for parents and teachers.** These are 48-page illustrated booklets on the problems that adults face with young people, and on ways to solve them. They are written by authorities in the field of child study to help *you* help young people. You'll find them useful for parent-teacher discussion groups or teacher-training work. Issued monthly during the school year, they are available by subscription. A list of future topics will be found on page 3. Annual subscription price, 9 issues, \$3.50.

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**▶ USE THE CONVENIENT ORDER BLANK ON PAGE 4 TO OBTAIN YOUR COPIES OF THESE AUTHORITATIVE GUIDANCE MATERIALS**

**▶ The materials described in this folder have been developed by Science Research Associates, the publishers who worked with the United States Office of Education to produce this brochure, *Good Schools Don't Just Happen.***

Science Research Associates is an educational publisher specializing in guidance material, psychological tests and professional publications. It serves educators, lay organizations, and youth-service workers throughout the United States. Among its authors and consultants are authorities like Dr. William C. Menninger, General Secretary, the Menninger Foundation; Eva Grant, Editor, Parent-Teacher magazine; Thelma Gwinn Thurstone, Director, Division of Child Study, Chicago Public Schools; Louis L. Thurstone, Professor of Psychology, University of Chicago; G. Frederic Kuder, Professor of Psychology, Duke University; H. H. Remmers, Director, Division of Educational Reference, Purdue University; Paul Witty, Professor of Education, Northwestern University; James Worthy, in general charge of employee relations, Sears Roebuck and Co., and many other leading figures in education and industry.

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A booklet to help the reader understand his personality better.

**These Life Adjustment Booklets are available now — order them for young people you know — your choice, 3 for \$1.00, minimum order \$3.00 — circle the numbers of the booklets you want . . .**

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. Choosing Your Career            | 13. Money and You                 |
| 2. Dating Days                     | 14. Should You Go to College?     |
| 3. Discovering Your Real Interests | 15. Streamline Your Reading       |
| 4. Enjoying Leisure Time           | 16. Study Your Way Through School |
| 5. Getting Along with Others       | 17. Understanding Sex             |
| 6. Getting Job Experience          | 18. Understanding Yourself        |
| 7. Growing Up Socially             | 19. You and Your Health           |
| 8. How to Be a Better Speaker      | 20. You and Your Mental Abilities |
| 9. How to Get the Job              | 21. Your Personality and Your Job |
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| 12. Looking Ahead to Marriage      | 24. Why Stay in School?           |

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# NOT PROBLEM KIDS ... just kids with problems

147



SHOULD  
I STAY  
IN SCHOOL?



WHAT KIND  
OF A JOB  
CAN I DO  
BEST?



HOW CAN I  
DISCOVER MY  
REAL INTERESTS?



HOW CAN  
I MAKE  
FRIENDS?



HOW CAN I  
GET ALONG  
BETTER WITH  
MY PARENTS?

**YOU CAN HELP THEM FIND THE RIGHT ANSWERS — with**

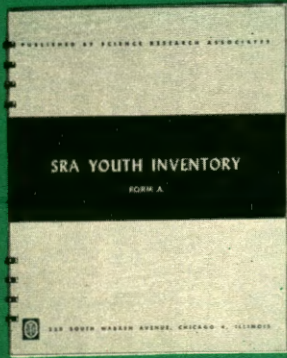
- *A test designed to help you discover the problems that bother young people most and*
- *Authoritative materials developed to help young people solve these perplexing problems*

*Here are accepted guidance materials that help you help young people with the problems of everyday living*

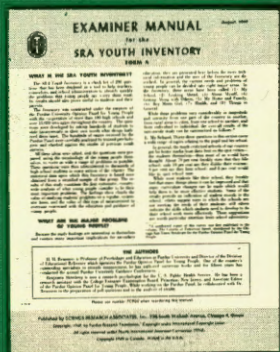
# problem

Understanding adults realize that every teen-ager encounters hectic, confusing problems as he grows from adolescence to maturity. Young people need competent, sincere, and understanding help during this difficult period. Schools and youth-service organizations realize this—but objective evidence about individual problems and good materials to help solve them have been lacking. Their absence has been a major stumbling block to planning and progress in Guidance and Life Adjustment Education.

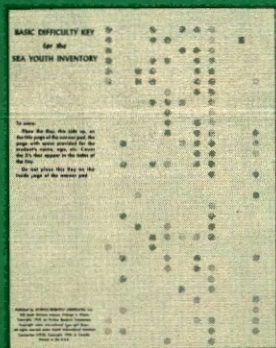
## THE SRA YOUTH INVENTORY . . . defining individual difficulties



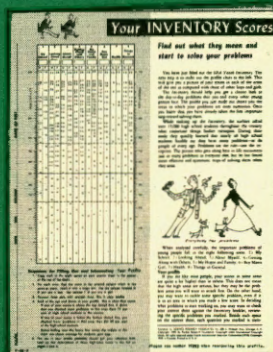
TEST BOOKLET



EXAMINER MANUAL



SPECIAL PROBLEM KEY



STUDENT PROFILE CHART

### HOW IT WAS DEVELOPED

The *SRA Youth Inventory* test is based on a survey of 15,000 teen-agers in all parts of the country, conducted by Purdue University's Opinion Panel for Young People.

### WHAT IT CONSISTS OF

It is a self-scoring check list, containing 298 questions phrased by teen-agers themselves, covering the problems they say worry them most. A self-interpreting profile chart, filled out by the student himself, shows him the areas in which his problems lie—and suggests how he can start to solve these problems. A special key is provided to help the counselor quickly find any students in real difficulty.

### WHOM IT BENEFITS

- *The School Administrator*—because it helps him to plan guidance and curriculum revisions that will meet expressed needs
- *Teachers*—because it helps them to understand students better and to tailor their classwork accordingly
- *Counselors*—because it provides a wealth of information for group orientation or individual counseling sessions
- *Students*—because it helps them to identify their own problems

### WHEN AND WHERE IT IS USED

The *SRA Youth Inventory* test can be given individually, or to groups, and can be administered at any time during the school year. It has been designed to fit any part of the curriculum—in English, Social Science, Health and Hygiene, Home Economics, Orientation, Careers, Vocational Education classes or in the homeroom. It is suitable for use with young people in grades 7-12.

**SCIENCE RESEARCH ASSOCIATES INC.**

228 S. WABASH AVENUE • CHICAGO 4, ILLINOIS

# ...and solution

Now, for the first time, a complete program of Life Adjustment Education is available—a program built by educators, counselors and educational psychologists. It features the SRA Youth Inventory, designed by Dr. H. H. Remmers of Purdue University and Benjamin Shimberg of the U. S. Public Health Service to determine personal problem areas. And it includes a continuing flow of practical material—SRA Life Adjustment Units—that help you to help young people solve their problems.

## SRA LIFE ADJUSTMENT UNITS . . . helping to solve problems of everyday living

### WHAT THEY ARE

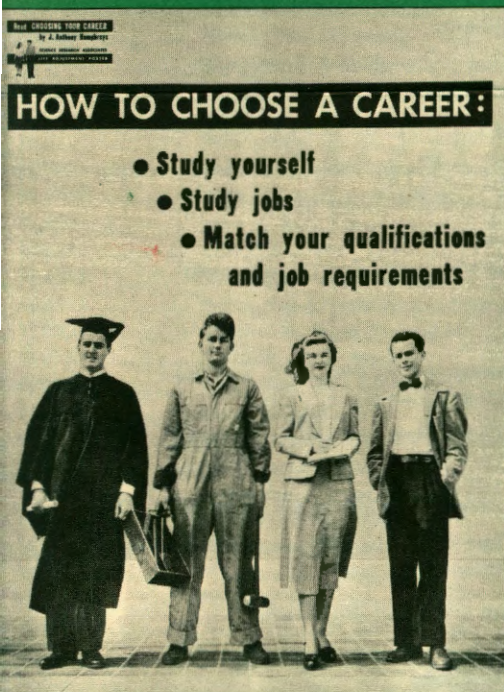
The *Life Adjustment Units* are a series of 48-page *Booklets*, accompanied by *Instructor's Guides* and full size 14" x 20" *Posters*. All are aimed directly at major human problems—all are written by outstanding authorities, and in the language of teen-agers. Brief descriptions of these *Units* are on the back of this brochure. Additional *Units* are published monthly during the school year and can be obtained singly, by subscription, or at a special quantity classroom price.

### HOW THEY ARE USED

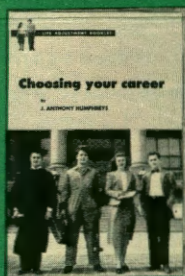
*Life Adjustment Units* fit into the curriculum or individual study groups. Each *Booklet*, authoritatively prepared by famed educators and psychologists, has been planned for a *specific unit* in the school curriculum. They are used as classroom texts in schools throughout the country. *Booklets* can be used separately as aids in individual counseling or as independent library reading. Each *Unit* is complete in itself—all *Units* can be integrated to form a course in Life Adjustment Education. The *Instructor's Guides* and *Posters* help teachers and counselors to present the material effectively. Life Adjustment Booklets are helpful to young people in grades 7-12.

### OTHER HELPFUL MATERIAL

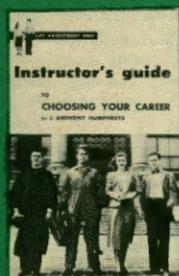
SRA has developed a companion series to the Life Adjustment Booklets, designed to help those who work with youth to understand their problems better. This new series is known as the Better Living Booklets, and classroom teachers, as well as administrators, counselors, and youth-service workers, will find them invaluable handbooks. Subscriptions to the series are being accepted now. Use the order blank to obtain these new booklets as they appear.



POSTER



BOOKLET



INSTRUCTOR'S GUIDE

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- \*Choosing Your Career* by J. Anthony Humphreys . . . what young people should consider when deciding upon a career
- \*Dating Days* by Lester A. Kirkendall  
and Ruth Fornham Osborne . . . answers to the problems of dating and making friends with  
the other sex
- \*Discovering Your Real Interests* by G. Frederic Kuder  
and Blanche B. Paulson . . . information important for success and satisfaction in school,  
career, and social activities
- \*Enjoying Leisure Time* by William C. Menninger, M.D. . . . a discussion of leisure time activities and their all-important  
relation to mental health
- \*Getting Along with Others* by Helen Shacter . . . the factors on which good personal and social relationships are built
- Getting Job Experience* by Thomas E. Christensen . . . how to select and get work experience that will help  
in career preparation
- \*Growing Up Socially* by Ellis Weitzman . . . the role of social maturity in school, job, and personal relationships
- \*How to Be a Better Speaker* by Bess Sondel . . . an unusual and helpful approach to the problems of making a speech
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and Joy Neuman . . . ways to achieve better relationships and understanding between  
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and A. C. Van Dusen . . . effective techniques for solving problems in everyday living
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this decision
- \*Streamline Your Reading* by Paul Witty . . . practical helps that pave the way to reading improvement
- Study Your Way Through School* by C. d'A. Gerken . . . "tricks of the trade"—study techniques that help to  
improve school work
- †Understanding Sex* by Lester A. Kirkendall . . . basic facts about body functions and reproduction, and the  
importance of mature attitudes towards sex
- \*Understanding Yourself* by William C. Menninger, M.D. . . . what people need to know about themselves to lead happier  
and more successful lives
- \*You and Your Health* by J. Roswell Gallagher, M.D. . . . the importance of building and maintaining good physical health
- \*You and Your Mental Abilities* by Lorraine Bouthilet  
and Katharine Byrne . . . a frank discussion of the nature of mental abilities, or intelligence,  
and their importance in school and career
- Your Personality and Your Job* by Paul W. Chapman . . . the ways in which personality influences job success
- \*What Employers Want* by James C. Worthy . . . the employer's side of the picture—what he looks for in the  
employees he selects and promotes
- \*What Good Is High School?* by E. F. Lindquist,  
Lauren A. Van Dyke, and John R. Yale . . . the part that high schools play in equipping students with "tools"  
for everyday living
- \*Why Stay in School?* by Florence Taylor . . . the values of completing high school, and what  
happens to those who drop out
- \*High School Handbook* by Margaret E. Bennett . . . an orientation booklet to help young people find their  
place in high school
- \*School Subjects and Jobs* by Lester J. Schloerb . . . charting the school courses needed in 250 different occupations
- \*How to Write Better* by Rudolf Flesch . . . a discussion of how to write simply, clearly, and interestingly  
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- \*Getting Along with Brothers and Sisters*  
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in brother-sister relationships
- \*Where Are Your Manners?* by Barbara Valentine Hertz . . . a discussion of good manners at home and school,  
in business and social situations
- \*Your Heredity* by Bernice L. Neugarten . . . how heredity operates and the part it plays  
in physical, mental and emotional development

\*Instructor's Guide and Bulletin Board Poster available for these titles.  
Instructor's Guide and Poster free with 15 or more copies of same title.

†Instructor's Guide only available for this booklet.

PRICES 40c each—3 for \$1.00—1 to 100 copies; 30c per copy—100 or more copies; 25c per copy—500 or more copies; same or assorted titles.

All titles listed above have been published—new titles are added each month during the school year.  
You can obtain these new titles by subscription—only \$3.50 yearly.

## LIFE ADJUSTMENT BOOKLETS

## SRA YOUTH INVENTORY

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| 5CD155 | _____ | *Dating Days                             |
| 5CE154 | _____ | *Discovering Your Real Interests         |
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| 5CF158 | _____ | *Getting Along with Others               |
| 5CD30  | _____ | Getting Job Experience                   |
| 5CC510 | _____ | *Growing Up Socially                     |
| 5CA560 | _____ | *High School Handbook                    |
| 5CA590 | _____ | *How to be a Better Speaker              |
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| 5CD33  | _____ | How to Live with Parents                 |
| 5CA561 | _____ | *How to Solve Your Problems              |
| 5CA591 | _____ | *How to Write Better                     |
| 5CC512 | _____ | *Money and You                           |
| 5CA511 | _____ | *Looking Ahead to Marriage               |
| 5CA513 | _____ | *School Subjects and Jobs                |
| 5CD32  | _____ | Should You Go to College?                |
| 5CF157 | _____ | *Streamline Your Reading                 |
| 5CD28  | _____ | Study Your Way Thru School               |
| 5CD31  | _____ | #Understanding Sex                       |
| 5CD152 | _____ | *Understanding Yourself                  |
| 5CA514 | _____ | *What Employers Want                     |
| 5CE150 | _____ | *What Good Is High School?               |
| 5CA567 | _____ | *Where Are Your Manners?                 |
| 5CD151 | _____ | *Why Stay in School?                     |
| 5CA517 | _____ | *You and Your Health                     |
| 5CE153 | _____ | *You and Your Mental Abilities           |
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